

School of Health Professions

The Community College of Baltimore County

Student Policy Manual



All students in the School of Health Professions (SHP) are responsible for knowing the information contained within this manual. This manual supports the CCBC college catalog and the CCBC student handbook and delineates policies specific to SHP programs. Please refer to these publications and individual SHP program handbooks for further information.

A letter from the dean.

Dear School of Health Professions Student:

The Administration, Faculty and Staff of the School of Health Professions welcome you. Your choice of The Community College of Baltimore County School of Health Professions to pursue your future place in the healthcare community will serve you well. The Programs of the School and the graduates are highly valued in the community for the quality of instruction and the expertise of the graduates.

During the course of your study you will find it rigorous and demanding, not only in terms of the learning you will be required to master but also the demands that it will place on your life outside the program. To be successful, it is imperative that you manage time effectively as well as life issues. Do not hesitate to seek help from the variety of resources available to you within the School and The Community College of Baltimore County. As a student who has been selectively admitted to a program within the School of Health Professions you have met certain standards that should predict your success. Work hard, use all available resources and join us to become the type of professional you would want to care for yourself and your family.

This Policy manual is a publication that supplements the student life policies and regulations found in the most recent issues of the CCBC college catalogue and student handbook. It contains additional policies and procedures for all students enrolled in the School of Health Professions that will prepare you to enter the healthcare environment where ethics and standards of behavior are imperatives. The environment that you will experience during the course of your study will mirror the demands of the healthcare professional you aspire to be.

Please, carefully read, understand and practice these policies and procedures during the course of your study in all environments where you are a representative of The Community College of Baltimore County School of Health Professions.

The Administration, Faculty and Staff wish you every success for the upcoming academic year.

Carol D. Eustis

Carol D. Eustis
Dean, School of Health Professions

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Purpose of this Policy Manual

The Student Policy Manual of the Community College of Baltimore County (CCBC) School of Health Professions serves as a performance and conduct guide for students enrolled in Health Professions Programs. Students are expected to be knowledgeable of all School policies. Each student is also expected to thoroughly review and adhere to policies provided by the specific program to which he/she has been admitted.

Vision, Mission, Philosophy, and Values

Vision

The School of Health Professions (SHP) will demonstrate nationally recognized leadership in the education of health care professionals. It will serve the community at large in planning for the healthcare needs of the public as well as providing for the deployment of health care professionals to areas of need and to underserved areas.

Mission

The mission of the School of Health Professions is to prepare qualified and highly motivated professionals to assume high levels of health care responsibility in Baltimore County, Maryland, throughout the Middle Atlantic region, nationally, and internationally in order to improve the quality of health care delivery and access to health care services for all. Further, the School of Health Professions will provide training and consulting to improve the performance of individuals and organizations involved in providing health care services.

Philosophy

The SHP exists to prepare qualified and highly motivated health care professionals to be integral members of the healthcare community. The faculty are to be a resource and guide and encourage students to become well prepared, life long, self-directed learners who conduct themselves with integrity, respect, professionalism, and social concern. The School of Health Professions graduates will work as vital members of the healthcare team collaborating with other professionals to provide superior medical care for patients.

Values

The SHP values ready access to excellent health care services as a basic human right. In keeping with its mission, vision, and philosophy, the SHP has identified four core values that provide a foundation on which the school operates.

- 1) The education of professionals from underserved communities, who will return to those communities, aids in improving access to health care in that community.
- 2) The SHP seeks to welcome all qualified individuals regardless of race, gender, religion, age, ethnic background, socioeconomic status, or sexual orientation to participate in any of its programs.
- 3) The student deserves the best of human and physical resources to facilitate his or her professional development.
- 4) Respect for all individuals is the cornerstone for healthcare delivery.

Code of Ethics

The SHP recognizes its responsibility to aid the student and graduate in maintaining the highest standards in the provision of quality and accessible health care services. In accordance with the mission, vision, philosophy, and values of the SHP, the following principles provide guidance for the standards governing the conduct of all health care professionals. This code provides the basis of ethical responsibilities but does not encompass all ethical obligations of health professionals. The cornerstone of ethical behavior is that healthcare professionals and individuals hold themselves with mutual respect and courtesy as a model to our communities.

- 1) Health Care Professionals shall be committed to providing competent medical care cognizant that their primary responsibility is the health, safety, welfare, and dignity of all individuals.
- 2) Health Care Professionals shall place service before material gain and must carefully guard against conflicts of personal and professional interest.
- 3) Health Care Professionals shall uphold the doctrine of confidentiality regarding privileged patient information.
- 4) Health Care Professionals have a duty to respect the law and all institutional policies.
- 5) Health Care Professionals shall take personal responsibility for being cognizant of and adhering to all federal/state laws applicable to the practice of their profession.
- 6) Health Care Professionals shall provide only those services for which they are qualified by education and/or experience and by pertinent legal regulatory processes.
- 7) Health Care Professionals shall not misrepresent in any manner either directly or indirectly their skills, training, professional credentials, identity or services.
- 8) Health Care Professionals will report unethical behavior to the appropriate source.

**Honor Code
School of Health Professions
The Community College of Baltimore County**

Preamble and Purpose

The School of Health Professions (SHP) of CCBC is an academic community comprised of students, faculty, staff, and administrators. This community recognizes the need to establish guidelines, which clearly state the goals and values of health care professionals. All members of the school are responsible for upholding principles of academic honesty and integrity, and promoting an environment of mutual respect and trust. If the highest standards are not maintained, the reputations of the College, the School of Health Professions, and the individual are compromised and a disservice is done to the community and society as a whole.

The Honor Code is not a list of rules, but a philosophy of conduct based on the belief that all community members take responsibility for their own actions. Honorable behavior demands that all community members tell the truth, advance only on personal merit, and demonstrate honesty in all aspects of personal and professional behavior.

CCBC Code of Academic Integrity

The School of Health Professions acknowledges the authority of the College and the tenets of the CCBC Code of Academic Integrity. *For the College to make its maximum contribution as an institution of higher learning, the entire college community must uphold high standards of integrity, honesty, and ethical behavior. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Each Student has a responsibility to submit work that is uniquely his or her own, or to provide clear and complete acknowledgement of the use of work attributed to others. To these ends, the following actions are expected of students:*

- *Complete all work without unauthorized assistance*
- *Follow the professor's instruction when completing all class assignments*
- *Ask for clarification when instructions are not clear*
- *Provide proper credit when quoting or paraphrasing*
- *Submit only one's own work*

Students who do not accept responsibility for the integrity of their own work will experience sanctions, including a written reprimand, failure of the assignment, failure of the course, and/or dismissal from the program. For repeat and extreme offenses, the College reserves the right to suspend or expel students. Suspension and expulsion are actions taken only by the chief student development officer on campus, or a designee.

If a student wishes to appeal a charge of having violated the code of academic integrity, the appeal must be filed within ten days of receiving notice of the offense. The appeal will be handled according to the procedures established for other academic appeals.

SHP Honor Pledge

Academic honesty and integrity are expected of students in the CCBC School of Health Professions. In recognition of the Honor Code, I certify that I will neither give nor receive unauthorized aid on this assignment/examination and that I will report all violations I observe.

Definitions: SHP Honor Code

The SHP Honor Code applies to all activities that take place on the campuses of The Community College of Baltimore County, in the clinical settings, at off-campus professional activities, or in situations when the student represents the School of Health Professions. Violations of the SHP Honor Code consist of any form of academic dishonesty, including, but not limited to, the commitment of any of the following acts:

- Cheating: intentionally using or attempting to use unauthorized materials, information, technology, or study aids in any part of the academic program, including copying from another student or allowing another student to copy.
- Falsification: intentional and unauthorized changing or misrepresenting data or other significant information in any academic exercise.
- Plagiarism: intentionally or knowingly representing the work of another individual as one's own.
- Bribery: the act of promising, giving, receiving, or agreeing to receive something of value with the corrupt aim of influencing a grade or receiving aid in any academic exercise.
- Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of the honor code **or** failing to report any violations

All members of the SHP community share the responsibility and authority to challenge and make known any acts of apparent academic dishonesty. The complete SHP Honor Code, with information describing the purpose and procedures of the SHP Honor Council, is available on the CCBC SHP web site.

Code of Classroom Conduct and Classroom Etiquette

The development of professional behavior begins in the classroom/laboratory setting and is crucial for students' preparation for the clinical setting and for obtaining employment.

- 1) Students will at all times demonstrate respect for and courtesy to all faculty, instructors, fellow students and guests.
- 2) Students will follow all published guidelines and policies on classroom attendance and behavior.
- 3) Students will arrive sufficiently early for scheduled classes, labs and other classroom activities to be seated, settled and ready to begin at the scheduled start time for class.
- 4) Students arriving late due to an emergency will enter the lecture hall/classroom quietly, take the nearest available seat, and settle themselves quickly causing the least possible disruption.
- 5) Students arriving late due to an emergency (in addition to calling ahead if possible) will apologize to the instructor and to fellow classmates at the first appropriate opportunity.
- 6) Once class has begun students will remain seated and attentive until the instructor announces a class break or formally dismisses the class.
- 7) If a true emergency arises necessitating that a student leave the classroom before dismissal, the student will leave and return (taking the nearest available seat to the door) as quietly as possible and apologize to the instructor at the first appropriate opportunity and provide an explanation for this breach in classroom etiquette.
- 8) Once the instructor speaks, students will cease talking and all other activities, become immediately attentive, and will not talk during class unless formally recognized by the instructor or presenter to ask or respond to a question.
- 9) Students will address faculty, instructors, and guests by their appropriate titles: Dean, Professor, Dr., Ms. or Mr. and so on.
- 10) Students questioning or challenging material presented, instructions or test questions will do so courteously and respectfully, appropriately recognizing that they are interacting with professional staff and faculty.
- 11) Students failing to follow the Code of Classroom Conduct and Etiquette may receive verbal or written warning regarding their conduct and may be asked to leave the classroom upon committing an infraction.

- 12) Students will not use cell phones and pagers and non-approved electronic devices during class sessions. Pagers and cell phones may be left on silent mode or vibrator alert and responded to only in the case of an emergency upon instructor's permission.
- 13) Students disrupting the classroom environment by any means will be asked to leave.
- 14) Food and drink are prohibited from the classroom/laboratory except with permission of the instructor.
- 15) Students are expected to come to class and/or laboratory dressed in suitable, tasteful attire and appropriate for the time of year. Inappropriate attire includes, but is not limited, to the following:
 - Any apparel, which has some design or wording that may be considered as being denigrating, lewd, lascivious or offensive.
 - Tank tops, halter tops, muscle shirts, beach wear of any kind, short tops that reveal the abdomen, short shorts as well as low riding attire that may reveal gluteal cleavage.
 - Clothing which has been altered from its original design, i.e. shirts that have had arms removed at the shoulder.
 - Visible piercings other than one small set of post pierced earrings.
 - Visible tattoos.

Testing Procedures

All personal belongings must be placed at the designated location in the classroom. Students may take only items specified by the proctor to their testing seats. Once the test has begun there will be no talking. Any questions must be directed to the proctor only. No one will enter or leave the room without the proctor's permission. If a student is allowed to leave a room, he or she must turn the exam into the proctor until returning. Any attempt at communication with anyone other than the proctor during the exam, reviewing any printed material, or having any printed material within your visual proximity, will be considered cheating.

Use of Electronic and Communication Devices

Students may not use computers, calculators, PDAs, phones, cell phones, pagers nor any other electronic or communications devices (unless specifically directed to do so by the proctor) from the time the exam or test is distributed until the exam or test is returned to the proctor. Students found to be using such devices—while excused from the testing room to use the lavatory for example—will be considered to be cheating and will be dealt with accordingly.

Professional/Clinical Conduct

In addition to the following expectations, each program may have its own individual professional and clinical expectations. For clinical experiences the student will:

- 1) Arrive on time and complete all assigned clinical hours with no absences (see individual program absence policies).
- 2) Wear the appropriate program attire to the clinical site. The clinical site/clinical instructor reserve the right to send a student home if the attire is deemed unsatisfactory for the day's assignment.
- 3) Not attend the clinical site under the influence of alcohol or illegal substances. If in the judgment of the clinical preceptor or program faculty, the student's behavior is impaired due to drug or alcohol use, the student may be sent home. The student may be required to submit to a drug test.
- 4) Be mentally and physically able to perform patient care activities in a way that does not pose a risk to patient safety. Program faculty and clinical preceptors reserve the right, in their professional judgment, to remove students from the clinical setting whenever the faculty or preceptor concludes that the clinical performance poses a risk to patient safety.
- 5) Uphold the confidentiality requirements of Health Insurance Portability and Accountability Act (HIPAA) of 1996.

Clinical Attendance

Students are expected to attend all assigned clinical activities. Each individual program has its own attendance requirements. Please see the specific program handbook.

Clinical Make-Up

For excused clinical absences, every effort will be made to accommodate make-up work. This work schedule depends upon availability of appropriate space at the clinical site. Generally students in this situation will receive an "I" grade for the course until the required work is completed. Students will be required to register for the following course ALHL 001 Clinical Practicum. This is a special course to accommodate students who have received an incomplete in a required clinical course in the SHP. Students will be responsible for enrolling in and paying for this course prior to being able to complete the clinical requirements of the specific program course in which the incomplete grade was assigned. No grade will be given for ALHL 001. This course will be valued at 1 to 6 credits to accommodate cost and issues of liability.

Note: an excused absence is notification to the program director in advance and permission is given for the absence.

Communication with School and Program

All SHP students are required to maintain and monitor a CCBC email account. See specific program information.

Core Competencies

The School of Health Professions has identified core competencies listed below that students in all programs are expected to demonstrate.

- 1) Effective written and oral communication skills;
- 2) Sound judgment and methodical critical thinking skills;
- 3) Excellent interpersonal skills:
 - Empathy, compassion and caring,
 - Professional attitude – team orientation with co-workers,
 - Ability to adapt to change,
 - Respect for others as demonstrated through demeanor, dress, use of language;
- 4) Solid foundation in basic math, statistics and science;
- 5) Understanding of professional/ethical issues:
 - Understanding ethical and legal practices,
 - Knowledge of state regulations;
- 6) Strong work ethic;
- 7) Achievement of core competencies of one's chosen profession:
 - Interpretation of medical literature,
 - Required clinical skills;
- 8) Life-long learning skills:
 - Participation in education,
 - Acceptance of responsibility for one's own education.

Written and Oral Communication

Writing Policy

Clear, correct and concise use of language is characteristic of an educated individual. Failure to use clear and concise written English language reflects poorly on the individual, the program, and college and ultimately on the student's chosen profession. Poor writing may even jeopardize patient safety and may result in patient injury or death. Students will be judged on the quality of their writing ability both in the classroom and the clinical setting.

Written assignments prepared for any SHP program must demonstrate a high level of writing skill. All SHP programs evaluate written work not only on its content but also on writing skills. Poor writing may cause a failing grade on a paper and in extreme cases a failing grade in a course.

In general, SHP programs require adherence to the current American Psychological Association Writing Guidelines. (Please see Appendix C for condensed guidelines.)

Oral Communication

Ability to communicate orally in the English language is essential not only to success in the classroom, but in the clinical setting as well. All SHP students must demonstrate a high level of ability to communicate orally in English. One's ability to give appropriate and safe oral instructions in the clinical setting is dependent upon English speaking ability and upon clarity, enunciation and understandability. Many professional boards will deny credentialing on the basis of inability to communicate well in English. SHP programs may list spoken English ability in their technical standards. Minimum oral communication standards include ability to:

- 1) communicate adequately and safely with other personnel involved in the care of patients/clients;
- 2) respond appropriately to verbal inquiries;
- 3) obtain, interpret and document relevant clinical data;
- 4) demonstrate comprehension of healthcare provider requests.

Professional/Technical Standards and Students with Disabilities

Professional Standards

Each program publishes its own essential functions and professional technical standards pertinent to the practice of that profession. These documents may reflect physical ability, interpersonal skills, intellectual and emotional stability and environmental requirements. In most cases the program will require students to provide verification from their physician of their ability to perform these functions.

Students with Disabilities

The School of Health Professions along with CCBC is committed to providing equal access to educational opportunities for all students. Offices on each campus arrange support services and reasonable accommodations for students with disabilities. A student may contact the appropriate office for an appointment to discuss reasonable accommodations. Please be aware that an appointment needs to be scheduled within a time period that allows staff adequate time to respond the special needs of the student.

Students having a documented disability requiring reasonable accommodations should contact the disability support office on the campus where their classes will be located before the start of the program or as soon as possible thereafter. Students will be asked to provide current documentation of the disability to the professional in the disability support office. If it is determined that the student is eligible for reasonable accommodations, it is the student's responsibility to provide the instructor with an accommodation letter from the disability support office. (Please see appendix D for information on how to contact the disability support office).

Professional and Academic Standards

Each SHP program adheres to CCBC published academic standards. The college requires a minimum grade point average (GPA) based upon the number of credits the student has completed. Students who do not meet minimum requirements are placed on CCBC academic probation. Students who fail to meet the conditions of the program may be dismissed from the college. Academic deans make decisions about academic probation, academic suspension and academic dismissal. Students have a right to request a review of a suspension or dismissal decision which could potentially lead to reinstatement on a probationary status. Likewise SHP programs adhere to the minimum CCBC code of conduct, standards, disciplinary procedures, and appeals processes. (See *CCBC Student Handbook*). However, selective admissions programs of the School of Health Professions generally have far higher academic standards than the published college minimums and higher expectations for student professionalism and conduct. In addition to the standards and guidelines published in his handbook, each program may publish its own expectations for conduct and academic achievement along with criteria that may result in student dismissal. Students are referred to their specific program policy manual for more information. The School of Health Professions has developed the following policies regarding academic and professional standards.

Academic Standards

Health profession's programs by their very nature demand much higher academic standards than other disciplines within the college. SHP students are preparing for careers with a high level of responsibility and therefore are held to more rigorous standards than fellow students in other disciplines. At minimum students must maintain a "C" average for all program course work. Additionally, students must meet all academic standards published by the program. Standards established by specific programs are often a result of the requirement of external accrediting agencies and are in place to assure that graduates meet the minimum standards of their selected profession and of the medical community.

Professional Conduct

SHP expectations for professional conduct have already been delineated. The student is reminded that the following behaviors may lead to automatic and immediate dismissal from the program:

- 1) Behaviors that compromise or interfere with the delivery of safe client care in the clinical setting;
- 2) Behavior considered unprofessional or abusive to faculty, staff or clients;
- 3) Use of any cooperating agency to procure or distribute illegal substances;
- 4) Initiating exploitative student-client relationships which:
 - are incongruous with the student role,
 - result in financial gain,
 - result in illegal transactions,
 - involve professionally unacceptable behavior.
- 5) Failing to report errors or accidents;
- 6) Non-compliance with CCBC Code of Academic Integrity and SHP Honor Code;
- 7) Criminal behavior, felony/misdemeanor;
- 8) Falsification of reports;
- 9) Rendering client care while under the influence of alcoholic beverages, illegal substances, narcotics or other controlled dangerous substances or other drugs in excess of therapeutic amounts without valid medical indications;
- 10) Leaving the clinical area or campus labs without permission of the appropriate faculty;
- 11) Being mentally, emotionally or physically unable to perform tasks safely in the clinical area.

SHP Academic Review Board

Students have the right to request a review of grades and/or decisions made by program faculty or administrators. The request procedure must be initiated within 10 business days of grade receipt or of the decision. The complete policy, procedure and forms can be obtained from the Deans' Secretary on the Essex Campus or the program secretaries on the Catonsville and Dundalk Campuses.

Student Recognition and Commencement Activities

Alpha Eta Society

The CCBC School of Health Professions is a participating member of the Alpha Eta Society. This is an honor society that seeks to recognize excellence in Allied Health degree students. Up to ten percent of students from any SHP associate degree program (nursing, mental health, occupational therapy assistant, respiratory care therapy, radiography, radiation therapy, mortuary science, massage therapy) may be nominated provided the following criteria are met.

- 1) Student must be in an associate degree allied health program.
- 2) Student must have a minimum overall GPA of 3.5.
- 3) Student must be enrolled in the final semester of the program.
- 4) No more than ten percent of students from an individual program may be nominated.
- 5) Student must have demonstrated leadership ability and a high level of professionalism.

Outstanding Student Awards

The annual School of Health Professions outstanding student awards are presented each spring during a campus recognition ceremony. Students from any SHP program are eligible for nomination provided they meet the following criteria. The student must:

- 1) be enrolled in any of the SHP programs.
- 2) have a minimum of 3.0 GPA.
- 3) be scheduled to graduate in the nomination year.
- 4) be in the upper 10% of the graduating class.
- 5) meet other criteria as established by the specific program.

School of Health Professions Student Recognition Ceremony

Students enrolled in one of the programs in the School of Health Professions are a part of a much larger organization than just their individual programs. In fact, the School of Health Professions (SHP) at CCBC is the largest provider of healthcare training and education in the entire region. The SHP holds an annual spring student recognition ceremony for all students who are completing a degree or certification in that academic year (December graduates through August graduates of the current year). All graduating or completing students are to attend this ceremony. The event is generally scheduled in late May on the Essex Campus in the Field House. Program directors will provide students with more specific information during their final spring semester at CCBC.

CCBC Commencement

Students graduating from one of the School of Health Professions associate degree programs are members of the CCBC graduating class. CCBC holds an annual commencement ceremony, which includes students, faculty, staff, and administrators from all three main campuses and extension centers. CCBC graduates from degree granting programs are expected to attend commencement. The date is announced in the spring schedule booklet and on the CCBC web site. The individual program directors will provide more specific information during the final spring semester at CCBC.

CCBC Completion Requirements

All students must apply for a degree or certificate. Applications are available at all campus Records and Registration offices or on-line at www.ccbcmd.edu/registration/graduation/html. The fee for a certificate application is \$15.00. The fee for an associate degree application is \$25.00. Interested individuals must complete the application and deliver or mail the application and fee to the Records and Registration office on the appropriate campus. Applications are due by the following dates:

- November 15 for spring completion
- April 15 for summer completion
- July 15 for fall completion.

Admission to the School of Health Professions

Selective Admission

Although CCBC maintains an open door policy for general admissions, the School of Health Professions offers selective admissions programs that are competitive, restrict enrollment, and require students to meet specific admissions criteria. Admission to the college does not guarantee admission to any of the programs in the School of Health Professions. Each program has its own unique admissions criteria and application deadlines. Contact the Office of Selective Admissions (room J101 on the Essex Campus, or 410-780-6112) for information about a specific program or read about the programs on the SHP portion of the CCBC web site at www.ccbcmd.edu.

Selective Admissions Process

1. Apply for admission to CCBC. The college application is available in-person at any campus or on-line at www.ccbcmd.edu. There is a one-time \$15.00 fee for application.
2. Submit official copies of any external transcripts to the Office of Records and Registration for evaluation and transfer of credits.
3. See a counselor or academic advisor.
4. Participate in assessment testing, if necessary. The counselor will advise students about assessment testing requirements and procedures.

5. Enroll in General Education and prerequisite courses.
6. Obtain information about the program of interest: see a case manager (nursing: Gwen Jones 410-780-6100, all other programs: Eugene Green 410-918-4037), attend an information session, attend a fall SHP open house, read about the program on the SHP portion of the CCBC web site, or make an appointment with the Office of Selective Admissions (410-780-6112).
7. Apply for admission to the SHP program of interest. Selective Admissions Applications are available on all three main campuses, in the Office of Selective Admissions, in the hallway outside room J 101, and by calling 410-780-6112 to request a mailing to a home address. Pay attention to the application deadline listed on the back of the application form. There is a \$15.00 non-refundable application fee. Applicants must present the completed Selective Admissions Application form to the Bursar's office and pay the fee. Applicants must submit official copies of all external transcripts from which they wish to transfer credits to the Office of Selective Admissions. **Even if** transcripts have been submitted to an Office of Records and Registration at one of the campuses, applicants must submit another copy to the Office of Selective Admissions. Applicants may also mail the Selective Admissions Application along with the non-refundable fee and all external transcripts to the Office of Selective Admissions in room J 101 on the Essex Campus 7201 Rossville Boulevard, Baltimore, MD 21237. If a student wishes to apply to more than one program, he/she must submit a separate Selective Admissions Application form for each program and pay the application fee for each separate application.
8. After receipt of the application, the applicant will receive, either by mail or in-person, any additional materials such as reference forms, interview requirements, instructions about writing an autobiographical sketch, or information about preadmission testing as appropriate for each program. ALL additional documents, the application, and all transcripts must be received by the deadline for each program.
9. After the application deadline has passed, the Office of Selective Admissions will process the applications. All applicants will receive a final status letter that will inform the applicants of their acceptance, wait list, or non-acceptance status.

Reapplication

Students who are unsuccessful in a petition for admission to a program in the School of Health Professions and wish to reapply must submit a new application. Applications are not automatically "rolled over" to the next application cycle. Wait lists are also not "rolled over," so a student who was placed on a wait list but not accepted into a program must also re-apply for the next admission cycle. Application folders are held in the Office of Selective Admissions for one year, so a student who is re-applying will not have to submit new external transcripts, unless additional courses have been added to the transcript.

Readmission

Students who have been academically dismissed from a program may have the option to request readmission to the program. Each program has specific readmission policies. See the specific program policy manual for information.

Articulated Credit

Students who transfer to CCBC from another institution requesting advanced standing in a SHP program may have the option to present documentation to the program director for consideration. These requests are handled at the discretion of the program director and on a case-by-case basis. Due to the wide variety of curricula in allied health programs nationwide, it is difficult for one allied health program to articulate credit with another.

The School of Health Professions does not substitute on-the-job training for credited coursework for any program.

Health Records

Students are required to provide health records including documentation of completed immunizations/titers/physical exam/etc. as per the individual program policy prior to the start of clinical experience. Failure to submit this documentation will affect ability to successfully complete the clinical portion of the program/course. Please see the specific program policy manual for specific details.

At clinical sites, students may be exposed to hazardous chemicals, radiation, infectious agents or other health hazards. Students should discuss existing health concerns with the program director.

Personal Health Insurance

School of Health Professions students may be required to carry some form of personal health insurance and to provide verification to their program by the start of the first semester. Most programs involve some type of clinical education within hospitals, clinics or other settings. Students are not covered by standards that require clinical sites to provide care for employees who may become injured on the site. Therefore, should a student be involved in a needle stick accident, for example, the cost for blood tests and any necessary treatment is the responsibility of the student. In the case of a physical injury most clinical affiliates of the School provide only first aid, any additional care is the sole responsibility of the student. The health insurance requirement is for the protection of the individual student.

Professional Liability Insurance

Risk is a part of life, particularly for those involved in healthcare. Even the most meticulous adherence to risk management techniques cannot entirely free the healthcare professional from liability in matters of treatment errors or omission. A common and wise way of handling professional liability risk is to transfer it contractually to another party in the purchase of liability insurance.

CCBC carries liability insurance for all SHP students assigned to a medical setting for training in order to protect the college and its affiliates from damage claims involving alleged malpractice. It is widely recommended, however, by many legal authorities that

students are best protected personally by carrying an individual policy. Some programs require students to provide verification that they have their own individual policy. Please see the specific program policy manual for more information and requirements.

Criminal Background Checks and Drug Screening

Due to changes in accreditation standards, students may be required to undergo criminal background checks and drug screening before participating in clinical rotations. This may affect a student's eligibility to participate in a clinical rotation, practicum or other clinical experience and ultimately the ability to graduate from or complete a professional program.

Recently, the dominant accrediting body for healthcare organizations and programs, Joint Commission on Accreditation of Healthcare Organization ("JCAHO"), mandated criminal background checks be performed on all persons having any opportunity for patient interaction at its accredited organizations. This includes employees and volunteers as well as students. A criminal background check revealing a conviction for certain crimes could result in a ban from participation in clinical rotations and thus prevent graduation/completion.

The same standard is also affecting a number of clinical sites requesting a drug screening prior to clinical assignments. Students enrolled in a program in the School of Health Professions may be required to submit to a drug test by the clinical sites. Be aware that a positive test result could entirely preclude clinical placement and thereby prevent graduation/completion.

Students will be provided policies outlining the procedures for both criminal background checks and the drug screenings. The policies will also describe the procedure if a disqualifying crime is found through the criminal background check or if the drug screening is positive for an illegal substance.

Both the criminal background check and the drug screening will be performed just prior to the beginning of professional coursework. Currently, it is the belief of the School of Health Professions that these screenings can be performed once during each academic program. However depending upon the specific program sequencing and each student's individual situation, a second background check may be required. The student will be responsible for the cost of both screens. Each student will still be required to meet any request to complete additional criminal background checks and/or drug screenings from specific clinical sites they are assigned for clinical experiences. Students may not self-select out of specific sites in order to preclude additional screenings.

Students are encouraged to contact the department's Program Director if they have questions.

The SHP Criminal Background Check Policy

1. Student must use approved (school) vendor;
2. Background check/drug screening will be conducted after acceptance in a credit program or enrollment in a continuing education program;
3. Final acceptance and admission into a program is contingent upon SHP policy on criminal background checks/drug screening;
4. Student pays vendor directly;
5. Students may not request to be assigned only to sites that do not require a criminal background check.

Appendix A

Plagiarism Statement

(Download from website or copy this page, sign and attach to any written work submitted)

Plagiarism is presenting or representing the work of another individual as one's own. Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. This includes using a single sentence or whole paragraphs written by someone else—from an internet source, book, journal or the work of a fellow student—without acknowledging and giving credit to the source of the information.

I, _____, verify in signing this statement that this paper is my own original work. I understand that if any portion of this paper is found to have been plagiarized or is suspected to be plagiarized, the matter will result in immediate failure on the exam or paper, possible suspension from the program and referral to the School of Health Professions Honor Committee for adjudication. I understand that the usual penalty for students found to have plagiarized is dismissal from the program.

Paper Title

Course Number

Student Signature

Date

Appendix B

Exam Honesty Statement

Testing Procedures

All personal belongings must be placed at the designated location in the classroom. Students may take only items specified by the proctor to their testing seats. Once the test has begun there will be no talking. Any questions must be directed to the proctor only. No one will enter or leave the room without the proctor's permission. If a student is allowed to leave a room, he or she must turn the exam in to the proctor until returning. Any attempt at communication with anyone other than the proctor during the exam, reviewing any printed material, or having any printed material within your visual proximity, will be considered cheating.

Use of Electronic and Communication Devices

Students may not use computers, calculators, PDAs, phones, cell phones, pagers nor any other electronic or communications devices (unless specifically directed to do by the proctor) from the time the exam or test is distributed until the exam or test is returned to the proctor. Students found to be using such devices—while excused from the testing room to use the lavatory for example—will be considered to be cheating and will be dealt with accordingly.

Honesty/Honor Code Pledge

I have read and understand the above statement. I will not cheat on this exam. I will report those who do.

Student Signature

Date

Appendix C*

* Note that this is a sample reference guide. Students may need to refer to an APA manual for complete instructions.

APA style REFERENCES

NON-ELECTRONIC

Basic Book: Author (Publication date). *Title of work*. Location: Publisher.

Example: Pender, N. J., Murdaugh, C. L., & Parson, M. (2001). *Health promotion in nursing practice* (4th ed). Stanford, CT: Prentice Hall.

Basic Periodical:

Author (Publication Date). Article title. *Periodical title*, Publication information

Example: Morse, G. (1999). Positively reframing perceptions of the menstrual cycle among women with premenstrual syndrome. *Journal of Obstetric, Gynecologic and Neonatal Nursing*, 28(2), 165-174.

Two Authors *Clark, N. M., & Dodge, J. A.*
Multiple Authors Hackl, K. L., Somlai, A. M., Kelly, J. A., & Kalichman, S.C.
> than Six Authors Piccoli, A., Modena, F., Calo, L., Cantaro, S., Avogadro, A.,
Nardo, G., et al.

ELECTRONIC

Basic Form: Magazine/Journal

Author(s). (Date-indicate "n.d." if date is unknown. Title [Electronic version].

Magazine or Journal Title, volume (issue, if given), paging. [Add the date of retrieval and the URL only if you believe that the print version differs from the electronic version.]

Example: Honeycutt, E. D., Glassman, M., Zugelder, M. T., & Karande, K. (2001, July). Determinants of ethical behavior. A study of auto sales people [Electronic version]. *Journal of Business Ethics*, 32(1), 69-79.

Basic Form: Internet Only Magazine/Journal

Author(s). (Date). Title. *Magazine or Journal Title*, volume (issue), paging (if given). Retrieved [access date] from [URL].

Example: Bowles, K. H. (1999). The Omaha System. *Bridging Hospital and Home Care*, 3(1). Retrieved August 28, 2002, from <http://cac.psu.edu/~dxm12/OJNI.html>

Basic Form: Online Database

Author(s). (Date). Title. *Magazine or Journal Title*, volume (issue), paging. Retrieved [date], from [database], Article No. (if given).

Example: Morse, G., & House, J. (2001). Changes in Meniere's disease responses as a function of the menstrual cycle. *Nursing Research*, 50(5), 286-292. Retrieved August 28, 2002, from Medline database.

Password Protected Site: Chapter or Section of an Online Document

Critical Thinking, the Nursing Process, and Clinical Judgment. (2005). *Professional nursing-concept and challenges* (Chap. 14). Retrieved October 09, 2004, from University of Phoenix rEsource Website.

Non-Password Protected Site:

The Foundation for a Better World. (2000). Pollution and banana cream pie. In *Great chefs cook with chlorofluorocarbons and carbon monoxide* (Chap. 3). Retrieved July 13, 2001, from <http://www.bamm.com/cream/pollution/bananas.htm>

Basic Form: Complex Web Site

Author(s). (Date). Title. Retrieved [date] from [Host business, agency or program]: [URL]

Example: Gordon, C. H., Simmons, P., & Wynn, G. (2001). *Plagiarism: What it is, and how to avoid it*. Retrieved August 28, 2002, from Biology Program Guide 2001/2002 at the University of British Columbia website: <http://www.zoology.ubc.ca/bpg/plagiarism.htm>

Basic Form: Multipage-no author/date

Name of sponsoring organization or title of site. (Date). *Document name*. Retrieved [date] from [URL].

Example: National Women's Health Network (n.d.). *Saline breast implants*. Retrieved August 28, 2002 from <http://www.womenshealthnetwork.org/clearinghouse/saline.htm>

Basic Form: Online Message/Discussion Board

Author(s). (Date of posting). *Message subject line* [Message ID]. Message posted to [group address].

Example: Morse, G. (2002, July 28). *Is it Meniere's or not?* [Msg. 227]. Message posted to <http://www.drgwen.com/forum/Default.asp?M=227&P=1&F=21>

CITING REFERENCES WITHIN THE TEXT

Paraphrasing means to state someone else's information in your own words. It can be done by summarizing material or by changing the original sentence (by rearranging and inserting your own words).

When the name of the author of the original material is used, place the publication date in parentheses.

Example: Lincoln (1863) expressed the view of equality in the Gettysburg Address.

When the author is not mentioned in the sentence then place the author(s) and publication date in parentheses.

Example: It is important that the men who died on the battlefield in Gettysburg be remembered and that their cause be not forgotten (Lincoln, 1863).

Quoting means to use the actual words directly from another person's work. The original words are placed within quotation marks.

When the name of the author of the original material is used in the sentence, place the publication date in parentheses just after the author's name and place the page number in parentheses at the end of the quote.

Example: Lincoln (1863) started the Gettysburg Address by stating "Four score and seven years ago our fathers brought forth on this continent, a new nation" (p.1).

If the author is not mentioned in the sentence then place the author(s), publication date, and page number in parentheses at the end of the quote.

Example: The opening words to the Gettysburg Address are "Four score and seven years ago our fathers brought forth on this continent, a new nation" (Lincoln, 1863, p.1).

When quoting more than 40 words place the quotation (do not use quotation marks) in an indented paragraph.

Example: Lincoln (1863) wrote the following on the back on an envelope:
Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. (p.1).

When citing multiple authors names in the text follow these guidelines.

Two authors – always cite both names

Three, four, or five authors – cite all authors the first time, then use first author, et al.

Example: 1st time cited Doe, Smith, James, and Fill (1993)
further citations Doe, et al. (1993)
Six or more authors - cite first author's name, et al.

This information is taken from the Publication Manual of the American Psychological Association (5th edition).

ADDITIONAL SOURCES OF INFORMATION

www.drgwen.com

www.cbcmd.edu/libraries/dundalk/researchcitationguide.html

www.iupui.edu/~nursad/apa.html

www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796

Appendix D

STUDENT SERVICES

Students are encouraged to seek counseling from College resources to meet their individual needs. Students may be referred by faculty or be self-referred. Referrals are always handled in a confidential manner. The following services are available on campus; however this is not an inclusive list. For more information on special support services, please refer to the college catalog.

SERVICE	CCBC CATONSVILLE	CCBC ESSEX	CCBC DUNDALK
General Information	410-455-6050	410-682-6000	410-282-6700
Admissions	410-455-4304	410-780-6313	410-285-9683
Bookstore	410-455-4320	410-780-6561	410-285-9670
Business/ Bursar's Office	410-455-4313	410-780-6350	410-285-9632
Cafeteria	410-455-4263	410-780-6722	410-285-9895
Child Care	410-455-4242	410-780-6577	410-285-9890
Career Development Services	410-455-4435	410-780-6732	410-285-9806
Counseling and Advisement	410-455-4382	410-780-6368	410-285-9809
Disability Support Office	410-455-6946	410-780-6741	410-285-9808
Financial Aid	410-455-4170	410-780-6446	410-285-9830
Learning Assistance Center	410-455-4382	410-780-6109	410-285-9876
Library	410-455-4287	410-780-6426	410-285-9640
Multicultural Affairs	410-455-6905	410-780-6593	410-285-9601
Records and Registration	410-455-4555	410-780-6363	410-285-9801
Security & Public Safety	410-455-4455	410-780-6300	410-285-9700
Student Activities	410-455-4322	410-780-6572	
Tuition/Payment Information	410-455-4241	410-780-6350	410-285-9632
Tutoring Services	410-455-4420	410-780-6901	410-285-9877

Appendix E

Accrediting Organizations

The following is a list of the organizations that accredit the various health education programs in the SHP. For more information on the accreditation process that each program must complete for initial and continuing accreditation, visit the web site(s) listed beneath each program.

Nursing – RN Program

National League for Nursing Accrediting Commission (NLNAC), 61 Broadway, 33rd floor, New York, NY 10006. 1-800-669-1656, www.nlnac.org.

Maryland Board of Nursing, 4140 Patterson Avenue, Baltimore, MD 21215, 410-585-1900, www.mbon.org

Nursing– PN Program

Maryland Board of Nursing, 4140 Patterson Avenue, Baltimore, MD, 21215, 410-585-1900, www.mbon.org

Physician Assistant Program

Accreditation Review Commission on Education for the Physican Assistant, 12000 Findley Road, Suite 240, Duluth. GA 30097, 770-476-1224, www.arc-pa.org

Emergency Medical Technology Program

Commission on Accreditation of Allied Health Programs, Committee on Accreditation of Emergency Medical Services Education Programs, 1248 Harwood Road, Bedford, TX 76021, 817-283-9403, www.coaemsp.org

Maryland Emergency Medical Services Board, c/o The Maryland Institute for Emergency Medical Services Systems, 653 W. Pratt Street, Baltimore, MD 21201, 410-706-3666, www.miemss.org.

Radiography Program

Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182, 312-704-5300, www.jrcert.org

CCBC ESSEX
Community College of Baltimore County
School of Health Professions
EMERGENCY MEDICAL TECHNOLOGY
PROGRAM

STUDENT POLICY MANUAL



2006 – 2007 Edition

“Be a CCBC Essex EMT Program graduate, or compete with one!”

*The EMT Program is accredited by the
Commission on Accreditation of Allied Health Education
Programs
and the
Maryland Emergency Medical Services Board*

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Robert M. Henderson, Jr., BS, NREMT-P, EMT Program Director.**

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Revised: June 27, 2006

CCBC ESSEX
EMERGENCY MEDICAL TECHNOLOGY PROGRAM
STUDENT POLICY MANUAL

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INTRODUCTION

Welcome to the Community College of Baltimore County (CCBC) **Essex Emergency Medical Technology (EMT) Program**. We are pleased that you have chosen our EMT Program for your advanced life support pre-hospital education and training. The entire faculty and staff join together in wishing you the best of luck as you work toward your goal of becoming a Nationally Registered, and Maryland licensed Paramedic.

The faculty and staff of the EMT Program are committed to quality and excellence in pre-hospital education and training. Because you are now part of a 'EMT Program', in a sense you are also now part of a family, and as such, you should be able to find any of the EMT Program faculty or staff ready and willing to lend assistance, mentor, advise, and help you reach your goals, what ever they may be.

The EMT Program *Student Policy Manual* is an annual publication that provides students with information on EMT Program and college resources as well as administrative and academic policies. This 2004 edition is effective January 1, 2004. Administrative and academic policies outlined here supercede those appearing in previous publications and apply to both First and Second Year students.

All students, regardless of their status in the EMT Program, are responsible for reading this manual, paying particular attention to the EMT Program and Academic Policies sections.

For the purposes of this manual, First Year students refer to any student who is enrolled in an EMST 105 course, and all students who matriculate into the EMT Program beginning with the first spring semester through the first summer semester. Second Year students are those who continue on to the second fall semester and complete the EMT Program at the end of the second spring semester. Students who are certified Maryland Cardiac Rescue Technicians (CRT's) and matriculate into the EMT Program beginning with the second fall semester and complete the EMT Program at the end of the second spring semester are also considered Second Year students.

Strict adherence to the policies and guidelines contained in this document is required of all students and faculty.

THE CCBC ESSEX EMERGENCY MEDICAL TECHNOLOGY EMT PROGRAM: PAST, PRESENT, AND FUTURE

The Emergency Medical Technology (EMT) Program began at Essex Community College in 1979. The EMT Program at that time offered only the Emergency Medical Technician-Ambulance (EMT-A) course until the mid-1980's when both the Maryland Cardiac Rescue Technician (CRT) and National Standard Curriculum for Paramedic (EMT-P) courses were added. The addition of the advanced life support courses created what is today the Certificate and AAS Degree curriculums.

The first EMT Program Coordinator was Lawrence Shamer, a retired Baltimore County Fire Department fire officer. Assisting Mr. Shamer were Curtis Wiggins and Clifford Ritterpusch, both of whom were also Baltimore County Fire Department career personnel in addition to many other talented fire department EMS personnel. After Mr. Shamer retired, he was replaced in the mid-1980's by William Neal who coordinated the EMT Program until his death in 1993. The current EMT Program Director, Robert Henderson, has been with the EMT Program since the summer of 1993, after serving as faculty and program director for the Baltimore City Community College Prehospital EMT Program for 5 years.

The EMT Program has had several medical directors since it's beginning, including Dr. Julie A.P. Casani, MD, Dr. Kathryn Yamamoto, MD, and the current EMT Program medical director, Dr. Kevin B. Gerold, DO, JD, a critical care physician and anesthesiologist at the Johns Hopkins Bayview Medical Center.

During the late 1990's the three independent community colleges in Baltimore County were combined under one system of what is today known as the Community College of Baltimore County (CCBC) with campuses located in Catonsville, Dundalk and Essex. This streamlining process was done to make the community college system in Baltimore County more accountable for its resources and responsive to the needs of the communities and students that it serves, with the major educational concept of **Learning First** as the prime objective for all CCBC faculty and staff.

In the Fall of 2003, the EMT Program, along with the other allied health and nursing programs that made up the Division of Allied Health and Human Performance became part of the newly formed School of Health Professions under the direction of Dean Carol D. Eustis, M.Ed.

The EMT Program offers two patterns of study: Certificate and Associate of Applied Science (AAS) Degree. The EMST 105 Emergency Medical Technician Basic course is offered on an open enrollment basis, and is the primary source for students matriculating into the EMT Program.

The advanced life support EMT Program begins every fall (effective September, 2006), and continues for a twenty four month period. Students who matriculate into the EMT Program take both general education and EMT Program specific courses, in a predetermined order, which ultimately leads to the awarding of either the Certificate or AAS Degree, and certification as a Nationally Registered Paramedic, and a Maryland licensed Paramedic.

A more complete description of the Certificate and AAS Degree curriculums, as well as the EMT Program patterns and course descriptions can be found in the current edition of the college catalogue.

The EMT Program attracts students from Baltimore County and a variety of other jurisdictions in Maryland. The EMT Program also accepts students from other states and countries. During any one semester there will be an average of 75 basic life support (EMT-Basic) and 20-25 advanced life support students (CRT/Paramedic) enrolled in the EMT Program.

The EMT Program enjoys a considerably positive reputation among its peers within the prehospital educational and operational communities. Those who enter the EMT Program at either the basic or advanced life support levels are given a high quality, state-of-the-art, entry level prehospital education and training course which prepares them in a realistic way for the challenge and changes in providing emergency care in the out-of-hospital environment. This is due in great part to the fact that only currently functioning prehospital providers, whose licensure is usually at the advanced life support level, are employed as primary and adjunct faculty. This assures the students that their primary faculty are bringing their real-world experiences into the classroom to give enrichment to the standardized course curriculums.

The EMT Program is also fortunate to have as its allies in providing a quality educational experience a variety of clinical sites through which the students enrolled in the EMT Program rotate to practice valuable psychomotor skills, including: the R Adams Cowley Shock Trauma Center, the Johns Hopkins Hospital, the Johns Hopkins Bayview Medical Center, the Baltimore County Fire Department, the Baltimore City Fire Department, the Upper Chesapeake Health System, Hart to Heart Ambulance, University of Maryland Medical System, York Hospital Medic 97, located in York, Pennsylvania, and the Erickson Retirement Communities.

The EMT Program Advisory Committee, whose members include representatives from peer educational facilities, clinical sites, adjunct faculty, and the CCBC Essex administration, meet once per year to review the previous and current years EMT Program strengths, weaknesses, and opportunities, and to discuss other important issues relating to current and future trends in emergency medical services education and operations.

The EMT Program was awarded national accreditation in the Fall of 2002 by the Commission on Accreditation of Allied Health Programs, and state accreditation through the Maryland EMS Board in 2003. Accreditation of the EMT Program assures the quality and integrity of the education and training process.

THE EMT PROGRAM MISSION, GOALS and VALUES

All EMT Program faculty and staff will have as their primary responsibility the support and furtherance of the following EMT Program Mission, Goals, and Values:

The Mission of the Community College of Baltimore County Essex Emergency Medical Technology Program is to serve as an entry level emergency medical services education and training program for students endeavoring to become Emergency Medical Services (EMS) professionals; to prepare competent advanced life support pre-hospital care providers; and to provide employers with college educated, critical thinking, workers who are prepared to meet the challenges associated with providing EMS in the 21st Century. The EMT Program accomplishes this mission by:

- Providing education and training curricula meeting or exceeding national standards for emergency medical technology.
- Supporting public service and private emergency medical services in Baltimore County and surrounding communities by educating and training persons interested in working as prehospital EMS providers.
- Fostering interest in EMS management and research.
- Supporting the Mission of the Maryland Institute for Emergency medical Services Systems (MIEMSS) in saving the lives of those living, working, and traveling in Maryland.
- Ensuring that students are familiar with cutting edge technology in emergency medicine by monitoring advances in the field of EMS.
- Preparing our students for the prehospital health care challenges and changes that they will encounter during their career.
- Preparing our students for admission to a baccalaureate degree EMT Program.

The Goal of the EMT Program is to graduate students with an AAS Degree who is a well-prepared, competent, entry-level national and state certified/licensed basic and/or advanced life support provider capable of evaluating and rendering care to a patient experiencing a traumatic or medical emergency by:

- Assigning priorities of emergency treatment.
- Recording and communicating relevant treatment data to other health care professionals.

- Operating under the medical direction of a physician, render emergency medical care that includes recognizing life-threatening disorders and initiating appropriate treatments. The types of emergency medical conditions encountered by pre-hospital EMS providers include: airway and respiratory problems, cardiac dysrhythmias, and psychological crises. EMS providers must be able to assess the patient's response to their treatments; and make changes in their treatment plan as necessary.
- In cases where communications with the medical director fail, or where an immediately life-threatening condition exists, exercise professional judgment to make treatment decisions and provide needed emergency care within pre-established guidelines.
- Working in cooperation with medical command authority to direct and coordinate the transfer of patients to an appropriate care facility by the most effective means of transportation.
- Creating a medical record that accurately documents the incident and patient's condition.
- Directing the maintenance and preparation of emergency care equipment and supplies.

The Values that support the Mission and Goals of the EMT Program, and the foundation for achieving these goals include:

- Supporting the mission of the Community College of Baltimore County in broadening the perspective, increasing the knowledge, and advancing the accomplishments of students as well as enhancing the quality of life in the community.
- Promote Emergency Medical Services as a profession. Promoting professionalism requires faculty members to emulate and cultivate values associated with professionalism.
- These values include honesty, integrity, competence, self-evaluation, compassion, and placing the interests of those served above their own.
- Fostering a nurturing environment that will attract a diverse student body committed to excellence when providing emergency medical services.
- Developing on-going professional relationships between the EMT Program and the community.
- Providing development opportunities among professional and para-professional faculty members in order to facilitate and understanding and respect for each other's roles, responsibilities and capabilities.

- Serve as a professional resource advancing emergency medical services through curriculum development, research and community projects.

AUTHORITY TO OFFER BLS/ALS COURSES

In accordance with the Code of Maryland Regulations (COMAR) Title 30, the EMT Program derives its authority to conduct pre-hospital basic and advanced life support courses, which can lead to both national and state certification/licensure as pre-hospital providers, through the **Maryland Institute for Emergency Medical Services Systems (MIEMSS)**, the lead agency for Emergency Medical Services in the State of Maryland.

SCOPE OF PRACTICE

The scope of practice for both basic and advanced life support prehospital providers is found in the Code of Maryland Regulations (COMAR), Title 30, a copy of which is located in the EMT Program Office.

EMT PROGRAM FACULTY AND STAFF DIRECTORY

*area-codes are 410 unless otherwise noted.

<u>FACULTY</u>	<u>TELEPHONE</u>	<u>EMAIL</u>	<u>OFFICE</u>
Dr. Kevin B. Gerold, D.O., J.D. Program Medical Director	780-6427	kgerold@jhmi.edu	N-317
Robert M. Henderson, Jr., B.S., NREMT-P Program Director, ALS Coordinator	780-6477	rhenderson@ccbcmd.edu	N-330
Deanna J. Wiseman, A.A.S, NREMT-P Program Clinical Coordinator	780-6592	dwiseman@ccbcmd.edu	N-320
Curtis D. Wiggins, Sr., A.A.S., NREMT-P Program BLS Coordinator	780-6586	cwiggins@ccbcmd.edu	N-317
Donna N. Fowler Program Administrative Assistant	780-6427	dfowler@ccbcmd.edu	N-317

EMT COURSE COORDINATOR AND FACULTY

Course

Coordinator

EMST 105 EMT Basic	Curtis D. Wiggins, AAS, NREMT-P
EMST 210 EMT Intermediate Foundations	Robert M. Henderson, Jr., BS, NREMT-P
EMST 211 EMT Intermediate Medical and Trauma Emergencies	Robert M. Henderson, Jr., BS, NREMT-P
EMST 212 EMT Intermediate Special Populations	Robert M. Henderson, Jr., BS, NREMT-P
EMST 213 EMT Intermediate Assessment Based Management	Robert M. Henderson, Jr., BS, NREMT-P
EMST 214 EMT Intermediate Clinical Practice	Deanna J. Wiseman, AAS, NREMT-P
EMST 220 Paramedic Foundations	Robert M. Henderson, Jr. BS, NREMT-P
EMST 221 Paramedic Medical and Trauma Emergencies	Robert M. Henderson, Jr., BS, NREMT-P
EMST 222 Paramedic Pharmacology	Kenneth P. Hughes, BS, NREMT-P
EMST 223 Paramedic Assessment Based Management	Robert M. Henderson, Jr., BS, NREMT-P
EMST 224 Paramedic Clinical Practice	Deanna J. Wiseman, NREMT-P

EMT PROGRAM LINE OF AUTHORITY

Students should refer to the appropriate appendix to this document for a complete listing of the line of authority for the CCBC System, the Essex Campus, and the EMT Program. Students should make themselves familiar with the names and responsibility of each of the individual's listed.

COMMUNICATION WITH FACULTY AND STAFF

Each faculty or staff member may be contacted by:

1. calling the individual faculty office telephone number and speaking directly to the faculty/staff member, or leaving a detailed voice mail.
2. sending the individual faculty member an email.
3. calling the EMT Program secretary to leave a message.
4. using the individual faculty member's mailbox in the School of Health Professions Annex, room 317 in the 'N' building.

Students are expected to use the list as ordered above to contact a faculty or staff member. The EMT Program secretary should be utilized last in communicating with a faculty or staff member.

N.B. Contacting a faculty or staff member at home is unacceptable unless prior arrangements have been made.

PHONE USE

The phone located in the EMT classroom/laboratory, N-208, and those located in the PA lecture hall (N-218) and laboratory (N-206) are intended for use by the faculty only. The phone in N-208 may be used in urgent situations if there is not a class using the room. Students are directed to the pay phones on the lower level of the 'N' building.

COMMUNICATION WITH STUDENTS

Bulletin Boards

Bulletin boards for EMT students are located in the hall on the second floor of the N building immediately outside of the EMT Program classrooms/laboratories. All students are responsible for checking the bulletin board each class day for EMT Program information, individual course information and student messages.

Email

All students enrolled in any EMT Program course are required to obtain and maintain a working email account through out their enrollment in the course/program. Students are responsible for notifying their primary course instructor anytime their email address changes. Information obtaining free email access through the College is available in Section 2 of this policy manual.

Phone Calls

As a rule, students should not be receiving telephone calls during lecture or clinical days. Should a legitimate reason exist for a family member to reach a student during regular business hours (0830-1630), these phone calls must be channeled through the EMT Program secretary at 410-780-6427. Emergency phone calls for students in evening and weekend classes should be channeled through the Essex Campus Office of Protection Services at 410-780-6300. **It is the responsibility of the caller to know the course in which the student is enrolled and in the case of clinical days, which facility and service the student is at.** It is highly recommended that students carry personal pagers which can be used by family to reach them in an emergency. **Examples of an emergency include an unexpected illness, death or a serious accident involving an immediate family member.**

CHILDREN IN THE CLASSROOM

Children are not allowed in the classroom, laboratory sessions, skills testing, or clinical sites under any circumstances. The CCBC Essex campus provides an hourly preschool center which is open Monday through Friday when classes are in session. Children may be scheduled for a maximum of four hours per day. For more information, call 410-780-6631 or 6577.

INCLEMENT WEATHER CLOSINGS AND DELAYS

Whenever possible, the CCBC closing announcement will apply to all campuses. Specific campus-based announcements will only be used in cases of special weather circumstances resulting in a closing or delay for only one or two of the campuses. In the event of campus specific closing announcements, the Hunt Valley and Owings Mills centers will follow the Catonsville campus and the Towson, White Marsh and Eastern Boulevard centers will follow

Essex. **College campus closings or delays will be shown on the CCBC Web site (www.ccbc.cc.md.us) and recorded on the campuses' weather lines.**

CCBC closings or delay decisions are made independently of the Baltimore County Public Schools. However, when Baltimore County Public Schools close, all CCBC classes held at school locations, such as Community Education classes, are cancelled.

COLLEGE FACILITIES AND LEARNING RESOURCES

James A. Newpher Library

Located on the Essex Campus the library contains a large selection of medical texts and journals including the latest editions of all required and recommended texts. Students must have a valid CCBC Essex student ID-available at the library circulation desk- in order to check books out of the library. An interlibrary loan system makes materials available from other educational institutions and public collections including the University of Maryland Medical Library.

Computer Laboratories

Located on the second floor of the James A. Newpher Library is a computer laboratory for the use of EMT Program and other students. The laboratory may be used during regular library hours. The librarians located on the second floor of the library will provide technical assistance if needed. In addition, the EMT Program maintains computers for student and faculty use in each classroom/laboratory. These computers may be used before or after class to review anatomy and physiology, sample examination questions, and to print out research/term papers.

EMT Classrooms/Laboratories

The EMT Program classrooms/laboratories – N-207, 208, & 109 – are spaces dedicated to use by the EMT Program and contain student tables and chairs, equipment storage, audiovisual equipment, and practice space. These spaces also house various models for the demonstration and practice of clinical skills.

Academic Advisement

Each student enrolled in the EMT Program is assigned to the EMT Program director who will serve as the academic advisor. The academic advisor will meet with the students at least once per semester, and more often as necessary, to discuss academic planning, issues, challenges, and student progress through the EMT Program. Student's are encouraged to seek individual assistance from their advisor during regular office hours or scheduled appointments. Additionally, a wide range of student support is available from the College Office of Student Services. Students needing counseling for issues outside the academic arena or who want help with test taking skills are encouraged to make an appointment with that office.

Job Placement

The College Office of Student Services includes a Job Placement Center. In addition to posting employment opportunities, Job Placement holds an annual health related job fair. The EMT Program also posts job announcements on the EMT bulletin board outside of the EMT classrooms/laboratories.

Referral Centers

The College maintains referral centers for the use of students who may need assistance in a variety of specialty areas, including, but not limited to: Writing Center, Tutoring Services, Learning Assistance Center, Test Anxiety Counseling, Personal Counseling, Office of Special Services, Academic Counseling, Math Center, and the Job Placement Office. Students are encouraged to consult the current college catalogue for locations, telephone numbers and times of operation for these and other College resources.

TEXTBOOKS AND SUPPLIES

All required texts and supplies are available through the CCBC Essex Bookstore, which is located in the College Community Center, lower level. Students may purchase required texts prior to the beginning of classes; however, texts should not be marked and receipts should be saved until final verification with the instructor or course syllabus. In the event that a more current edition becomes available or a change of texts occurs, refunds and/or exchanges are obtainable with the text in resale condition and an original receipt. A list of required classroom supplies will be found in the individual course syllabus'. Students should be prepared to spend between \$ 150.00 - \$ 300.00 on prehospital care textbooks and supplies.

The EMT Program is also a registered program with the textbook provider www.emsbooks.com.

PROFESSIONAL ORGANIZATIONS

The CCBC Essex Emergency Medical Technology Student Association

The CCBC Essex Emergency Medical Technology Student Association is a student organization, whose members include all students enrolled either in the basic or advanced life support EMT Programs, with a primary goal of promoting Emergency Medical Services as a profession through public education and community service projects in close cooperation with the EMT Program, and the Maryland Institute for Emergency Medical Services Systems.

The National Registry of Emergency Medical Technicians (www.nremt.org)

The National Association of Emergency Medical Technicians (www.naemt.org)

The National Association of Emergency Medical Services Educators (www.naemse.org)

FIREFIGHTER, AMBULANCE AND RESCUE SQUAD MEMBER TUITION REIMBURSEMENT EMT PROGRAM

This EMT Program provides eligible applicants with tuition reimbursement for courses successfully completed in the pursuit of a degree or certificate in fire service technology or emergency medical technology at Maryland degree-granting institutions.

Eligibility

- Must be a career or volunteer firefighter, ambulance or rescue squad member serving in a Maryland community while taking coursework.
- Must remain a firefighter, ambulance or rescue squad member in a Maryland community for an additional year after completion of coursework.
- Must be enrolled in a degree or certificate EMT Program for fire service technology or emergency medical technology.
- Must be enrolled at a Maryland degree-granting institution.
- Must be enrolled full-or part-time as an undergraduate student.
- Must file a completed application available from State Scholarship Administration. (A separate application must be filed for each school attended.)

Application/Award Amount

Applications are due July 1 for the academic year just completed (previous summer, fall/winter and spring sessions) and are held at the State Scholarship Administration while service requirement is being completed. Award amount may not exceed equivalent credit hour/annual tuition of a resident undergraduate student at the University of Maryland College Park. Award may only be used to cover tuition.

Award Renewal

Students must reapply each year, and applicants must continue to serve as a firefighter, ambulance or rescue squad member in a Maryland community.

Payment

Colleges and universities must verify EMT Program enrollment and successful course completion and tuition paid. Fire, ambulance or rescue squad organization to which the applicant belongs must also verify employment or active volunteer service. Payment may be made to the student or to fire or emergency medical organization. Payment is made in the fiscal year following completion of service requirement.

Questions and Applications

Applicants with any questions, or who wish to obtain an application for the Firefighters, Ambulance and Rescue Squad Member Tuition Reimbursement EMT Program should call the Maryland State Scholarship Administration at (410) 260-4568 or direct written correspondence to:

**Firefighters, Ambulance and Rescue Squad Member
Tuition Reimbursement EMT Program
Maryland Higher Education Commission
State Scholarship Administration
839 Bestgate Road
Annapolis, Maryland 21401 – 3031**

EMT PROGRAM REQUIREMENTS

There are specific requirements that must be completed on a one-time, semester, or yearly basis. These requirements are listed below. Continued progress in the EMT Program depends on the student meeting each one of the requirements when due.

Health and Immunization Records

EMT students are required to present ANNUAL satisfactory health and immunizations records.

1. Each student enrolled in any EMT course is required to present a health history to the primary course instructor BEFORE beginning the clinical component of the EMT course(s) for which they are enrolled. Students under the age of 40 may simply complete this requirement as a self-assessment. Students who are aged 40 and over, and/or have pre-existing medical conditions MUST have a physician evaluation (by a physician licensed to practice medicine in Maryland), including an EKG performed before beginning the clinical rotation.
2. The Hepatitis B vaccination is required of all students. **STUDENTS MUST SIGN A WAIVER ATTACHED TO THE PHYSICAL FORM IF THEY DECIDE NOT TO OBTAIN THE HEPATITIS B VACCINE.**
3. Annual TB skin testing is required of all students. Proof of annual TB skin testing must be submitted by the student. If a student has had a positive TB skin test and therefore cannot be skin tested, a physician's note specifying the reason for not being skin tested and the lack of TB symptoms at the time of the student's annual physical exam must be submitted.
4. Students must submit either a copy of their childhood immunizations (MMR, DPT, and so on) or the results of a current blood test indicating their immunization status to childhood diseases.

Health forms are available from the primary course instructor or the EMT Program assistant. All completed records must be returned to the EMT Program on the date specified in the course outline. Students entering the Emergency Medical Technology EMT Program in the fall semester must meet the health requirements each fall. Students will not be allowed to attend clinical rotations until the health form is returned to the primary course instructor, and has been reviewed, and deemed acceptable by the EMT Program medical director. Fees for physical examinations and/or other diagnostic/examination procedures are the responsibility of the student and are not included in the tuition and fees paid by the student to the College.

Health Insurance

Each student is responsible for all costs of health care whether or not the illness or injury was incurred during class or clinical hours. It is, therefore, **REQUIRED** that each individual advanced life support student show proof of health insurance coverage to the primary course instructor prior to the beginning of the clinical rotations. Students will not be allowed to attend clinical labs (or hospital rotations) until proof of coverage is provided. Information about short term, low cost health/medical insurance is available from the Office of Student Services located on the lower level the College Community Center. Fees for health insurance coverage are the responsibility of the student and are not included in the tuition and/or fees paid by the student to the College.

Cardiopulmonary Resuscitation (CPR), Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS)

EMT students enrolled in all EMST 200 level courses and above must maintain a current C.P.R. certification throughout the entire course of the EMT Program. The only acceptable courses are the American Heart Association Basic Life Support Healthcare Provider Course, or The American Red Cross, or National Safety Council equivalent. The American Heart Association Heart Saver course will not be accepted. Proof of successful course completion or renewal must be submitted to the primary course instructor on or before the first day of the EMST 214 EMT-Intermediate Clinical Practice and EMST 224 Paramedic Clinical Practice classes. There will be no exceptions to this rule. Students are responsible for seeking out and completing the appropriate C.P.R., A.C.L.S., and P.A.L.S instruction. The CCBC Essex Office of Continuing Education is but one possible resource for these classes. Fees for BCLS, ACLS, and PALS courses are the responsibility of the student are not included in the tuition and/or fees paid by the student to the College.

EMT- Basic Certification/Licensure

Students accepted into the EMT Program must maintain their Maryland EMT-B certification throughout the entire course of the EMT Program, or until such time that they are duly certified/licensed by the MIEMSS as advanced life support providers. Students are required to notify the EMT Program in writing anytime that their EMT-B certification is terminated or surrendered before becoming certified/licensed advanced life support providers. Failure to maintain documented EMT-B certification may become grounds for dismissal from the EMT Program. It is the sole responsibility of the student to maintain their EMT-B certification/licensure throughout their enrollment in the Program.

BLS and ALS Affiliation

All Students accepted to the EMT Program (i.e. 200 level courses) must have and maintain documented affiliation with an approved Maryland fire, rescue or EMS organization approved by the MIEMSS (ref. COMAR Title 30) to provide basic or advanced life support care, throughout the course of the EMT Program. Students are required to notify the EMT Program in writing anytime that their BLS or ALS affiliation is terminated or changes. Failure to maintain documented affiliation may become grounds for dismissal from the EMT Program.

National Registry of EMT's and State Certification/Licensure

Students are responsible for knowing the requirements for eligibility to sit for the Maryland EMT-B and national Registry EMT-I/99 & EMT-P certification examinations. This information is available from the primary course instructor or the EMT Program director. EMT-B students who have been cleared by the primary course instructor to sit for the state EMT-B examination will have completed their application at the start of the class. No testing fee's are required for students who are affiliated with an approved Maryland Fire/EMS/rescue company. Students who are not so affiliated will be required to pay a fee to the Maryland Institute for Emergency Medical Services Systems (MIEMSS). Only company checks, cashiers checks, or money orders are accepted for examination fees by MIEMSS. The fee for the Maryland EMT-B written and practical examination is \$ 65.00. The amount of this fee is subject to change without notice.

EMT-I/99 & EMT-P students who are eligible to sit for the National Registry of EMT's (NREMT) Intermediate & Paramedic written and practical exam must complete an application and submit a processing fee to the National Registry of EMT's in Columbus, Ohio. The processing fee is currently \$ 50.00. The amount of this fee is subject to change without notice. Applications for NREMT Intermediate & Paramedic examination/certification are available on-line from the NREMT at www.nremt.org, or from the EMT Program office. In either case, applications must be signed by both the program director and program medical director before being submitted to the NREMT.

N.B. Any student convicted of a felony, either prior being admitted to the EMT Program, or during the EMT Program course of study, must contact both the MIEMSS and the NREMT as soon as possible to determine his/her eligibility to hold a prehospital licensure/certification in Maryland or to become nationally certified. The primary course instructor will advise the student as to how to contact each of these entities and what information they will require in order to consider an application to become a prehospital provider.

Commencing January, 2007, the NREMT Intermediate and Paramedic written examinations will be by computer adaptive testing provided by PearsonVue Testing Centers (www.pearsonvue.com). Candidates will arrange to take the written examination through this company directly once authorized to do so by the EMT Program and/or the NREMT. Fees for the NREMT Intermediate and Paramedic written and practical examinations are the responsibility of the student and are not included in the tuition and/or fees paid by the student to the College.

There is a \$ 50.00 per candidate fee, payable to the CCBC Essex EMT Association, for each candidate taking each of the NREMT EMT-I/99 & Paramedic practical examinations. This fee is non-negotiable, and non-refundable. This fee is not included in the tuition and/or fees paid by the student to the College.

Arrangements and preparation for the Maryland licensure examinations for CRT-I and Paramedic are the responsibility of the student and/or his/her jurisdiction. Fees for state licensure preparation and/or examinations are the responsibility of the student and are not included in the tuition and/or fees paid by the student to the College.

Graduation

Students are responsible for meeting the requirements for the AAS Degree in Emergency Medical Technology which are listed in The Community College of Baltimore County, Essex Campus catalog. In addition to completing these requirements all students must complete the application for graduation no later than the date specified on the College calendar. Application to graduate forms are available from the Office of Records and Registration.

Email

All students enrolled in the EMT Program must obtain, and maintain through the entire course of their enrollment in the EMT Program an email address. This is for the purpose of communications between the EMT Program faculty and the student regarding important EMT Program announcements, schedule changes, course work requirements, and the like. The email address must be given to the course instructor or EMT Program secretary at the beginning of each semester, and anytime the email address changes.

The College will issue the student a free email ID on the college's UNIX email processor upon the submission of a schedule or bill to a representative in the campus' Computer Help Center.

ADMINISTRATIVE POLICIES

Letters of Reference

Only students who meet the following eligibility criteria will be permitted to request letters of reference for academic or employment purposes:

1. Must be enrolled in the EMT Paramedic Certificate or AAS Degree curriculum (full or part-time).
2. Must have completed the first year (2 semesters) of study.
3. Must have a cumulative grade point average (GPA) of 2.75 or better.

Letters of Verification

Students who require a letter of verification for academic, employment or military purposes must request this letter, in writing, from the EMT Program director at least two (2) weeks before the letter is needed. Letters of verification will not be processed in any less time. The student is responsible to forward the complete name, title, mailing address, and the exact purpose of the letter of verification to the EMT Program director along with the request.

Electronic Communications Devices

Electronic communication devices disrupt the good order of the classroom, and disturb both the instructor and other students. Therefore, the following policy will apply to all students with electronic communications devices in their possession while in the classroom or laboratory:

1. Commercial pagers must be set to a non-audible alert function (i.e. vibrate or flash).
2. Fire service pagers must be turned off. The exception to this will be if the student is “on-call” (e.g. student is in class, while on duty with the medic unit or supervisor car physically outside the classroom), in which case the pager is to be set to ‘tone only’ (i.e. no voice transmission).
3. Two-way radios must be turned off or set to ‘private.’
4. Portable cellular phones must be turned off.

Exceptions to this policy will be granted only by the EMT Program director, on a case-by-case basis. Any student who violates the above policy may be subject to disciplinary action at the discretion of the primary course instructor or the EMT Program director.

Dress Code and Uniforms

Students are reminded that one of the many priorities of prehospital medicine is the professional presentation that one makes upon entering the scene of an emergency or in taking part in public activities. It is incumbent of the CCBC EMT Program to set the example. Therefore, students shall come to class dressed in suitable, tasteful attire, appropriate for the time of year, the prevailing weather conditions, and the content of the specific lesson to be taught. In addition to the prohibited clothing listed in the SHP Student Policy Manual, the following is NOT permitted in any prehospital education/training arena includes, but not limited to:

1. Baseball caps, and other headgear, are not permitted to be worn in the classroom or laboratories. Uniform baseball caps may be worn as part of the clinical uniform if approved by the clinical EMT Program coordinator or EMT Program director.
2. Open toed shoes of any kind are never to be worn in the EMT Program classrooms, laboratories, or clinical settings.

Students should arrive at class well groomed, paying particular attention to personal hygiene. Students who do not meet this standard will be asked to leave the class until the situation is corrected. The EMT Program student uniform is discussed in the Clinical Practice section of this manual. In addition to the clinical rotations, the uniform may also be worn to class.

N.B. The primary course instructor shall be the authority in the classroom as to whether a student's personal presentation meets the standard of this policy, and shall be responsible to take appropriate action to correct any problems should they occur.

Classroom Etiquette

Good order in the classroom is required for a positive, safe, and effective educational experience. Therefore, all EMT students will conduct themselves in a civilized and respectful manner at all times when engaged in classroom, laboratory, and clinical practice sessions. Each student is responsible for their own conduct, and for assisting the primary course instructor with maintaining the good order of the educational environment. The primary course instructor maintains the authority in the classroom to enforce such discipline as is necessary to achieve the goal of educational excellence. Disruptive students, or students who do not meet the standard of these policies will be asked to leave the class, and may be subject to dismissal from the EMT Program and the College.

Attendance, Punctuality and Absenteeism

All students are expected to attend class regularly and punctually in order to obtain maximum benefit from instruction and to contribute to the general learning process in the classroom. According to each course syllabus and outline for meeting specific unit objectives, attendance may be mandatory for satisfactory completion of a unit. Failure to comply with this policy will result in a letter placed in the student's file. Repeated offenses will be dealt with by the EMT Program director most likely resulting in dismissal from the EMT Program. Students encountering difficulty in completing academic work or maintaining professional commitment due to extended illness or extenuating circumstances are required to notify and meet with the EMT Program director.

All missed work must be made up by the end of the course for the student to remain in the EMT Program in good standing. The responsibility for making up missed work rests entirely upon the student. By virtue of the nature of the EMT Program, some assignments and laboratories cannot be made up and it is therefore incumbent upon the student to be present at those times. Failure to make up missed work, for any reason, by semester's end will result in course failure.

College Sexual Assault and Sexual Harassment Policy

The EMT Program has adopted a zero tolerance policy toward sexual harassment as described and defined by the CCBC Sexual Assault and Sexual Harassment Policy. Students should also be aware that conviction of any sexual offense will most likely result in denial of certification and or licensure by the National Registry of EMT's and the State of Maryland as a prehospital provider. Students are responsible for reading and adhering to the College's Sexual Assault and Sexual Harassment Policy found in the current college catalogue.

Behaviors Resulting in Dismissal from the EMT Program

Student behaviors that are likely to lead to automatic and immediate dismissal from the EMT Program include, but are not limited to, the following list.

1. Behavior considered unprofessional or abusive to faculty, staff, or students.
2. Behavior which compromises or interferes with the delivery of safe patient care in the clinical setting.
3. Use of any cooperating agency to procure or distribute illegal substances.
4. Initiating exploitative student-patient relationships which:
 - a. are incongruous with student role
 - b. result in financial gain
 - c. are illegal transactions
 - d. involve professionally unacceptable behavior
5. Failing to report errors or accidents.
6. Violation of patients' rights to privacy and confidentiality of information.
4. Non-compliance with cheating or plagiarism policy.
5. Non-compliance with Professional and Academic Honesty Policy.
9. Criminal behavior, felony/misdemeanor.
10. Falsification of reports.
11. Rendering patient care while under the influence of alcoholic beverages or illegal substances.
12. Rendering services while under the influence of narcotics or other controlled dangerous substances as defined in Article 27, ANNOTATED CODE OF MARYLAND, or other drugs in excess of therapeutic amounts or without valid medical indication.
13. Attending classes or EMT Program functions while impaired or under the influence of narcotics or other controlled dangerous substance.
14. Insubordination: failure to submit to the authority of faculty and preceptors/mentors, acting outside of the student role, acts of disrespect to authority.
15. Repeated unexcused absence or tardiness.
16. Leaving the clinical area or campus lab without permission of the course coordinator or instructor.
17. Being mentally or physically unable to perform tasks safely in the clinical area, classroom, or campus lab.
18. Attending any clinical site not in proper uniform, as outlined elsewhere in this manual.
19. Committing any prohibited act or omission, whether or not it resulted in the injury or death of a patient, which is specifically addressed in the MIEMSS Regulation, Code of Maryland Regulations (COMAR), Title 30.

Student Appeals

Students wishing to appeal an alleged improper application of program policy or inequitable treatment should refer to the SHP Policy manual for instructions.

Course Withdrawal or Change to Audit Status

Any student who withdraws from any course in the EMT Program MUST immediately verbally notify the primary course instructor or course coordinator, and then the EMT Program director in writing as to the reasons for withdrawing from the course. From the date of the change of status, the student will not be allowed to take exams or attend any clinical component of the EMT course. If a student earns a final grade of "F", according to the grading criteria for the course after the audit/withdrawal date for that course, he/she will not be eligible to change to audit

status or withdraw from the course. In addition, the student will no longer be eligible to attend class, take exams, or attend the clinical components of the EMT Program. In addition, formal course withdrawal or change to audit status must be requested through the Office of Records and Registration. Reimbursement will be made according to the policy stated in the College Catalog.

EMT Program Withdrawal

When a student withdraws from the EMT Program a letter must be forwarded to the EMT Program director stating the reason(s) for withdrawal and intentions to apply for readmission. In addition, formal EMT Program withdrawal must be requested through the Office of Records and Registration. Reimbursement will be made according to the policy stated in the College Catalog.

Withdraw Due To Public Safety Employment

Students who are hired by a public safety agency during the course of their enrollment in the EMT Program will be required to withdraw from the EMT Program until such time as they have satisfied the apprenticeship or probationary requirements as determined by the hiring agency. This action is necessary to assure that the student can meet the training and orientation requirements of the hiring agency for new employees; and to assure that the student is not so distracted from the EMT Program educational requirements by the demands of the hiring agency that they ultimately are not able to complete the course work required for successful completion of the EMT Program. There are NO EXCEPTIONS to this policy.

Readmission to the EMT Program

Students who will not be considered for readmission are:

1. Students who fail 2 courses in the first year.
2. Students with a GPA of <2.0.
3. Students who have failed two courses based on clinical performance.
4. Readmission will NOT be considered if more than two years have elapsed since the last successfully completed EMT course.

Students may be considered for readmission review if they meet the following criteria:

1. Have a minimum GPA of 2.0.
2. Must have a minimum grade of "C" in completed general education and EMT courses.
3. Request readmission in writing. The letter should be sent to the Director of the CCBC Essex Emergency Medical Technology EMT Program. This letter must include the following:
 - 1) Identification of the reason(s) or problem(s) which resulted in failure or voluntary withdrawal from the EMT Program.
 - 2) Documentation that the problem has been resolved. Verification of this information may be required.
 - 3) A plan indicating the steps or measures the student will implement to ensure successful completion of the Emergency Medical Technology EMT Program.

The letter will be evaluated by the EMT Program director the EMT Program Readmission Committee. The student will be notified with in 10 college business days of the decision of the Committee.

EMT Program Readmission Committee Guidelines for Evaluation of Applicants

Recommendations by the committee for students whose overall GPA is above 2.5, and whose clinical evaluations are satisfactory, may include any or all of the following:

1. The student may be required to appear before the readmission committee to discuss their application.
2. Depending upon the amount of time elapsed since the second failure, the committee has the option of mandating lab practice time or a clinical course.
3. Placement testing of prior EMT course work. Placement testing will be used to evaluate fundamentals of other EMT courses previously passed. The student must receive 75% on all placement exams.
4. Clinical evaluation may be required.
5. Other recommendations may be made by the committee or the EMT Program director.

Recommendations by the committee for students whose overall GPA is below 2.5 may include any or all of the following:

1. Student may be required to appear before the readmission committee to discuss their application.
2. Mandatory lab practice and clinical practice for a period of time determined by the committee.
4. Placement testing of prior EMT course work. Placement testing can be used to evaluate fundamentals of EMT courses previously passed. The student must receive 75% on all placement exams.
5. Clinical evaluation may be required.
6. Other recommendations may be made by the committee or the EMT Program director.

Recommendations by the committee for students who dropped voluntarily while in good standing (e.g. a student requesting readmission after one or two semesters without EMT courses) may include:

1. If working as an EMT or Paramedic, in a prehospital setting: supply a letter of recommendation from supervisor which must document skills appropriate to the last successfully completed clinical EMT course.
2. If not working as an EMT or Paramedic: required to practice in the EMT lab for a period of time determined by the committee.
4. Placement: Placement testing of prior EMT course work may be required. Placement testing can be used to evaluate fundamentals of EMT courses previously passed. The student must receive 75% on all placement tests.
5. Clinical evaluation may be required.
6. Other recommendations may be made by the committee or EMT Program director.

Students who are readmitted after failing two courses may not fail, withdraw from, or change to audit in another EMT course. Failure of another EMT course or changing to audit or withdrawal will result in permanent dismissal from the EMT Program.

Credit for Prior Learning

Associate of Applied Science (AAS) Degree in General Studies seeking students who completed their advanced life support education and training through the *Baltimore County Fire Department, Fire Rescue Academy* are eligible to have up to 29 credits of Emergency Medical Technology Program specific courses articulated to their college transcript when the student is within 45 credits of completing the AAS Degree in General Studies. The articulation agreement between the College and the fire department dated January 1, 1997 will determine what course work is acceptable under this policy.

Students who have obtained their Emergency Medical Technician-Basic (EMT-B) from another institution and are enrolled in the CCBC Essex Emergency Medical Technology Program, and have completed 35 credits of course work toward a Certificate of Completion, or 45 credits of course work toward the AAS Degree requirements will be permitted to apply for college credit to be applied to their college transcript through the College's Credit By Examination process.

ACADEMIC POLICIES

Successful Course/EMT Program Completion

EMT Program students must successfully complete the EMT courses with a minimum grade of “C” (70% for EMST 105, 75% for EMST 2XX courses). All courses of the EMT curriculum must be taken in sequence and students must receive a minimum of a “C” for each course in order to qualify for the Certificate or AAS Degree.

Course Examinations

Students are expected to take all examinations as scheduled. If an illness or an emergency should occur, the student must contact the appropriate faculty member that day, if possible, prior to the examination start time. Students who do not make appropriate notification prior to the examination start time may be denied the ability to take a make-up examination at the course instructor’s discretion, in which case the student will receive a failing grade for that examination. In the event the examination is allowed to be made-up, at the course instructor’s discretion, the make-up examination may be changed significantly to assure the validity and reliability of the examination process. If the examination is missed due to a medical illness, a physician’s report will be required; if for a family emergency, documentation sufficient to the course instructor will be required. The primary course instructor may elect to place the make-up examination in the Testing Center. Testing in the Testing Center is not on a walk-in basis, the student will be required to contact the Testing Center administrator to make arrangements to take the make-up examination at a pre-arranged time. Examination and course grades will be returned to students as specified by the primary course instructor. An instructor may use the option of returning grade slips during class time, at test reviews or during office hours, or by posting using the Personal Student Identification Number (PSIN). Examination grades will not be given over the telephone or by email.

N.B. Students requiring special accommodations for test taking should be aware that the EMT Program subscribes to the Atlantic EMS Council Accommodation Policy.

Administration of Examinations/Procedure

In addition to the testing procedure outlined in the SHP Student Policy Manual, the following is a general procedure for administration of examinations, test and quizzes conducted by the EMT Program. Specific procedures for administration of examinations, tests and quizzes will be at the discretion of the primary course instructor.

1. Students will occupy assigned seating as announced or posted in the classroom.
2. All personal belongings must be placed under the desk-no books or papers are to be exposed. Notebooks, texts or papers exposed during the test or examination will be collected by the test proctor, and an investigation will follow.
3. There will be no talking among students once the test has begun. Any questions must be directed to the test proctor only.
4. Any breach of conduct will be considered possible cheating and will be fully investigated. If cheating is determined by the proctor, action will be taken with the consultation of the dean, EMT Program director and involved faculty.

5. Disciplinary action will include at least one of the following:
 - 1) Failure of the test, and/or
 - 2) Failure of the course, or most-likely,
 - 3) Dismissal from the EMT Program

Allegations of cheating made to any faculty member will be completely investigated by the EMT Program director and appropriate action taken as outlined above.

EMT Program Grading Practices

The student should refer to the individual course syllabus for course description and grading policies and procedures. The specific content of EMT Program courses is subject to change due to the dynamic nature of EMT practice and efforts of the EMT Program faculty and staff to provide the most effective and up-to-date classroom and clinical experiences. Specific criteria for calculation of final grades for each individual course will be included as part of the course syllabus.

Numerical Grading Criteria

There are two grading scales in the EMT Program, one for the EMST 105 EMT-Basic course and a second for all 200 level and above courses.

EMST 105

A = 90 – 100%
 B = 80 – 89%
 C = 70 – 79%(*)
 D = 60 – 69%
 F = 59 or less

* = grades below 70% are failures in the EMST 105 course.

EMST 2XX

A = 95 – 100%
 B = 85 – 94%
 C = 75 – 84%(*)
 D = 65 – 74%
 F = 64 or less

* = grades below 75% are failures in the EMST 2XX courses.

Additional criteria for grading of quizzes, examinations, and laboratory are contained in the individual course syllabi.

Course Failure

Students enrolled in EMT Program courses are limited to one (1) EMT course grade of D or F. A student with an EMT course final grade of D or F – **must complete both the didactic and clinical components of the failed course.** When the student earns a second EMT course failure (D or F), the student will be dismissed from the EMT Program even if first D or F is replaced with a grade of C or higher.

Any 100 level course may not be repeated more than twice. Any 200 level course may not be repeated more than once. Grading policies and course requirements may change with each course. It is the responsibility of the student to become familiar with the grading policies and requirements of each course.

CLINICAL POLICIES

Student Clinical Manual Incorporated

Students who have been approved to enroll in the clinical practice courses of the EMT Program will be issued a *Student Clinical Manual* which will outline the objectives and goals of the clinical practice rotations, as well as specific requirements for successful completion of the clinical practice course, and the forms and other documents necessary to document successful course completion. This manual is hereby incorporated into the *Student Clinical Manual* as if written out completely therein.

Professional and Safe Conduct

Students must exhibit professional behavior in the classroom and in the clinical setting. Habitual tardiness, absenteeism, and failure to meet deadlines will not be tolerated. Students may be dismissed for persistent failure to meet academic standards or other EMT Program commitments in a responsible, ethical manner. Students deemed “unsafe” by professional standards will be immediately removed from the clinical site pending further administrative action. All missed clinical time must be completed prior to graduation and before a grade for the course is awarded.

Patient Introductions

EMT Program students must be clearly identified as such (see dress code). At minimum, students will introduce themselves to patients and hospital personnel as EMT or Paramedic students. Students must not represent themselves as anything other than an EMT or Paramedic student, regardless of former experience or title, while attending the clinical site.

Health Insurance Portability and Accountability Act (HIPAA) of 1996

EMT Program students shall be bound by all applicable provisions of the HIPA Act of 1996, and shall, upon request by clinical site administrators, be required to sign such declarations to maintain confidentiality of patient information obtained through any and all clinical activities as are mandated by clinical sites utilized by the EMT Program. Copies of such declarations shall be maintained by the clinical site administration and the EMT Program in the individual students’ academic file.

FISDAP Clinical Scheduler & Skills Tracking Program

EMT Program students enrolled in the EMST 214 EMT-I Clinical Practice and EMST 224 Paramedic Clinical Practice courses will be required to purchase access to the FISDAP clinical scheduler and skill tracking program. Information regarding the cost, purchase, access, and use of this program will be announced during clinical orientation sessions. The cost of the FISDAP program is the responsibility of the student and is not included in the tuition and/or fees paid by the student to the College.

Outside Work in a Clinical Setting

Students who elect to work in a health care capacity must dress appropriately so as not to confuse or misrepresent their work role with their EMT student status (i.e. the ID badge and EMT Program uniform may not be worn unless the student is completing a EMT Program clinical assignment).

Chart Entry Signatures

All clinical documents and chart entries must be signed with the students' full name followed by their current prehospital level of care.

N.B. Students who fail to identify themselves appropriately will be dismissed from the EMT Program.

General Clinical Guidelines

In the clinical area EMT students are required to:

1. Adhere to the Ethical Code of Behavior for EMT Students.
2. Be prepared in theory and practice to care for assigned patient(s) within the prescribed time limit.
3. Be at the designated area of the facility at the designated time.
4. Be in regulation uniform.
6. Be responsible for the care of assigned patient(s).

EMT students may be asked to leave the clinical area for, but not limited to, the following reasons:

1. Being inadequately prepared for clinical assignment.
2. Being unable to apply knowledge and skills from previously completed units.
3. Using inappropriate verbal or non-verbal communication with patient, staff, or instructor.
4. Wearing an inappropriate uniform.
5. Obtaining supervision from other than the EMT Program faculty member or designee when performing an EMT skill for the first time.
6. Being mentally or physically unable to perform tasks safely.

When a student is asked to leave the clinical area, it will result in an unsatisfactory grade for the clinical day. At the discretion of the instructor, the unprepared student may be required to demonstrate clinical skills in the presence of an advanced life support instructor to ensure adequate clinical preparation. Any student asked to leave the clinical area will be required to make up the clinical day. Incidents of serious and major consequences such as dishonesty or lying about patient care will result in immediate and permanent dismissal from the EMT Program. Students should refer to the EMST 214 EMT Intermediate Clinical Practice or the EMST 224 Paramedic Clinical Practice *Student Clinical Manuals* for further specific requirements of successful completion of the clinical rotation.

Patient Rights and Respect for the Individual

Every person has a right to privacy in all aspects of life, and only that person can give permission to waive this right. Allied Health professionals must respect the confidentiality of all information, which is procured in the process of treating the patient, including psychological, physiological, social, and institutional information. Information regarding patients can be shared only with pertinent staff, faculty and fellow students. Names of patients may NEVER be revealed to students, family friends, or general public.

Pictures and/or tape recordings of patients may never be taken or used without the expressed, written consent of the patient, and must follow the prescribed legal procedures of the facility or institution.

N.B. All EMT Program students will comply with the patient confidentiality requirements of the Health Insurance Portability and Accountability Act (HIPAA) of 1996 at all times.

Allied Health professionals must have respect for the integrity and dignity of the individual in all areas, at all times. Patients must always be treated with dignity and respect for their needs, sensitivities, and safety. Students must be sensitive to the feelings and needs of the patient regarding modesty, propriety, and privacy. Students must use tact and discretion while discussing patients. Students will endeavor to be aware of their prejudices and take steps to prevent acting upon them in their relations with patients, health care facility staff, patient's family, and bystanders.

Infection Control Guidelines

Universal Precautions/Blood Borne Pathogens guidelines will be found in the appendices to this manual. Students will make themselves familiar with both those guidelines found in the appendices as well as the *Student Exposure Control Policy Manual* copies of which are given to each student upon acceptance into the EMT Program. Copies of this manual are also located in each of the EMT Program classrooms/laboratories.

Transportation

EMT Program students are responsible for providing their own transportation to all facilities used for clinical practice experiences. Should illness or other emergencies necessitate that one student leave early, students that car pool with that person must make other arrangements. Clinical assignments will not be made on basis of car pooling needs. Parking at most clinical sites is not free. Students should plan to spend between \$10 and \$15 per day at most parking facilities in and around the assigned clinical sites.

Employment During Course of Study

It is strongly recommended that EMT Program students who are working, limit their working time. It is not advisable to work less than 8 hours prior to a clinical practice rotation. Student's will not be assigned a clinical rotation in the unit where he/she is currently employed. Days or times of clinical practice rotations will not be altered to accommodate work schedules.

Uniforms

Regulation uniforms are worn for all clinical practice assignments.

1. **Shirt and Pants**

All students will wear a polo style shirt, navy blue in color, with the EMT Program logo embroidered on the left breast of the shirt. This shirt will be available through the CCBC Essex Bookstore. Pants will be standard work style, navy blue in color, and will be worn with a black leather belt. Blue jeans are never an acceptable alternative to the above. A navy blue long sleeve pullover or sweater may be worn over the above shirt/pants combination at the discretion of the student when prevailing or forecasted weather conditions dictate.

2. **Shoes**

All-black leather shoes must be worn. Steel toes are recommended for protection. Shoes and shoelaces are to be clean at all times. Athletic and casual (e.g. dockers) shoes are not acceptable under any circumstances.

3. **Jewelry**

Jewelry is to be limited to a watch and wedding band. Only a single pair of small pierced earrings is acceptable. A watch with a second hand is required; a stretch band is preferred.

4. Tatoos

Tatoos **MUST** be completely covered at all times whenever the student is in the official CCBC uniform, and when functioning as a student in the field or hospital clinical setting. **THERE IS NO EXCEPTION TO THIS POLICY.**

5. Appearance

Make-up should be subdued and appropriate for daytime wear. Fingernails are to be short and clean. **NO** nail polish is to be worn. Hair must be neat, clean, and off the face and collar. Long hair must be pinned up securely. Mustaches must be kept neat and trimmed.

6. Socks/Hosiery

Black or dark blue socks or hosiery are to be worn with all uniform combinations; white or other colored socks are not permitted.

7. Scrubs

Scrubs are to be worn in clinical areas that require them. Scrubs will not be worn to or from the clinical area. Many facilities require that you utilize their scrub suits, therefore, unless otherwise advised, **DO NOT** take your own scrubs into the clinical area.

8. Identification/Name Badges

The standard student name badge is to be worn on uniforms and lab coats at all times, except when wearing scrub attire. The EMT Program will arrange for official identification badges with a picture of the student on the badge, through an independent vendor. The cost of the identification badge is the responsibility of the student and is not included in the tuition and/or fees paid by the student to the College.

9. Turnout Gear

When required, students participating in clinical rotations on emergency apparatus, (i.e. ambulances, quick response units, EMS supervisor units), must have in their possession for each rotation a complete set of turnout gear to include helmet, hood, coat, pants, boots/shoes, and gloves, suitable for structural entry. This gear may be personally owned, or borrowed from one's own affiliated company. **The EMT Program will not supply turnout gear.**

10. General

Penlight/flashlight, ball-point pen with black ink, bandage scissors, stethoscope, and a small notebook are needed in the clinical area. Because of security problems and locker facilities, students are encouraged to leave all valuable personal possessions and extraneous material at home (i.e., good pens, jewelry, money, credit cards, valuable textbooks, etc.) In some facilities where lockers are available, the students may be required to provide their own locks.

11. Gum

Chewing gum is **NEVER** permitted.

12. Smoking

Students must adhere to the smoking policy of the college and the institution to which they are assigned.

***Cost of original and replacement for lost articles will be borne entirely by the student.**

N.B. Non-adherence to the uniform policy will be graded on the clinical evaluation tool under professional responsibility.

Clinical Grading

A. Expectations

Minimal passing performance will always include the following behaviors:

1. SAFE - the behavior is not injurious to the patient, the EMT or Paramedic, or others in the environment.
2. ACCURATE - theoretical knowledge is appropriately applied to the clinical situation.

B. Competency

Clinical Preceptors will evaluate student behaviors utilizing the following criteria:

1. Performance above expected level.
2. Performance at expected level. The student feels confident enough in his/her skills to be evaluated by others. Rarely makes mistakes, demonstrates good technique.
3. Performance adequate. The candidate can work without constant supervision. He/she usually knows when to seek help from the preceptor. Mistakes are minor and less frequent; the candidate usually catches his/her own mistakes.
4. Performance needs close supervision. Met only minimum safe criteria. Mistakes are frequent. Sub-components of the skill are omitted. Requires improvement and further practice.
5. Unsatisfactory. Not able to perform even with supervision. Unsafe, poor judgment, placed self and/or others at risk.

Clinical progression through the EMT Program clinical practice courses is illustrated by the satisfactory completion of the individual course skill checklist and the course clinical outcomes. Clinical preceptors/mentors must write anecdotal notes on each student (at least one sentence) for each clinical rotation. Specific anecdotal notes must be written to support any grade above a 4 or below a 3.

Clinical Failure

A student who has failed clinically will have their EMT Program file reviewed by the EMT Program director, clinical EMT Program coordinator, and EMT Program medical director to determine the clinical remedial requirements needed before the student can return to a EMT Program clinical practice course. A student who does not successfully complete the remedial requirements by the designated date will not be permitted to continue in the EMT Program. A student who completes the remedial requirements must show documentation to the EMT Program director, clinical EMT Program coordinator, and EMT Program medical director for final review and approval for continuance in the EMT Program.

Clinical Assignments

When a student registers for an EMT Program clinical practice course, clinical days and hours may not be specified. The clinical schedule will vary among and within the clinical practice courses. The student may be required to be available at different times depending on the clinical unit, campus lab or special unit assignment. Exceptions will not be made for car pools, work schedules, childcare, etc.

This is essential to satisfactorily complete the EMT Program clinical practice courses.

Any change in clinical rotation schedules must be approved by the EMT Program clinical coordinator. Preferential assignment will not be made based on pregnancy or illness.

If a student is unable to complete the clinical behavioral objectives for any EMT course due to illness or pregnancy, the student will be expected to withdraw until he/she is able to resolve their limitations.

Clinical Absenteeism or Lateness

- A. Students must attend all clinical practice rotation assignments. **Attendance is required for the entire clinical to fulfill the course requirements.** The student must notify the clinical coordinator immediately if a clinical absence is foreseen prior to the clinical day. If an illness or emergency occurs, the following actions must be taken:
1. The student must notify the clinical coordinator of lateness or absence prior to reporting time.
 2. Failure to notify the clinical coordinator directly will result in failure of the clinical day.
 3. At the discretion of the clinical coordinator, the student may also be required to notify the clinical site of the lateness or absence. When this occurs, the student **MUST** obtain and record the name of the person notified as well as the date and time of the notification.
- B. More than two excused absences must be reviewed immediately by the EMT Program director or clinical EMT Program coordinator to determine if a student can continue in the course.
- C. Examples of excused absences may include:
1. Illness supported by a physician's note with the physician's printed name, address, and telephone number. It will be at the discretion of the faculty to contact the physician for verification and/or explanation, or to request a meeting with the student. A physician's note will not necessarily result in an excused absence.
 2. Death in the immediate family, including parent, parent-in-law, grandparents, spouses, siblings, and children. A copy of the death notice will be required.
 3. Jury duty or court summons with SIGNED verification by the court to document attendance.
 4. Military service with documentation.
- D. Unexcused absences will result in failure of the clinical day. Two unexcused absences will result in failure of the clinical practice course. The program clinical coordinator will have the authority to impose appropriate sanctions for unexcused clinical absences with the advice and consent of the program director and program medical director.