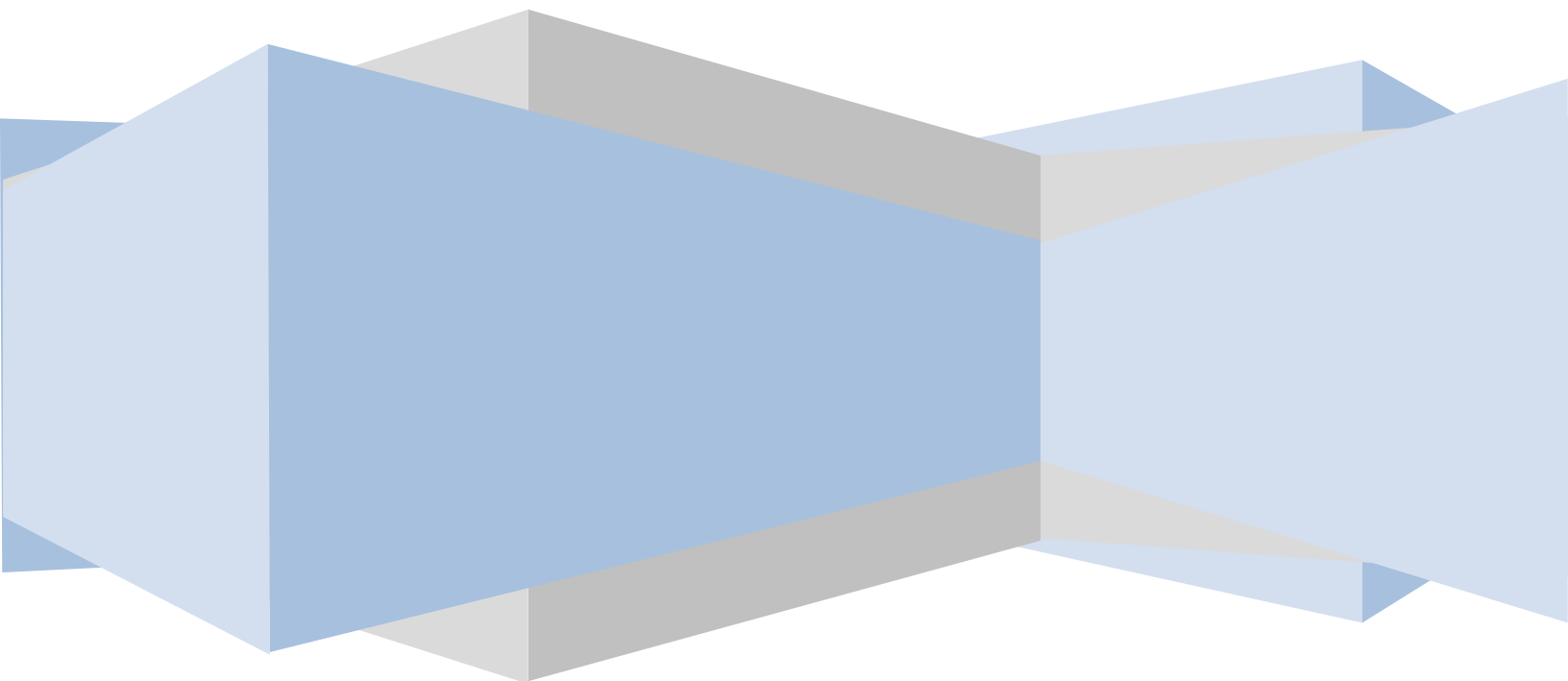




# Emergency Medical Services Program

Student Policy and Procedure  
Handbook



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## WELCOME

The faculty of the EMS Career Major at the Tulsa Technology Center welcomes you! We have a sincere interest in you as an individual and look forward to helping you achieve your goal of becoming a Licensed Emergency Medical Technician or Paramedic.

Your primary responsibility in this program is to become a safe, skillful, and responsible Emergency Medical Technician or Paramedic. This handbook has been designed as a reference for policies and procedures of Tulsa Technology Center and EMS program. Students are held responsible for adhering to these policies and procedures, as well as any changes made throughout the year.

We wish you success on your journey!

## SCHOOL STATEMENTS

### NOTICE OF NONDISCRIMINATION

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. This institution shall not discriminate with regard to race, color, religion, gender, national origin, age, marital status, veteran status or disabilities.

### CAMPUS SECURITY ACT

In order to comply with federal regulation 34 CFR 668.46 Campus Security Act, the Campus Crime Report for Tulsa Technology Center is available at:  
<http://ope.ed.gov/security/Index.aspx>

## CONDITIONAL ACCEPTANCE

Applicants notified of initial acceptance into the EMT or Paramedic career major have a conditional admission pending the following steps. A student will be withdrawn from the program for not meeting the following minimum criteria:

- 1. Mandatory meeting** - Applicants must attend the mandatory meeting to acquire additional information about program start dates, deadlines, immunizations, background checks and other program specific information.
- 2. All required paperwork** – This includes high school and prior college transcripts, proof of immunizations, CPR certification, award letters and all other information requested.

**3. CPR certification** - Applicants must be certified in Health Care Provider (American Heart Association) CPR and maintain this certification throughout the program.

**4. Clear background check and Drug screen** – Our clinical facilities require that all students must submit to a background check and pass a 10-panel drug screen performed by Tulsa Tech.

**5. Clinical site privileges** - If an applicant is denied clinical privileges at a facility as a result of background checks, immunizations or drug screen, the student will not be able to meet clinical objectives. The student will be unable to complete the career major and unable to take the licensing exam.

**6. Completed financial arrangements** – Accounts must be kept current or students may lose their slot in a class. The Bursar office will arrange payment schedules.

## **PERSONNEL ADMINISTRATION**

Superintendent  
Associate Superintendent, Campus Operations  
Campus Director  
Assistant Campus Director

Dr. Steve Tiger  
Russ Hester  
Randy Craven  
Mark Farrar

## **EMS DEPARTMENT**

EMS Medical Director  
EMS Program Director/Coordinator  
EMS Support Staff

Darci Hazelwood, DO  
Steve Nguyen, NRP, MS  
Kelli Daniel

Full-Time Faculty:

Jessica Clare  
Matt Drummond  
James Massey, NRP, AS  
Jeff Walker, NRP  
John Washburn, NRP, J.D.

## ACCREDITATION/APPROVAL

**The EMT and Paramedic program at Tulsa Technology Center is an accredited and approved Program under the:**

1. National Registry of Emergency Medical Technician  
Rocco V. Morando Building.  
6610 Busch Blvd.,  
P.O. Box 29233, Columbus, Ohio 43229  
Phone: (614) 888-4484  
Fax: (614) 888-8920  
[www.nremt.org](http://www.nremt.org)
2. Oklahoma Department of Health- Emergency Medical Services  
1000 N.E. 10th, Room 1104,  
Oklahoma City, Ok 73117  
Phone: 405-271-4027  
E-Mail: [Esystems@health.ok.gov](mailto:Esystems@health.ok.gov)
3. Commission on Accreditation of Allied Health Programs (CAAHEP)  
25400 US Highway 19 North, Suite 158  
Clearwater, FL 33763  
Phone: 727-210-2350  
Fax: 727-210-2354  
[www.caahep.org](http://www.caahep.org)
4. Committee on Accreditation of Educational Programs for the  
Emergency Medical Services Professions (CoAEMSP)  
8301 Lakeview Parkway Suite 111-312  
Rowlett, TX 75088  
Phone: 214-703-8445  
Fax: 214-703-8992  
[www.coaemsp.org](http://www.coaemsp.org)
5. Oklahoma Department of Career and Technology Education  
1500 W. Seventh Avenue  
Stillwater, OK 74074-4364  
(405) 377-2000  
[www.okcareertech.org](http://www.okcareertech.org)

## **VISION AND MISSION STATEMENTS**

### **OKLAHOMA DEPARTMENT OF CAREER TECH**

#### VISION

We are securing Oklahoma's future by developing a world-class workforce.

#### MISSION

We prepare Oklahomans to succeed in the workplace, in education, and in life.

### **TULSA TECHNOLOGY CENTER**

#### VISION

To be the region's leader of career and technical education, resulting in a quality job for every Tulsa Tech student and a skilled workforce for every company.

#### MISSION

Educating people for success in the workplace.

### **EMERGENCY MEDICAL SERVICES PROGRAM**

#### VISION

Tulsa Technology Center EMERGENCY MEDICAL SERVICES program is an integral part of its parent institution and shares the vision of building a world class workforce of knowledgeable, caring and competent MEDICS.

#### MISSION

The mission of the EMERGENCY MEDICAL SERVICES Program at Tulsa Technology Center is to educate students, in an environment conducive to learning through goal driven and outcome focused curricula. The faculty supports the parent institution's mission of building life-long professional relationships with graduate students who deliver compassionate, competent and holistic care to the communities they serve.

"To prepare competent entry-level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains," with or without exit points at the Emergency Medical Technician-Advanced, and/or Emergency Medical Technician, and/or Emergency Medical Responder levels. Our goal is to maintain at least a minimum class pass rate of 70%, a 70% first time NREMT registry pass rate and 70% successful employment in the field.

## OKLAHOMA STATE DEPARTMENT OF EMERGENCY MEDICAL SERVICES

### DEFINITION OF LICENSED PARAMEDIC AND EMT:

#### PARAMEDIC

The Paramedic is an allied health professional whose primary focus is to provide advanced emergency medical care for critical, non-critical and emergent patients who access the emergency medical system. This individual possesses the complex knowledge and skills necessary to provide patient care and transportation. Paramedics function as part of a comprehensive EMS response, under medical oversight. Paramedics perform interventions with the basic and advanced equipment typically found on an ambulance. The Paramedic is a link from the scene into the health care system.

#### [PARAMEDIC FUNCTIONAL JOB ANALYSIS:](#)

The following is a partial list of the job requirements for paramedics. An all-inclusive list can be found by clicking on the hyperlink above.

1. Answers verbally to telephone or radio emergency calls from dispatcher to provide advanced efficient and immediate emergency medical care to critically ill and injured persons using a full range of equipment.
2. Drives ambulance to scene of emergency, reads map, responds safely and quickly to the address or location as directed by radio dispatcher. Observes traffic ordinances and regulations. Visually inspects and assesses or sizes up the scene upon arrival to determine if scene is safe, determines the mechanism of illness or injury, the total number of patients involved, and remains calm and confident while demonstrating leadership and responsibility.
3. Radios dispatcher for additional help or special rescue and /or utility services. Reports verbally to the responding EMS unit or communications center as to the nature and extent of injuries and the number of patients. Recognize hazards. Conducts triage, sorting out and classifying priorities for most immediate need for treatment. Uses excellent judgment to identify priorities based on the most critical needs for patient survival.
4. Searches for medical identification as clue in providing emergency care, i.e. identification bracelet for patient who is diabetic. Reassures patient and bystanders while working in a confident and efficient manner, avoids misunderstandings and undue haste while working expeditiously to accomplish the task. Extricates patient from entrapment works with other EMS



providers in rendering emergency care and protection to the entrapped patient. Performs emergency moves, assists other EMS providers in the use of prescribed techniques and appliances for safe removal of the patient.

5. Determines nature and extent of illness or injury in patient, takes pulse, blood pressure, and temperature, visually observes patient, recognizes the mechanisms of injury, takes comprehensive medical history of patient, including patient's current usage of prescribed and non-prescribed medications/drugs. Communicates with and provides verbal direction to the EMT to assist with tasks within the EMT's scope of practice. Obtains consent and refusal information. Uses good judgment to draw conclusions with often, limited information; verbally communicates effectively to provide quality treatment to diverse age and cultural groups. Provides family support, manages the difficult patient, conducts fundamental mental status assessment, restrains patient, and intervenes pharmacologically.

6. Positions unresponsive patient, protects the seizing patient, identifies and treats the hypoglycemic patient, provides heating/cooling interventions, manages burns and exposures, overdoses, conducts ingestion management. Manually stabilizes neck and body of child and adult, immobilizes extremities, straightens selected fractures and reduces selected dislocations. Delivers newborns. Provides pre-hospital emergency care of simple and multiple system trauma such as controlling hemorrhage, bandages wounds, manually stabilizing painful, swollen joints and injured extremities, and immobilizing spine.

7. Uses basic and advanced life support equipment to open airway with adjuncts, removes foreign bodies, uses upper airway suction devices, and performs orotracheal, nasotracheal, and oral intubation with pharmacological assistance and surgery. Uses dual or single lumen airway devices. Provides mouth to mouth barrier device ventilation, oxygen administration, chest injury management, bag-valve mask resuscitation. Uses powered ventilation devices and hand-held aerosol nebulizers. Performs cardio-pulmonary resuscitation, uses automatic defibrillator apparatus in application of electric shock to heart, manages amputation and uses anti-shock garments. Conducts peripheral venous access, intraosseous infusion, manual defibrillation, interprets EKGs and uses external pacemaker.

8. Administers medication (narcotics), determines the most appropriate route of administration of these medications based on patient's diagnosis. Calculates amount of medication to be given in relation to patient's weight, age, and other factors that warrant adjustment of volume.

Uses oral, auto-injection, sublingual, inhalation, subcutaneous, intramuscular, intraosseous, transcutaneous, rectal, endotracheal, and intravenous routes including central and peripheral lines and venesection as well as infusion pumps to administer medications.

9. Assists other EMS providers in lifting patient onto stretcher, places patient in ambulance and secures stretcher. Continues to monitor patient enroute to hospital.

10. Checks, maintains vehicles, and provides mechanical report. Restocks and replaces used supplies, uses appropriate disinfecting procedures to clean equipment, checks all equipment to insure adequate working condition for next response. Takes inventory of and accounts for all medications (narcotics) given. Keeps log of all transactions. Prepares accurate and legible medical reports. Provides medical reports to staff.
11. Transports non-emergency patients to regularly scheduled appointments, for example, transporting geriatric patients in nursing homes. Uses computer to enter data for EMS reports.
12. Supervises the activities and educational experiences of assigned observers and students. Complies with regulations in handling the deceased.
13. Functions as the primary direct care provider of emergency health care services to sick and injured patients in pre-hospital settings. Works primarily in advanced life support units affiliated with fire departments, police departments, rescue squads, hospitals, or private ambulance services under the off-site supervision of a physician, usually through radio communication, and is usually the senior level member of a two-person team, working in conjunction with an EMT.
14. Accepts primary responsibility for all aspects of advanced life support given to the patient, including the use of advanced life support equipment and administration of medication that includes narcotics; responsible for thorough written documentation of all activity related to patient care and medication dispensation. Successfully completes continuing education and refresher courses as required by employers, medical direction, and licensing or certifying agencies. Meets qualifications within the functional job analysis.

## LICENSURE

Persons applying for initial license shall meet the requirements for qualification, application, and procedure as follows:

- (1) Applicant shall be at least eighteen (18) years of age.
- (2) Applicant shall submit the following:
  - (A) An appropriate State application form specifying true, correct and complete information as to eligibility and character.
  - (B) A copy of a current active National Registry of Emergency Medical Technicians (NREMT) certification card.
  - (C) A signed "Affidavit of Lawful Presence" Form.
- (3) A license fee of eighty-five dollars (\$85.00) for EMT, one hundred-sixty dollars (\$160.00) for Advanced EMT, and two hundred ten dollars (\$210.00) for Paramedic shall be submitted with the application. Fees shall be in an acceptable form, made payable to the Oklahoma State Department of Health - Emergency Medical Services Division (OSDH/EMS). Fees are non-refundable except if the application is rejected.
- (4) A license application may be denied on the basis of a felony which includes any conviction of assault, battery, or assault and battery with a dangerous weapon; aggravated assault and battery; murder or attempted murder; manslaughter, except involuntary manslaughter; rape, incest, or sodomy; indecent exposure and indecent exhibition; pandering; child abuse; abuse, neglect or financial exploitation of any person entrusted to his care or possession;

burglary in the first or second degree; robbery in the first or second degree; robbery or attempted robbery with a dangerous weapon, or imitation firearm; arson, substance abuse, or any such other convictions or circumstances which in the opinion of the Department would render the applicant unfit to provide emergency medical care to the public. Each decision shall be determined on a case-by-case basis.

(5) A license application may be denied on the basis of any falsification. Application for initial licensure pursuant to the Act shall constitute authorization for an investigation by the Department.

(6) Candidates for Oklahoma licensure shall successfully complete the NREMT certification examinations. Practical and written examinations shall adhere to current policies of NREMT and the Department. Candidates shall demonstrate competency in all required skills. The Department reserves the right to review and require additional practical examination of any candidate.

(A) Approved Training Programs shall conduct practical examinations for the EMT.

(B) The Department shall conduct practical examinations for the Advanced EMT and Paramedic using Department approved evaluators. The fee for the initial practical examinations attempt is included within the applicant's initial license fee. Subsequent examination fees are one hundred dollars (\$100.00) for a full practical retest and fifty (\$50.00) for a partial practical retest. An Advanced Life Support (ALS) practical examination application and appropriate fee must be submitted to the Department for this purpose.

(C) Agencies approved by the Department shall administer National Registry emergency medical responder practical examinations.

(7) An applicant may request a review of adverse decisions, made within this section, by applying in writing within thirty (30) calendar days after the notice of rejection. Review, by the Department, shall be held in accordance with the Administrative Procedures Act.

## **Physical Demands**

Aptitudes required for work of this nature are good physical stamina, endurance, and body condition that would not be adversely affected by frequently having to walk, stand, lift, carry, and balance at times, in excess of 125 pounds. Motor coordination is necessary because over uneven terrain, the patients, the Paramedics, and other workers well-being must not be jeopardized.

## **Employability Skills**

Medics will achieve greater job satisfaction and employment opportunities if their course of study emphasizes accountability for decision making and personal traits as they apply to civility, teamwork, confidentiality and behavior.

## **Legal Responsibilities**

Medics have the obligation to understand the scope of their practice, the legal limitations and implications of their actions related to the care of their clients.

## **Ethics**

Medics are bound to their professional standard guidelines for the delivery of high quality, culturally competent care.

## **Safety**

Medics must be competent to practice safely. Competency based education with a focus on safe work practices and the accountability for client safety are integral to the safe delivery of healthcare.

### **Teamwork**

Medics, as healthcare professionals, are accountable for understanding the roles and responsibilities of team members. Medics practice in an interdisciplinary field and need to recognize the attitudes and attributes of an effective leader and how to form positive team relationships.

### **Health Maintenance Practices**

Medics are a profession founded upon the care of individuals throughout the life span by the promotion, maintenance, and restoration of health through interdisciplinary collaboration.

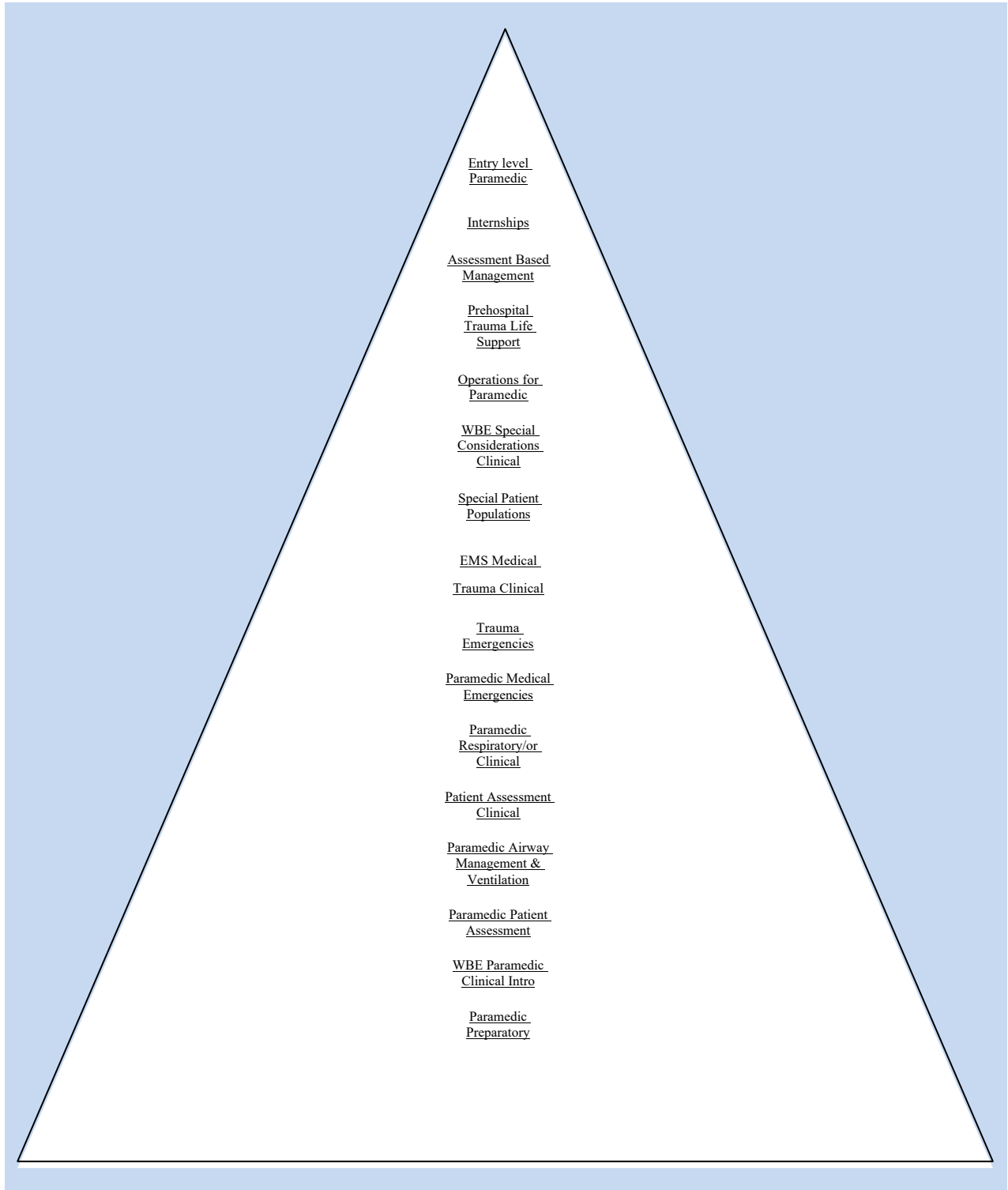
### **Technical Skills**

Medics are responsible for proficiency in technical skills and to practice according to the standards of care and scope of practice.

### **Information Technology Applications**

Medics are accountable for accessing and distributing data while maintaining the confidentiality of electronic client information. As contemporary healthcare technology continues to expand, medics are responsible for knowledge of the current applications.

# THEORY MODEL



# CURRICULUM PLAN OUTLINE

## Emergency Medical Technician

COURSES				THEORY	LAB	TOTAL
Emergency Care 1				89	0	89
EC Mid-Term Exam						
Emergency Care 2				131	0	131
Basic EMT Preceptorship				0	36	36
EC Comprehensive Exam						
<b>TOTAL COMPLETED HOURS</b>				<b>220</b>	<b>36</b>	<b>256</b>

## Paramedic

OCAS	& OHLAP	COURSES	THEORY	LAB	TOTAL
5333	x	Anatomy	80	40	120
		Paramedic Care 1	128	77	205
		WBE EMTP Clinical PC1	0	56	56
<b>Paramedic Care I Final</b>					
		Paramedic Care 2	200	132	332
		WBE Paramedic Respiratory/OR Clinical	0	32	32
		WBE EMTP Clinical PC2	0	132	132
<b>Paramedic Care II Final</b>					
		Paramedic Care 3	96	87	183
		WBE Special Considerations Clinical	0	40	40
<b>Paramedic Care III Final</b>					
		WBE Physician/EMS Internship	0	180	180
<b>TOTAL COMPLETED HOURS</b>			<b>504</b>	<b>776</b>	<b>1280</b>

## PROGRAM DESCRIPTION

If you are the special person who functions effectively in situations where human life may hang in the balance, you will find this program challenging, rewarding and the gateway to a paramedic career or to more advanced study in the health field.

Arriving at the scene of an accident or illness, analyzing the signs of physical trauma, and translating the findings to a pre-hospital treatment plan for the patient all fall within the scope of instruction for the Paramedic program. Taking the skills learned in EMT to a higher level, you will learn to manage victims of heart attack, stroke, or an accident, including clearing airways, giving medications through veins or by mouth, and treating wounds or other trauma as well as assisting with childbirth.

You will be prepared for critical certifications as well as have the opportunity to take coursework at local hospitals for certifications related to emergency care for children. Whether you use this program for community service, as a career, or as a stepping-stone to other roles in the health profession, you will have a foundation for providing emergency care in any situation.

As shown in the table above, the curriculum provides both theory and clinical experiences for the development of professionalism, skills and understanding of the Emergency

Medical Services concepts necessary to provide safe, effective pre-hospital care.

The Paramedic program is delivered in 4 blocks of instruction, combining several courses in each block. New classes begin every semester and take anywhere from 8-16 weeks for EMT and 12-15 months for Paramedic to complete depending on the calendar year and the selection of a day or evening class.

The **EMT** program is based on clock hours of instruction as opposed to credit hour, meaning there are 256 hours of classroom/clinical attendance required to complete the program. Successful completion of the course including passing the EC1 exam, EC2 exam and completing your WBE (Work Based Experience) obligation while attending 90% of the classroom, per Section.

The **PARAMEDIC** program is based on clock hours of instruction as opposed to credit hour, meaning there are 1272 hours of classroom/lab, clinical attendance and internship competency contacts required to complete the program, while attending 90% of the classroom, per Section.

A variety of instructional methods are utilized throughout the program. These include lecture, demonstration, skills lab, group discussion, student presentations and projects, field trips, clinical practice and multi-media and computer/web-based delivered materials. Student knowledge acquisition is measured through testing, skills check-off, graded activities, clinical evaluation and other methods.

## PROGRAM TUITION AND COSTS

EMT: The current tuition and fee rate is \$1024.

- EMT uniforms: \$235.00 (approximate) per set, plus black shoes/boots and belt.
  - Students will be expected to purchase uniforms on your own.
- Books: \$370.00 (approximate)
  - Books are non-refundable and will be purchased the first day of class.
  - Books **MUST** be purchased from Tulsa Technology.
- Background check/immunization tracker: \$79.99
  - Background must be completed **BEFORE** the first day of class.
- Psychomotor Exam: \$20.00
- National Registry testing/State license: \$98.00/\$85.00 for a total of \$183.00 for national cognitive exam and state licensure.

Paramedic: The current tuition and fee rate is \$5,120

- Paramedic uniforms: \$245.00 (approximate) per set, plus black shoes/boots and belt.
  - Students will be expected to purchase uniforms on your own.
- Books: \$925.00 (approximate)
  - Books are non-refundable and will be purchased the first day of class.
  - Books **MUST** be purchased from Tulsa Technology.
- Background check/immunization tracker: \$79.99
  - Background must be completed **BEFORE** the first day of class.
- Psychomotor Exam: \$210.00



- National Registry testing/State license: \$152/\$210.00 for a total of \$225.00 for national cognitive exam and state licensure.
  - Additional fees exist for equipment usage

***All of these prices are subject to change as costs increase.***

## **SCHOOL POLICIES AND PROGRAM PROCEDURES**

Oklahoma School Laws may be found here: Oklahoma State Department of Education – Education Law Book <https://sde.ok.gov/education-law-book>

Information regarding student records and the release form may be found here:

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[FERPA release form](#)

Tulsa Technology Center School District No. 18 Student Policies may be found on the main website ([District Policies](#)), page numbers are shown below. The EMS Program procedures are listed here under the related school district's policy. Students are expected to review and become familiar with all policies.

[ADMISSIONS POLICY – section 10, pg. 1](#)

### **ADMISSIONS PROCEDURE**

Prospective students may apply online at: [Online Application](#), visit the Admissions office at the Lemley Campus or call 918.828.5260.

**Career Interest** has a possible 40 points for academic results; 30 points are possible for interest results and 30 points are awarded for a program visit. Program visits are the first Thursday during the regular school year and by appointment during the summer- call to verify. *A minimum of 40 points is required in this category.*

**Academic Preparedness** Contact the Assessment Center at 918.828.5290 to make an appointment for testing and to obtain additional information about the test. *A minimum of 10 points is required in this category.*

Applicants can earn up to a total possible 100 points for the Paramedic and EMT program. Applicants meeting this minimum score are accepted, beginning with the highest scores until all available spaces are filled.

Please call the Admissions Office with any further questions regarding this process.

Once admitted to the program, students will be notified of a mandatory meeting and mailed program specific information. This will include topics such as required immunizations, CPR certification, transcripts, background checks, drug testing, program costs and financial arrangements, uniforms and supplies, textbooks and start dates. Students will be expected to meet these requirements by the given deadlines or will be in jeopardy of losing their seat in a class. A student may also be removed from a class should these requirements not be maintained.

Prior to applying to the EMT or Paramedic Program, it is recommended that persons with negative entries on their background check verify that the National Registry of EMT's will allow them to test for the National Registry Certification Exam (NREMT).

## **RE-ADMISSIONS/TRANSFER PROCEDURE**

Students will only be allowed one request for readmission/transfer. A letter requesting readmission/transfer must be sent to the EMS Program Director/Coordinator. The circumstances under which the student left the program must be explained, how these circumstances have now changed and a proposal as to how to prevent these circumstances from arising again must be addressed. A committee of faculty members may be convened to consider the request and approve or deny the readmission.

**All** entry requirements must be met before a student may re-enter the program, including financial arrangements and up to date immunization records. Readmission/transfer will be based on space available. Students that have been absent from the program up to 18 months *will* be asked to prove competency in previously taken courses. This will be proven by scoring a passing grade (80%) on a Challenge Exam from each course previously taken. Student must also successfully pass any associated skills component to each course. There will only be one attempt allowed and if a passing grade is not obtained, the student must pay and repeat the course. Incomplete Paramedic courses exceeding more than 18 months must be repeated. Tuition and fees will be applied.

Students may be requested to prove competency in any area the faculty deems necessary, including lab skills, clinical proficiency and theory topics. All students readmitted will be on probation during the first 3 months of their readmission. Any violation of school policies or conditions of the probation may or will result in permanent removal from the program.

## TRANSFER OF CREDIT/ADVANCED STANDING PROCEDURE

Individuals seeking transfer credit for courses within the PARAMEDIC program will follow the standard admissions procedure and will indicate on the application that advanced standing credit is being requested. It is recommended that an appointment be made with the Program Director/Coordinator to evaluate the courses in which credit is being requested in writing. Acceptance is based on space available and the following criteria must be met:

1. All standard admission criteria apply to transfer/advanced standing students.
2. Official transcripts from all previous schools must be provided. Syllabi and school catalogs may be requested.
3. Course work for which transfer credit is being requested must be less **than 18 months old** for Paramedic courses and less than 5 years old for Anatomy & Physiology courses.
4. EMT or Paramedic Courses for which credit is being sought must have been passed with a grade of "B" or 8 on a 10-point scale. Anatomy & Physiology letter grade of a "C" or better on a 7 out of 10-point scale is acceptable.
5. Challenge Exams and skills competencies will be required when the previous coursework does not evenly correlate with the Tulsa Technology Center PARAMEDIC Program Curriculum or if the coursework is outside of the acceptable time period. Tuition and fees may apply.
6. Students cannot receive credit for greater than 50% of the theory portion of the program. Credit will be given for any previous clinical experience with documents from previous CoAEMSP accredited Paramedic school.
7. Students will be expected to attend orientation days, as well as any other day/s the faculty deems necessary for full comprehension of the program.

It is important to keep in mind that students with transfer credit or advanced standing will not spend as much time in the program and this could affect the amount of financial assistance received.

- [DISTRICT PROVIDED STUDENT TRANSPORTATION](#)
- [STUDENT ATTENDANCE - Section 10, pg. 84](#)

Both the EMT and the Paramedic courses are based on clock hours of instruction rather than credit hours. The student must be present during instruction a minimum of 90% of the time during the program. Because each program is comprised of blocks of instruction ("PC" for Paramedic and "EC" for EMT) each with varying amounts and length of course Sections, we require the students to maintain a 90% in-seat presence during each Section throughout the course. See the breakdown below of the number of hours necessary to successfully complete the EMT and Paramedic courses.

<u>EMT</u>	<u>Total Hours</u>	<u>Hours Must Be Present</u>	
• Section 1: Preparatory	37	33.3	
• Section 2: Airway	16	14.4	EC1
• Section 3: Patient Assessment	20	18	
• Section 4: Shock	10	9	
• Section 5: Medical	42	37.8	
<hr/>			
• Section 6: Trauma	38	34.2	
• Section 7: Special Patient Populations:	42	37.8	EC2
• Section 8: Operations	9	8.1	

<u>Paramedic</u>	<u>Total Hours</u>	<u>Hours Must Be Present</u>	
• Section 1: Preparatory	124	111.6	PC1
• Section 2: Patient Assessment	57	51.3	
• Section 3: Airway	24	21.6	
<hr/>			
• Section 4 pt. 1: Resp./Cardiac	162	145.8	PC2
• Section 4 pt. 2: Medical	92	82.8	
• Section 5: Trauma	78	70.2	
<hr/>			
• Section 6: Special Considerations	24	21.6	PC3
• Section 7: Operations	62	55.8	

\*BLS for EMT and ACLS, PHTLS, PALS for Paramedic must be attended 100% of the time for successful completion.

\*All clinicals and Internships must be completed 100% successfully.

### **Make-Up Time**

Make-up time is available for hours missed if the student falls below the required 90% attendance. The student should only make arrangement for make-up time if he/she falls below the 90% requirement and only after that time was missed. "Banking" or reserving make-up time for a foreseeable absence is not permitted. Time should be scheduled with the student's instructor on the amount of time needed to make up and the subject matter which should be made up (appropriate for what was missed). **EMT students are allowed to make up a total of 12 hours. Paramedic students are allowed to make up a total of 36 hours the entire course.**

Once a student is discovered to have fallen below the 90% rule for class attendance then the student will be placed on a student success plan outlining the requirements to return to good standing in the program. Failure to comply with the success plan in the amount of time decided upon will result in the student being placed on a probationary contract.

***Failure to meet the requirements of the probationary contract in the amount of time specified will result in removal from the program.***

Because of Tulsa Technology Center’s vision and mission to prepare individuals for a career, our attendance policy and procedures reflect the same standards as employers in the workplace. As a TTC EMS student, you are held to a higher level of professionalism and we expect students to be at the appropriate place at the designated times. During on-site activities (classroom, lab, etc.) and during off-site activities (clinical rotations, specialty assignments, etc.) instructors will take attendance utilizing the currently approved method. As the program is delivered in a sequential method with every day accounted for and with clinical space at a premium, it is extremely difficult to arrange make-up time for students that are absent. In certain situations, even one clinical absence can result in the failure of a clinical rotation. Tardy and absences will be tracked on a Program Violation Tracking Form (see Appendices). See the “Violations, Dismissal and Withdrawal” section of this handbook for further explanation of consequences of attendance issues. It is important to keep in mind that many financial assistance programs disperse aid based on attendance and seat time. Students will be considered to have withdrawn from the programs after 5 consecutive absences with no communication. Refer to the Clinical Handbook for specific clinical attendance requirements.

- [STU-04 Reporting Students under the Influence](#)

It is important to understand that even if a student has a prescription for a controlled substance or other medication that impairs physical and/or cognitive ability, the student may be removed from the setting or even the program if the safety of others is at risk. This includes the use of marijuana even if you have a legal card.

### EYE PROTECTION DEVICES

Tulsa Technology Center utilizes Blackboard as the Learning Management System (LMS). Some courses will utilize this tool and the student is expected to have basic computer skills. See STU-20 for further expectations and policies regarding internet use.

- [SCHOLARSHIPS AND GRANTS](#)

Tulsa Technology Center offers many financial assistance options and referrals. Please visit the website [Financial Aid](#)

## **SAFETY**

Tulsa Technology Center strives to provide a safe learning environment for our students, employees and visitors. Students are expected to comply with TTC’s and all clinical sites safety policies. Students will complete a Safety module covering topics such as Blood Borne Pathogens, HIPPA and MSDS information during the program.

## **ILLNESS AND SURGERY**

Students are expected to be responsible for maintaining their health and refraining from exposing others to any illness they may develop during the program. All immunizations must be kept current throughout the program. The current list of required immunizations

may be found in the appendix of this handbook. If a student is ill enough to miss more than three days of school, medical clearance may be requested prior to the student returning to school. If a student requires surgery or a procedure that will limit the physical activity capabilities, a full release from a doctor will be required. As stated previously, limited clinical space availability and classroom structure do not leave room for multiple absences. It is recommended that planned surgeries be scheduled either prior to starting a program or after its completion. It is important to note that there are no “light duty” allowances made for the clinical setting.

## **INJURY**

If a student is injured while participating in any required activity (classroom, lab, clinical, etc.) the instructor should be notified immediately. An incident form will be completed and the Program Director/Coordinator and Campus Director will be notified. If medical assistance is required, the student will be responsible for these costs and TTC will not be held accountable for payment. Students are strongly encouraged to obtain their own insurance.

Many clinical facilities have injury policies and students will be expected to follow these. Most clinical facilities are able to treat injuries but this will also be at the student’s expense.

## **CLOSING OF SCHOOL**

School closings shall be reported to selected radio and television stations in the Tulsa Metropolitan area by approximately 6:00 a.m. for daytime programs and at or before 2:00 p.m. for evening programs. To verify school closing, contact (918) 828-5001 or contact your instructor.

All tobacco use is prohibited on Tulsa Technology Center campuses and clinical sites. Students must leave the campus to smoke. Smoking is not allowed at any clinical site. Refer to the school policy for disciplinary actions that may be taken.

## **TUITION REFUND**

Refer to this policy for refund guidelines. Please be aware that there is no refund on materials purchased in the bookstore.

## **STUDENT GRADES**

Students may request a print out of the course grade at any time from the instructor. Transcripts will reflect grades from completed courses and may be requested through the Registrar at any campus. The EMS program grading scale reflects the professionalism and aptitude required of those endeavoring to become an EMT. Though we follow the standard 10-point scale (A=90-100%, B=80-89%, etc.) all PC and EC blocks must be passed by 80% (B) or better in order to continue in class.

## **PARAMEDIC GRADING**

The Paramedic class is divided into 4 blocks of information called “Paramedic Care” blocks (PC1, PC2, PC3, PC4). Each block is composed of “Sections” of various lengths (Preparatory, Patient Assessment,

Airway, etc.) and each Section has a certain number of chapters specific to that section.

*Ex: Chapters 1-7 comprise Section 1: 'Preparatory' which is the first of three Sections that are in PC1*

Students will have a quiz over every chapter that is in a section, lab, and other assignments relevant to that section. At the end of the section the student will be tested over the cumulative information gathered during that section. At the end of the PC the student will have a cumulative exam over the information contained in that PC. The student must maintain a PC average equal to or above 80% in order to take the PC exam for that block.

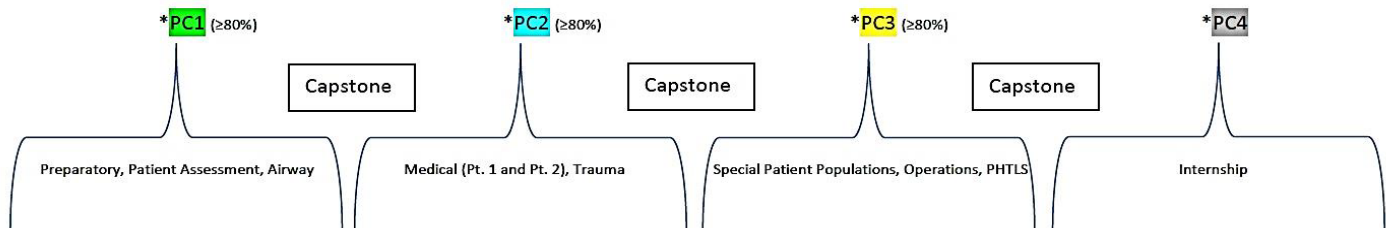
*Ex: PC1 exam is a cumulative exam over all of the material (15 chapters) from Sections 1, 2, 3, 4, and 5 which are composed of chapters 1-5 (Sec. 1) 8-10 (Section 2) 11-12 (Sec. 3), 13-14 (Sec. 4), 15 (Sec. 5)*

PC4 is taken after the Internship block and is a cumulative exam covering material from the entire class. PC4 is a mock Registry exam and should be treated as such. ***A CUT SCORE MUST BE ACHIEVED TO PASS THE EXAM.*** Your points total will be determined by the raw score you receive on the exam. You will be given a percentage of the 1500 total points possible for the exam based on the score you achieve.

This is a visual representation of the grading in the paramedic course.

### Capstones

Each PC block, except PC4, will have an extensive out of classroom assignment called a “capstone.” The purpose of the capstone is to explore, in more depth, various areas of emergency medicine that is



relevant to the information contained in that PC. The rules for each capstone will be outlined by the instructor for the course. The format of the 3 capstones are as follows:

- PC1 Capstone: Research Paper
- PC2 Capstone: Presentation
- PC3 Capstone: Interview

### **EMT GRADING**

The EMT class is divided into 2 blocks of information called “EMT Care” blocks (EC1 and EC2). Each block is composed of “Sections” of various lengths (Preparatory, Patient Assessment, Airway, etc.) and each Section has a certain number of chapters specific to that Section.

*Ex: Chapters 1, 2, 3, 5, 6, 7 and 8 comprise Section 1: 'Preparatory' which is the first of four Sections in EC1.*

Students will have a quiz over every chapter that is in a Section, plus, lab, and other assignments

relevant to that section. At the end of the section the student will be tested over the cumulative information gathered during that Section. At the end of the EC the student will have a cumulative exam over the information contained in that EC. The student must maintain an EC average equal to or above 80% in order to take the EC exam for that block. Essentially, EC1 is the Midterm exam covering all of the material from the first half of class while the EC2 exam is a class final, covering all material from the class from day 1. EC2 is a mock Registry exam and should be treated as such. ***A CUT SCORE MUST BE ACHIEVED TO PASS THE EXAM.*** Your points total will be determined by the raw score you receive on the exam. You will be given a percentage of the 356 total points possible for the exam based on the score you achieve.

## **WORK BASED LEARNING**

The EMS program relies heavily on clinical experiences for our students. The specifics of these experiences are described in the Clinical Handbook.

## **STUDENT BEHAVIOR AND DISCIPLINE**

EMS students are held to high standard of behavioral expectations. Students are responsible for being aware of the expectations and will be held accountable for violating any of the Behavioral Code items. The above link lists the school's policy on these behaviors. The EMS Program divides these into 2 main categories, Academic Misconduct and Professional Misconduct. The Program Violation Tracking Form (see Appendix) will be utilized and depending on the severity of the violation, a student may be dismissed from the program immediately.



## ACADEMIC MISCONDUCT

The EMS program defines academic misconduct as, but not limited to, cheating, plagiarism, falsification, alteration of assignments or grades and/or assisting another student in any of these activities.

**CHEATING:** This includes, but is not limited to, sharing or discussion of test questions with or in the presence of students who have not taken the test, using unauthorized materials during testing, copying from another student, having unauthorized electronic media or written material open during testing, attempts make copies of tests (electronically or written) or assisting others in any of these behaviors.

**PLAGIARISM:** Any attempt to present another's work as your own, not identifying the author of work utilized, copy and pasting large sections of material from electronic resources without crediting website/author, etc.

**FALSIFICATION:** Any attempt to mislead a staff member or other student in areas such as, but not limited to, time sheets/attendance, records, assignments, doctor or preceptor notes, patient information, clinical experiences, activities performed or forgery of any documents.

## PROFESSIONAL MISCONDUCT

The EMS profession is one of the most respected fields of which to become a part of and we begin your training by demanding a high level of professionalism from students. Aside from the school and program polices discussed in this section of the handbook (attendance, safety, dress code, student behavior, etc.) we expect you to understand that you are representing not only the program here at TTC but the EMS profession as well. Professional Misconduct includes, but is not limited to, the following: rude, inappropriate or disruptive behavior/gestures/language in any school related setting, possession of or the exposing of others to any legal/obscene/dangerous substances or materials, intimidation or harassment of any form, misappropriation of school or clinical site property, dishonesty, argumentative and/or aggressive manner of tone, gossip, HIPAA and other privacy violations (discussed below), attendance issues, disregarding safety guidelines, not following the chain of command, defensive attitudes when constructive criticism is offered or lack of changes/improvements are not made despite counseling efforts from faculty. Professional conduct is graded through the Affective Domain portion of the course and will be evaluated at the end of each Section (Paramedic) or block (EMT) throughout the courses. Continued lapses in professionalism will result in probationary contract and/or removal from the program. See Appendices for rubric.

## HIPAA AND OTHER PRIVACY VIOLATIONS

During this program, students will come into contact with information that is not only legally protected but inappropriate to share with others. Specific HIPAA (Health Insurance Portability and Accountability Act) rules apply to anyone who has access to an individual's health information. This act forbids this information from be transferred to or shared with anyone who is not directly involved in caring for that individual and only when that information is necessary for treatment. Beyond the HIPAA rules, it is considered inappropriate behavior for a student to discuss a patient or a situation in any manner other

than in the learning environment. This includes electronic media (e-mail, social websites, texting or photos- see Social Media statement below) and having discussions in areas where individuals may over hear conversations. Students are also required to maintain this privacy standard with regards to fellow students and school employees. All school related information is considered personal in nature and should not be discussed without express consent of the individual.

## COMPUTER/NETWORK ACCEPTABLE USE

Currently the EMS program has a desk top computer available to each student. The campus has wireless internet available for student use as well. Students are expected to maintain professionalism on all computers (including personal computers) which includes, but is not limited to, accessing or the display of suggestive or pornographic material and utilizing computers for any violation of school or program policies. Any school employee has the right to search the files of any computer (including personal) at any time when deemed necessary. It is suggested that personal computers be free from any questionably objectionable or suspicious material.

Students are assigned a school email account and held accountable for information sent to it. Though there are printers available in classrooms, students are expected to print out materials from off campus locations, as this is an expense we do not recoup from students in order to keep tuition and fees cost down. If a large amount of printing is noticed, printing privileges may be removed from a student.

## SOCIAL MEDIA

With the ever-increasing popularity of social networking sites (Facebook, Twitter, SnapChat, etc.) it is necessary to remind students that they not only may be removed from the program for inappropriate comments but may lose job opportunities, be denied credit or even be held responsible in a court of law for their statements. *Students are reminded that posting negative comments or private information about the school, fellow students, faculty or staff, clinical experiences or any other school related issues can result in disciplinary actions such as being placed on probation or removed from the program.*

## STUDENT MOBILE/ELECTRONIC DEVICES

As adult students, our expectation for using wireless communication devices (such as cell phones, smart watches, recording devices, etc.) is one of consideration, safety and of professional conduct. In most cases, electronic devices are to be turned off when in a learning situation, including classroom, lab, clinical and other settings when disruption is not appropriate. If a student uses an electronic device at an inappropriate time, faculty and staff reserve the right to confiscate any device at any time for the duration of the interrupted activity. Under no circumstances may a device be used in the clinical setting, during testing or any other time, a faculty or staff member restricts usage. Violation of this policy may result in probation or removal from the program depending on the incident.

## TESTING STUDENTS WITH REGARD TO THE USE OF ALCOHOL AND ILLEGAL CHEMICAL SUBSTANCES

All students are subject to drug testing prior to program admittance, prior to clinical experience or anytime reasonable suspicion arises. Students may be denied admittance into the program or clinical experience or be removed from the program for testing positive on a drug screening. This includes alcohol, illegal substances and prescription medication without a valid prescription. In some cases, even authorized use of prescribed medications may result in the same actions.

## THREATENING BEHAVIOR, HARASSMENT, INTIMIDATION AND BULLYING -

### STUDENT DRESS CODE

Students will be expected to follow the school policy for standards of dress for the majority of the time while on campus. There will be instances when business casual, scrubs, clinical attire or other type of clothing will be expected. The expectations for the clinical dress code are discussed in the clinical handbook.

## COMPLIANCE WITH SCREENING CRITERIA FOR STUDENTS ENROLLED IN PROGRAMS REQUIRING SPONSORED WORK BASED EXPERIENCE -

Drug testing will be performed on students prior to clinical experiences in compliance with clinical facility requirements. Most clinical facilities require specific immunizations and a background check as well. If these requirements are not met, students will be denied access to the facility and will not be able to complete the program.

## PROGRAM PROGRESSION

The program is divided into blocks (Paramedic Care courses for Paramedic and EMT Care courses for EMT). Each block (EC/PC) must be successfully completed by the designated dates and with an overall passing grade of “B” or 80% before progressing to the next block while passing the EC and PC exams. *Per CoAEMSP standard III.C.2, each Paramedic student will meet the minimum patient/skill contacts as outlined within our clinical book and electronic system (FISDAP). Students not meeting the minimum patient/skill contacts will be required to perform additional clinical or simulated scenarios to meet those deficiencies. The following steps will be taken to address the deficiencies: (1) The student will be placed on an Intervention plan with specific goals for success; (2) If the goals are not met, he/she will be placed on a Probationary Contract. After successfully completing the minimum patient/skill contacts, the student will be eligible for the PC 4 Written Exam.*

Tuition payments, immunizations and other required documents will also need to be current before progression can occur. In the event that a student fails a block, in most cases the student will be allowed to complete the other courses within that block. However, a student will not be able to progress forward until the failed block is paid for and repeated. The student will be withdrawn from that class and placed in the next available class, based on space availability. A course may only be repeated **one time**.

Both classroom and clinical proficiency will need to be evident for progression. Some examples of proficiency that will be demonstrated include satisfying clinical skill requirements, building on previous learning, achieving passing grades, maintaining satisfactory attendance, meeting physical, mental and professional requirements and the ability to implement instructor feedback and direction. Throughout the program, there are some **items** that require specific grades to pass and thus progress. Some examples of these are as follows: 80% must be achieved on lab check-offs with 100% in “crucial” sections.

## **RETENTION, REMEDIATION AND STUDENT RESOURCES/SERVICES**

The faculty of this program understands the rigors of EMS school while trying to manage life outside of school. We are committed to student success and have implemented measures to assist students in achieving their educational goals. Students that are interested may request a Student Assessment Survey in the beginning of the program or at any time they deem necessary. This tool will help to identify any areas a student might have difficulties with during the program- either in life or academically. Depending on the outcome of the survey, it may be recommended a student be placed on an Individualized Student Success Plan (ISSP) with specific ideas to help the student be successful.

As students’ progress through the program and weak areas are identified, either by the student or faculty, a remediation plan or activity may be initiated. This could include revisiting skills lab, specific assignments, structured study or other interventions. The ISSP planning worksheet will be utilized for this.

Students are encouraged to utilize the facility and building resources available:

*Library-* Located on the second floor of the Health Sciences Building (HSC). A variety of reading materials and AV materials are available. Hours during the school year are 7:30am to 8:00 pm, Monday through Thursday, closing at 4:30pm on Fridays. Hours will vary during the summer.

*Academic Center and Counseling-* Located centrally at our Peoria campus. Reading and math instruction for secondary and adult students is available. Instruction is individually designed to address specific reading and math skills needed for success in career and technology programs. Both individual and group instruction is available. There are also 2 counselors located here that can assist students with finding services, developing study skills or just to be a listening ear. For hours of operation, please call 828-2000.

*Student Services-* Located on the Peoria campus, Career Services Center building. This department assists in career advisement, financial aid information, job placement and other helpful services. Please call 918-828-5000 or visit the website for further information: **[STUDENT RESOURCES](#)**

*Cafeteria-* Located outside the EMS department. Hours are posted and break times are assigned. While the cafeteria is closed during the summer and evening, the vending machines remain accessible.

## **VIOLATIONS, DISMISSALS AND WITHDRAWALS**

### **VIOLATIONS and DISMISSALS**

Program violations will be tracked on a form (see appendix). These can include attendance issues, any school or program policy violations or academic concerns. Students that reach Step 2 will be placed on probation. On the third Step, *a student will be removed from the program*. Students are responsible for understanding the school and program policies, and information in the program handbooks. Students may or may not be eligible to request readmission if they are dismissed.

### **WITHDRAWALS**

A student may request withdrawal from the program in the Program Director/Coordinator's office. The current progress of the student, probation status and availability of space in other classes will be examined if a student is interested in delaying the program. It is important to remember the refund policy and Financial Aid requirements when considering a withdrawal.

### **PROGRAM EVALUATION**

Ongoing evaluation of the program is essential for the continued growth and excellence of the program. The faculty conducts regular evaluations of the program. Student input is utilized in this evaluation and are urged to provide constructive comments throughout the program. Students will be asked for their input via survey regarding theory and clinical courses, each instructor, the program as a whole and will also be contacted approximately one year after graduation.

As decisions throughout the year need to be made with regards to programs changes and improvements, students will be invited to participate in the decision-making process.

### **STUDENT LEARNING OUTCOMES**

Competencies are demonstrated through the use of Knowledge, Skills, Values, Meaning, and Experiences (KSVME), using direct supervision and various evaluation tools. After completion of the program, a graduate of the Tulsa Technology Center School of EMS will:

1. Integrate academic principles of physical, biological, social and behavioral sciences to provide EMS care.
2. Communicate effectively, both orally and in writing, in the health care setting.
3. Describe and explain the current healthcare delivery systems, the roles within these systems and the issues that affect them.

4. Participate in activities which promote personal and professional growth such as self-evaluation, community service and continuing education.
5. Demonstrate understanding of the role and scope of practice of an EMT as defined by the Oklahoma State Department of Health and professional organizations.
6. Function in an advocacy role for the patient. Utilize the EMS process to meet the needs of culturally diverse individuals with health-related concerns throughout the life span.
7. Utilize safety measures for the protection of the patient and others in the health care environment.
8. Demonstrate understanding of their role and responsibilities as a member of the health care team.
9. Identify and implement the fundamentals of wellness and the prevention of disease processes in the care of patient.
10. Demonstrate proficiency in the EMS skills necessary to provide basic physiological and psychological needs in the care of each patient.
11. Employ current technologies to optimize quality of care delivery while maintaining confidentiality and protecting patient privacy

## PROGRAM COMPLETION

The requirements to complete the program are as follows:

- Successful completion of all theory, lab and work-based experience components of the program.
- All tuition and fees paid.
- Information records updated and surveys completed.
- Obtain official clearance checkout.
- Successful Completion of Terminal Competency form.
- *Failure to achieve a passing competency score for any block's final examination after two (2) attempts will result in termination from the program.*
- Failure of obtaining a score of "3" or more on two separate Affective Competency Tool evaluations.

# EMERGENCY MEDICAL SERVICE CODES

## EMT OATH:

Professional status as an Emergency Medical Technician and Emergency Medical Technician-Paramedic is maintained and enriched by the willingness of the individual practitioner to accept and fulfill obligations to society, other medical professionals, and the profession of Emergency Medical Technician. As an Emergency Medical Technician-Paramedic, I solemnly pledge myself to the following code of professional ethics:

A fundamental responsibility of the Emergency Medical Technician is to conserve life, to alleviate suffering, to promote health, to do no harm, and to encourage the quality and equal availability of emergency medical care.

The Emergency Medical Technician provides services based on human need, with respect for human dignity, unrestricted by consideration of nationality, race, creed, color, or status.

The Emergency Medical Technician does not use professional knowledge and skills in any enterprise detrimental to the public well-being.

The Emergency Medical Technician respects and holds in confidence all information of a confidential nature obtained in the course of professional work unless required by law to divulge such information.

The Emergency Medical Technician, as a citizen, understands and upholds the law and performs the duties of citizenship; as a professional, the Emergency Medical Technician has the never-ending responsibility to work with concerned citizens and other health care professionals in promoting a high standard of emergency medical care to all people.

The Emergency Medical Technician shall maintain professional competence and demonstrate concern for the competence of other members of the Emergency Medical Services health care team.

An Emergency Medical Technician assumes responsibility in defining and upholding standards of professional practice and education.

The Emergency Medical Technician assumes responsibility for individual professional actions and judgment, both in dependent and independent emergency functions, and knows and upholds the laws which affect the practice of the Emergency Medical Technician.

An Emergency Medical Technician has the responsibility to be aware of and participate in matters of legislation affecting the Emergency Medical Service System.

The Emergency Medical Technician, or groups of Emergency Medical Technicians, who advertise professional service, do so in conformity with the dignity of the profession.

The Emergency Medical Technician has an obligation to protect the public by not delegating to a person less qualified, any service which requires the professional competence of an Emergency Medical Technician.

The Emergency Medical Technician will work harmoniously with and sustain confidence in Emergency Medical Technician associates, the nurses, the physicians, and other members of the Emergency Medical Services health care team.

The Emergency Medical Technician refuses to participate in unethical procedures, and assumes the responsibility to expose incompetence or unethical conduct of others to the appropriate authority in a proper and professional manner.

*Written by: Charles Gillespie, M.D.*

*Adopted by: The National Association of Emergency Medical Technicians, 1978*

## **CODE OF ETHICS FOR EMTs**

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*Written by: Charles Gillespie, M.D.*

*Adopted by: The National Association of Emergency Medical Technicians, 1978.*



# APPENDICES



## Committee on Accreditation of Educational Programs for the EMS Professions Terminal Competency Form

Name of Paramedic Program:

We hereby certify that the candidate listed below has successfully completed all of the Terminal Competencies required for graduation from the Paramedic Education program as a minimally competent, entry-level, Paramedic and as such is eligible for State and National Certification written and practical examination in accordance with our published policies and procedures.

Name of Graduate:

### PROGRAM REQUIREMENTS successfully and fully completed on

Written Examinations (list those courses that require final exam)

(1) <input type="text"/>	(2) <input type="text"/>	(3) <input type="text"/>
(4) <input type="text"/>	(5) <input type="text"/>	(6) <input type="text"/>
(7) <input type="text"/>	(8) <input type="text"/>	(9) <input type="text"/>
(10) <input type="text"/>	(11) <input type="text"/>	(12) <input type="text"/>

- Practical Skills Sheets (all program required skills sheets)
- Clinical Tracking Records (attended all required areas, completed required skill repetitions, etc.)
- Field Internship Tracking Records (number of team leads, achieved objectives, etc.)
- Affective learning domain evaluations
- Student Counseling Form (s), as applicable

Medical Director (signature & date) \_\_\_\_\_

Program Director (signature & date) \_\_\_\_\_

Name of Graduate:  (continued)

**CARD COURSE CERTIFICATIONS (if applicable, prior to graduation) List:**

	on		(date)
	on		
	on		
	on		

**AFTER GRADUATION – OUTCOMES**

- National Registry or State Paramedic certification on**
- Employed performing Paramedic duties as of**   
**At**
- Employer Survey completed as of**   
(surveyed within 6 to 12 months after graduation using Data Arc)
- Graduate Survey completed as of**   
(surveyed within 6 to 12 months after graduation using Data Arc)

Student Name: \_\_\_\_\_

## APPENDIX VI: Rubric Affective Domain Tool

### Background

There are two primary purposes of an affective evaluation system: 1) to verify competence in the affective domain, and 2) to serve as a method to change behavior. Although affective evaluation can be used to ultimately dismiss a student for unacceptable patterns of behavior that is not the primary purpose of these forms. It is also recognized that there is some behavior that is so serious (abuse of a patient, gross insubordination, illegal activity, reporting for duty under the influence of drugs or alcohol, etc.) that it would result in immediate dismissal from the educational program.

The two forms included in the EMT-Paramedic: National Standard Curricula were developed by the Joint Review Committee on Educational Programs for the EMT-Paramedic. These forms have been modified somewhat to meet the needs of the EMS Program. They represent extensive experience in the evaluation of student's affective domain. The nature of this type of evaluation makes it impossible to achieve complete objectivity, but these forms attempt to decrease the subjectivity and document affective evaluations.

In attempting to change behavior it is necessary to identify, evaluate, and document the behavior that you want. The eleven affective characteristics that form the basis of this evaluation system refer to content in the Roles and Responsibilities of the Paramedic unit of the curriculum. Typically, this information is presented early in the course and serves to inform the students what type of behavior that is expected of them. It is important that the instructor is clear about these expectations.

For all affective evaluations, the faculty member should focus on patterns of behavior, not isolated instances that fall outside the student's normal performance. For example, a student who is consistently on time and prepared for class may have demonstrated competence in time management and should not be penalized for an isolated emergency that makes him late for one class. On the other hand, if the student is constantly late for class, they should be counseled. Continued behavior may result in disciplinary action.

The second form, the Professional Behavior Counseling form is used to clearly communicate to the student that their affective performance is unacceptable. This form should be used during counseling sessions in response to specific incidents (i.e. cheating, lying, falsification of documentation, disrespect/insubordination, etc.) or patterns of unacceptable behavior. As noted before, there is some behavior that is so egregious as to result in immediate disciplinary action or dismissal. In the case of such serious incidents, thorough documentation is needed to justify the disciplinary action. For less serious incidents, the Professional Behavior Counseling form can serve as an important tracking mechanism to verify competence or patterns of uncorrected behavior.

On the Professional Behavior Counseling form, the evaluator checks all of the areas that the infraction affects in the left-hand column (most incidents affect more than one area) and documents the nature of the incident(s) in the right-hand column. Space is provided to document any follow-up. This should include specific expectations, clearly defined

expected positive behavior, actions that will be taken if the behavior continues, and dates of future counseling sessions.

Using a combination of these forms helps to enable the program to demonstrate that graduating students have demonstrated competence in the affective domain. This is achieved by having many independent evaluations, by different faculty members at different times, stating that the student was competent. These forms can also be used to help correct unacceptable behavior. Finally, these forms enable programs to build a strong case for dismissing students following a repeated pattern of unacceptable behavior. Having numerous, uncorroborated evaluations by faculty members documenting unacceptable behavior, and continuation of that behavior after remediation, is usually adequate grounds for dismissal.

Please rate the student according to your observations only. The categories identify professional behaviors described as desirable attributes of EMS medical professionals. The descriptions within each category represent the behaviors generally expected for the individual.

Each category will receive a score between 1 and 5. **A score of 3 is considered average and represents the expected acceptable level of conduct for that category.** If asked, you should be able to provide verification (as written or verbal proof as appropriate) for any score other than “3.” If the individual, you are evaluating is performing as an entry- level provider they should obtain scores of “3” in most categories.

Affective Domain Evaluation: \_\_\_\_\_

Date: \_\_\_\_\_

**1. Integrity**

Your recommended score:  _____		Required attributes to obtain the recommended score
	1	Major infraction of 1 (or more) areas of #3 or many minor infractions in most areas of #3.
	2	Minor infractions of 1 area of #3 but otherwise compliant with all aspects described in #3.
	3	Consistent honesty, being able to be trusted with property and confidential information, complete and accurate documentation of patient care and learning activities.
	4	Consistent honesty, assists other classmates in understanding confidential issues and in developing their documentation skills.
	5	Always honest, leads by example and models exemplary behaviors regarding integrity. Consistently turns in paperwork that is complete and accurate prior to due date.

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**2. Empathy**

Your recommended score:  _____		Required attributes to obtain the recommended score
	1	Being deliberately disrespectful of others, making fun of others, being condescending or sarcastic to others, clearly uncomfortable dealing with emotions of patients.
	2	Being uncompassionate to others or responding inappropriately to emotional responses because you are uncomfortable with their emotional displays. Acting coolly towards patients in distress and not acting as a patient advocate.
	3	Showing compassion to others, responding appropriately to emotional responses by others, demonstrating respect to others, being supportive and reassuring.
	4	Able to show compassion and respond appropriately while maintaining professional demeanor, demonstrating a strong desire to advocate for the patient, can direct patients and their families to available community resources.
	5	Seeks out opportunities to serve in the community, when the situation arises can provide contact information on assistance agencies, has the ability to set troubled patients at ease and actively listens to their problems and concerns.

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### 3. Self-motivation

Your recommended score:  _____		Required attributes to obtain the recommended score
	1	Consistently failing to meet established deadlines, unable to demonstrate intrinsic motivating factors requiring extra extrinsic motivation from instructors, failing to improve even after corrective feedback has been provided by faculty, requiring constant supervision to complete tasks or being asked to repeat a task that is incorrectly performed.
	2	Failing to meet 1-3 tasks as described in #3 but obviously making attempts to attain acceptable standards.
	3	Taking initiative to complete assignments, taking initiative to improve or correct behavior, taking on and following through on tasks without constant supervision, showing enthusiasm for learning and improvement, consistently striving for improvement in all aspects of patient care and professional activities, accepting constructive criticism in a positive manner, taking advantage of learning opportunities.
	4	Occasionally completing and turning in assignments before the scheduled deadline, volunteering for additional duties, consistently striving for excellence in all aspects of patient care and professional activities, seeking out a mentor or faculty member to provide constructive criticism, informing faculty of learning opportunities.
5	Never missing a deadline and often completing assignments well ahead of deadlines, reminding other students of deadlines, supporting faculty in upholding the rules and regulations of the program, taking seriously opportunities to provide feedback to fellow students, seeking opportunities to obtain feedback, assisting faculty in arranging and coordinating activities.	

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### 4. Appearance and Personal Hygiene

Your recommended score:  _____		Required attributes to obtain the recommended score
	1	Inappropriate uniform or clothing worn to class or clinical settings. Poor hygiene or grooming.
	2	Appropriate clothing or uniform is selected for a majority of the time, but the uniform may be unkempt (wrinkled), mildly soiled, or in need of minor repairs, appropriate personal hygiene is common, but occasionally the individual is unkempt or disheveled.
	3	Clothing and uniform is appropriate, neat, clean and well-maintained, good personal hygiene and grooming.
	4	Clothing and uniform are above average. Uniform is pressed and business casual is chosen when uniform is not worn. Grooming and hygiene is good or above average.
5	Uniform is always above average. Non-uniform clothing is business-like. Grooming and hygiene is impeccable. Hair is worn in an appropriate manner for the environment and student is free of excessive jewelry. Make-up and perfume or cologne usage is discrete and tasteful.	

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**5. Self-confidence**

Your recommended score:  _____		Required attributes to obtain the recommended score
	1	Does not trust personal judgment, is unaware of strengths or weaknesses, and frequently exercises poor personal judgment.
	2	Needs encouragement before not trusting personal judgment, is aware of strengths but does not readily recognize weaknesses, sometimes makes poor personal choices.
	3	Demonstrating the ability to trust personal judgment, demonstrating an awareness of strengths and limitations, exercises good personal judgment.
	4	Stands by his/her choices when challenged by an authority figure, aware of strengths and weaknesses and seeks to improve, exercises good personal judgment and often serves as a mentor for classmates.
	5	Stands by and can defend personal choices when challenged by an authority figure, actively seeks to improve on weaknesses, seeks out opportunities to assist other classmates in developing their self-confidence.

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**6. Communications**

Your recommended score:  _____		Required attributes to obtain the recommended score
	1	Unable to speak or write clearly and is unable to correct their behavior despite intervention by instructors, does not actively listen (requires instructions to be repeated or appears unable to follow directions,) resistant to learning new communications strategies.
	2	Needs work to speak or write clearly, knows how to actively listen although sometimes is unable to model good listening skills, able to identify alternative communication strategies needed in various situations but is still developing the skill to perform alternative strategies.
	3	Speaking clearly, writing legibly, listening actively, adjusting communications strategies to various situations.
	4	Working on improving speaking and writing abilities, models active listening skills, able to modify communication strategies easily in various situations and able to effectively communicate a message in these various settings.
	5	Working on self and assisting classmates in improving speaking and writing abilities, models and is able to demonstrate active listening techniques to other students, is comfortable utilizing a variety of communication styles, may have proficiency in another language, including sign language.

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**7. Time management**

Your recommended score:  _____		Required attributes to obtain the recommended score
	1	Often late to class or clinical sites, upon arrival needs additional time to be ready to begin (changing into uniform, gathering supplies, etc.), frequently late in turning in assignments, requires constant reminders about due dates and will blame others if a due date is missed.
	2	Occasionally late in arriving to class or clinical sites, occasionally late in turning in assignments or requires reminding about deadlines.
	3	Consistent punctuality, completing tasks and assignments on time.
	4	Seldom late to class or clinical, generally ready to begin class or clinical prior to the actual start time, completes tasks and assignments by due date (and occasionally in advance of due date) with minimal need for reminders of due dates.
5	Punctual (or early) nearly 100% of the time, completes tasks and assignments prior to the due date, seldom requires reminding about deadlines or due dates, may assist instructor in reminding classmates about due dates.	

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**8. Teamwork and diplomacy**

Your recommended score:  _____		Required attributes to obtain the recommended score
	1	Manipulating the team or acting with disregard to the team, being disrespectful of team members, being resistant to change or refusing to cooperate in attempts to work out solutions.
	2	Sometimes acting for personal interest at the expense of the team, acting independent of the team or appearing non-supportive, being somewhat resistant to change or occasionally unwilling to work out a solution.
	3	Placing the success of the team above self-interest, not undermining the team, helping and supporting other team members, showing respect for all team members, remaining flexible and open to change, communicating with others to resolve problems.
	4	Placing success of the team above self-interest, supporting and holding up the team by shouldering additional responsibilities, actively seeking to include all members of the team in decision making processes were appropriate, welcoming change and remaining flexible, helping to open the lines of communication.
5	Placing success of the team above self-interest (even if that means a negative outcome to self,) taking a leadership role and using good management skills while leading, involving all appropriate team members in the decision-making process, suggesting and implementing changes to benefit the team, seeking ways to keep communications and dialogue going.	

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9. **Respect**

Your recommended score:  _____		Required attributes to obtain the recommended score
	1	Disrespect of authority, being argumentative, using inappropriate words or outbursts of anger, deliberately undermining authority in words or actions or trying to provoke others, frequently unable to act in a professional manner.
	2	Being polite when required, occasionally overheard using demeaning or derogatory language but confining it to situations other than in patient care settings, occasionally acting unprofessional on the job.
	3	Being polite to others, not using derogatory or demeaning terms, behaving in a manner that brings credit to the profession.
	4	Being polite even when a situation is not going in his/her favor, always using respectful language when describing situations even when not in public areas, modeling good professional behaviors.
5	Serving as a “peacemaker” in volatile situations, able to take abusive language or disrespect from patients without reacting negatively towards the individual, modeling good professional behaviors even when outside of the classroom or off of the job.	

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10. **Patient advocacy**

Your recommended score:  _____		Required attributes to obtain the recommended score
	1	Unable to deal with patients because of personal biases, actively demeaning or degrading patients with words or deeds, unconcerned about patient rights, feelings or considerations, frequently takes shortcuts during care of patients because it is “easier” or “faster.”
	2	Occasionally has difficulty dealing with patients because of personal bias or feelings, not always able to place the needs of the patient first,
	3	Not allowing personal bias or feelings to interfere with patient care, placing the needs of patients above self-interest, protecting and respecting patient confidentiality and dignity.
	4	Not allowing personal bias or feelings to interfere with patient care despite strong negative feelings or biases towards a patient or situation, actively advocating for patient rights, protecting confidentiality.
5	Models patient advocacy and able to defend the need to advocate for patient rights, seeks out opportunities to help fellow classmates learn the principles of patient advocacy, when the opportunity presents itself can be called upon to follow through on an advocacy issue even if it means it on their off time.	

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**11. Careful delivery of services**

Your recommended score:  _____		Required attributes to obtain the recommended score
	1	Unable to perform skills at entry level or requiring constant monitoring or reinforcement to perform skills, required to recheck tasks because of omissions or inaccuracies in performance or documentation, unwilling to learn policies, procedures or protocols, deliberate unwillingness to follow the letter or spirit of rules or regulations.
	2	Occasionally performing skills below the entry-level, requiring monitoring to ensure completeness and accuracy in completing tasks, occasional minor breeches in policies, procedures or protocols attributed to lack of knowledge of it but willing to learn, may follow the letter of, but not always the spirit, of rules and regulations.
	3	Performing skills at an entry-level capacity a majority of the time, performing complete equipment and supply checks, demonstrating careful and safe ambulance operations, following policies and procedures and protocols, following orders.
	4	Can be trusted to function independent of all but minor supervision, does not need to be reminded to perform routine maintenance checks, and follows the letter and spirit of all rules, regulations, policies and procedures.
	5	Functions independently and able to correct mistakes by self-reflection, able to assist in the development of rules, regulations, policies and procedures, will assist in monitoring fellow students in the completion of tasks and may be able to assist fellow students identify weaknesses and strengths.

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General Comments:

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\_\_\_\_\_  
Signature of person completing form

\_\_\_\_\_  
Date

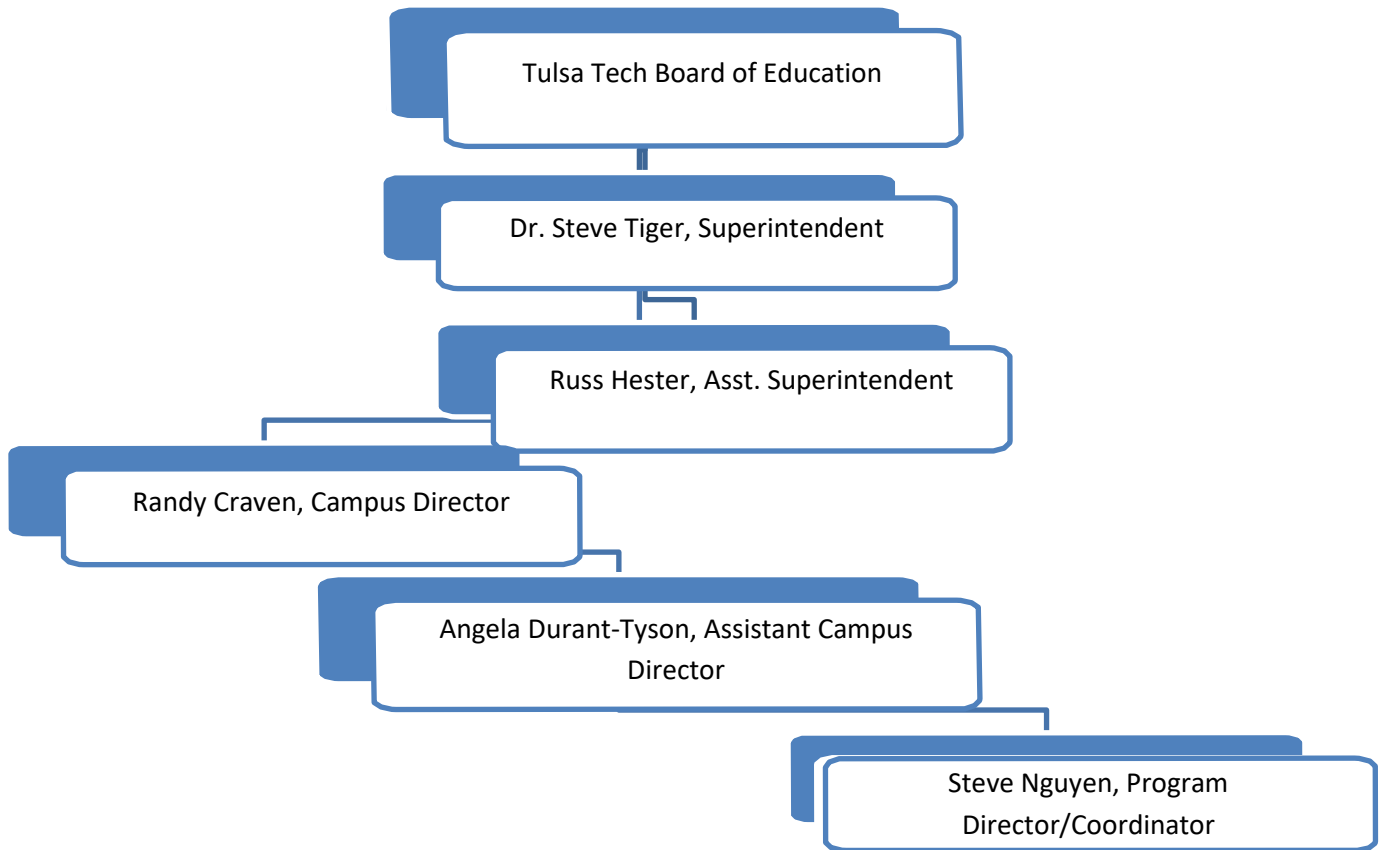
\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Student Signature

Student should sign form only if conference is held following evaluation. Student agreement of ratings is not required for form to be completed and forms may be completed anonymously.

# Line of Communication Chart Organizational Chart



## Required Immunizations

REQUIRED IMMUNIZATIONS	
<input type="checkbox"/>	<p><b>Hepatitis B Titer</b></p> <p>Date of Titer _____ Medical professional signature/stamp _____</p> <p>Titer results _____ <b>*Note: a negative for immunity result requires series shots</b></p> <p><b>OR</b></p> <p><b>Hepatitis B Series</b></p>
<input type="checkbox"/>	<p>Date of 1<sup>st</sup> shot _____ Medical professional signature/stamp _____</p>
<input type="checkbox"/>	<p>Date of 2<sup>nd</sup> shot _____ Medical professional signature/stamp _____</p>
<input type="checkbox"/>	<p>Date of 3<sup>rd</sup> shot _____ Medical professional signature/stamp _____</p>
<input type="checkbox"/>	<p><b>Measles, Mumps, Rubella (MMR)</b></p> <p>Date of 1<sup>st</sup> shot _____ Medical professional signature/stamp _____</p>
<input type="checkbox"/>	<p>Date of 2<sup>nd</sup> shot _____ Medical professional signature/stamp _____</p>
<input type="checkbox"/>	<p><b>OR</b></p> <p>Date of Titer _____ Titer results _____</p> <p><b>*Note: a negative for immunity result requires series shots</b></p>
<input type="checkbox"/>	<p><b>Varicella (Chicken Pox) <i>Written Physician verification of having had the disease is acceptable for this requirement</i></b></p> <p>Date of 1<sup>st</sup> shot _____ Medical professional signature/stamp _____</p>
<input type="checkbox"/>	<p>Date of 2<sup>nd</sup> shot _____ Medical professional signature/stamp _____</p>
<input type="checkbox"/>	<p><b>OR</b></p> <p>Date of Titer _____ Titer results _____</p>
<input type="checkbox"/>	<p><b>OR</b></p> <p><b>*Note: a negative for immunity result requires series shots</b></p>
<input type="checkbox"/>	<p><b>Physician verification of having had the disease provided (<i>upload document into your certified profile tracker account</i>)</b></p>
<input type="checkbox"/>	<p><b>Diphtheria Pertussis, Tetanus or Tdap (<i>High school students must have their 3 primary shot series</i>)</b></p> <p>Date of shot _____ Medical professional signature/stamp _____</p> <p><b>**Note: A Tetanus (Td) shot is due every 10 years after the Tdap</b></p>

**Important Note: This form is intended for student use only and does not qualify as medical documentation of immunizations UNLESS a medical professional provides signature, date of immunization, method of administration (as needed), or titer results per Center for Disease Control (CDC) guidelines. Influenza shot and other immunization declinations will not be accepted unless the student has appropriate documentation from their medical professional.**

## Withdrawal Form



Date: \_\_\_\_\_

I, \_\_\_\_\_ hereby submit my voluntary withdrawal from the Paramedic program. I am aware that I will receive a transcript grade for all coursework that is completed as of this date. I understand that if I choose to request readmission to the program, I may be required to demonstrate proficiency in certain courses/modules. I understand that my prior disciplinary and incident record will affect whether to grant my request for readmission. I also understand that my readmission will depend upon program openings.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director/Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Campus Director Signature

\_\_\_\_\_  
Date



# PROBATIONARY CONTRACT

Campus:

Student Name:  Student I.D.:  Date:

Focus:   AM  PM  9  10  11  12  Adult

High School:  Phone Number:  HS Official Notified:

Parent/Guardian:  Phone # Parent/G:

Home Address:

**Academic Probation** - The student is not making Satisfactory Academic Progress.

- 1. The student must demonstrate a willingness to maximize potential in academic and skill competencies.
- 2. The student must achieve satisfactory academic progress.

**Disciplinary Probation** - The student must maintain satisfactory conduct and remain free from disciplinary issues.

- 1. The student must abide by school and class rules and regulations.
- 2. The student must interact positively with peers to establish a cooperative working relationship.
- 3. The student must exhibit maximum time on task during class time.

**Attendance Probation** - The student must maintain attendance as stated in the District Attendance Policy or Program Syllabus/Handbook

**OTHER**

Comments:

It is understood the student will be removed from probation on the following date if the requirements have been met: Otherwise, the student will be withdrawn from Tulsa Tech and/or required to return to their high school.

Date:

Student Signature:

Parent Signature:

Administrator Signature:

Instructor Signature:

Counselor Signature:

Original: Student File

Copies: Student/Parent, High School, Tulsa Tech Counselor, Tulsa Tech Instructor



## Program Violation Form

### Clinical/Internship Violation Form

EMS Program  
Violation Tracking Form

Student Name \_\_\_\_\_

Instructor: \_\_\_\_\_

**Clinical/Internship No Call No Show (NCNS) = 2 Steps**

1/3 <sup>rd</sup> step	2/3 <sup>rd</sup> step	1 step
Clinical Tardy (<5 min) (CLT) No Check-in/Check-out (NCICO) No Name badge (NNB) No clinical paperwork (NCP)	Clinical Leave Early (CLE) Inappropriate Uniform (IU) Reschedule within 24 hours (CR)	Clinical Absence (CLA) (>5 min tardy to clinical is equal to an absence) Any School or Program Policy Violation (PV)

Any combination of occurrences = 1 step

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ = 1 step \_\_\_\_\_  
 (Category) (Date & Initial) (Category) (Date & Initial) (Category) (Date & Initial)

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ = 1 step \_\_\_\_\_  
 (Category)(Date & Initial) (Category) (Date & Initial) (Category) (Date & Initial)

7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ = 1 step \_\_\_\_\_  
 (category) (Date & Initial) (category) (Date & Initial) (category) (Date & Initial)

1<sup>st</sup> Step Written Warning Date: \_\_\_\_\_ Instructor Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

2<sup>nd</sup> Step Probation Date: \_\_\_\_\_ Coordinator Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

3<sup>rd</sup> Step Dismissal Date: \_\_\_\_\_ Director Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

# Signature Sheet

I have received either in a hard copy, been shown where the documents are or have been provided with the location of electronic form of the following documents:

Health and Safety Student Initials \_\_\_\_\_

Student Vehicle Use Student Initials \_\_\_\_\_

Curriculum Guides Student Initials \_\_\_\_\_

Classroom MSDS Student Initials \_\_\_\_\_

EMS Program Handbooks Student Initials \_\_\_\_\_

TTC Policies Student Initials \_\_\_\_\_

I understand that as an adult student, I am responsible for reviewing and understanding these documents. I understand that these policies may change throughout the school year and I will be made aware of them as they occur.

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Instructor's name: \_\_\_\_\_



# TULSA TECH AGREEMENT

I \_\_\_\_\_ have read and understand the Emergency Medical Services Education Policy and Procedure Manual and agree to abide by these policies and procedures while I am a student at Tulsa County Area Career Tech District #18, Tulsa Tech.

I further agree to maintain the confidentiality of all information pertaining to patients to whom I may gain access in the performance of my duties as a student at Tulsa Technology Center.

I have reviewed the Grading Methods and Attendance sections and understand how I am to be evaluated in the course.

I understand that appropriate Personal Protective Equipment will be worn at all times during lab, skills practice and patient contact.

I understand that I am responsible for any medical charges incurred due to illness or injury during or as a result of participation in class, laboratory or clinical activities while a student at Tulsa Technology Center.

I also verify that I have read and fully understand the minimum requirements for successful completion of this course and participate in at least one National Registry skills evaluation.

These minimum requirements are as follows:

Please initial each Item of understanding

- \_\_\_\_\_ 80% or better on PC 1-4 Grade Average for Paramedic and EC 1& 2 for EMT
- \_\_\_\_\_ 100% on Safety Test
- \_\_\_\_\_ 80% or better on Right-To-Know Test
- \_\_\_\_\_ Successfully pass PC 1-4 Exams for Paramedic and EC 1&2 Exams for EMT
- \_\_\_\_\_ Must evaluate at our National Registry Practical exam (Paramedic Students)
- \_\_\_\_\_ 100% pass on all Practical Skills & Paramedic Psychomotor Competency Portfolio
- \_\_\_\_\_ Maintain the required current CPR card during this course
- \_\_\_\_\_ 100% completion of clinical experience with proof of immunization
- \_\_\_\_\_ Attendance of no less than 90% of Section hours
- \_\_\_\_\_ Completion of workbook assignments
- \_\_\_\_\_ Completion of drug cards
- \_\_\_\_\_ Successfully pass the Drug Test (urine sample) and Background check prior to clinical
- \_\_\_\_\_ Obtain PALS, PHTLS, and ACLS cards and certifications (Paramedic student)
- \_\_\_\_\_ Rated competent or score of (3) or better on all aspects of Professional Behavior Evaluation

I further understand that failure to meet any one or more of the above minimum requirements are sufficient cause to be denied a certificate of completion, and thereby be denied entry to the National Registry of Emergency Medical Technicians Exam.

\_\_\_\_\_  
Student's signature and/or Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's signature

\_\_\_\_\_  
Date

NOTE: KEEP THIS COPY FOR YOUR RECORDS

# TULSA TECH AGREEMENT

I \_\_\_\_\_ have read and understand the Emergency Medical Services Education Policy and Procedure Manual and agree to abide by these policies and procedures while I am a student at Tulsa County Area Career Tech District #18 dba, Tulsa Technology Center.

I further agree to maintain the confidentiality of all information pertaining to patients to whom I may gain access in the performance of my duties as a student at Tulsa Technology Center.

I have reviewed the Grading Methods and Attendance sections and understand how I am to be evaluated in the course.

I understand that appropriate Personal Protective Equipment will be worn at all times during lab, skills practice and patient contact.

I understand that I am responsible for any medical charges incurred due to illness or injury during or as a result of participation in class, laboratory or clinical activities while a student at Tulsa Technology Center.

I also verify that I have read and fully understand the minimum requirements for successful completion of this course and participate in at least one National Registry skills evaluation.

These minimum requirements are as follows:

Please initial each item of understanding

- \_\_\_\_\_ 80% or better on PC 1-4 Grade Average for Paramedic and EC 1& 2 for EMT
- \_\_\_\_\_ 80% on HIPPA quiz
- \_\_\_\_\_ 80% or better on blood borne pathogens quiz
- \_\_\_\_\_ 80% or better on hazardous communication quiz
- \_\_\_\_\_ 80% or better on fire safety quiz
- \_\_\_\_\_ Successfully pass PC 1-4 Exams for Paramedic and EC 1&2 Exams for EMT
- \_\_\_\_\_ Must evaluate at our National Registry Practical exam (Paramedic Students)
- \_\_\_\_\_ 100% pass on all Practical Skills & Paramedic Psychomotor Competency Portfolio
- \_\_\_\_\_ Maintain the required current CPR card during this course
- \_\_\_\_\_ 100% completion of clinical experience with proof of immunization
- \_\_\_\_\_ Attendance of no less than 90% of Section hours
- \_\_\_\_\_ Completion of workbook assignments
- \_\_\_\_\_ Completion of drug cards (EMT only)
- \_\_\_\_\_ Successfully pass the Drug Test (urine sample) and Background check prior to clinical
- \_\_\_\_\_ Obtain PALS, PHTLS, and ACLS cards and certifications (Paramedic students)
- \_\_\_\_\_ Rated competent or score of (3) or better on all aspects of Professional Behavior Evaluation

I further understand that failure to meet any one or more of the above minimum requirements are sufficient cause to be denied a certificate of completion, and thereby be denied entry to the National Registry of Emergency Medical Technicians Exam.

\_\_\_\_\_  
Student's signature and/or Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's signature

\_\_\_\_\_  
Date

NOTE: RETURN THIS SIGNED COPY TO THE COURSE INSTRUCTOR