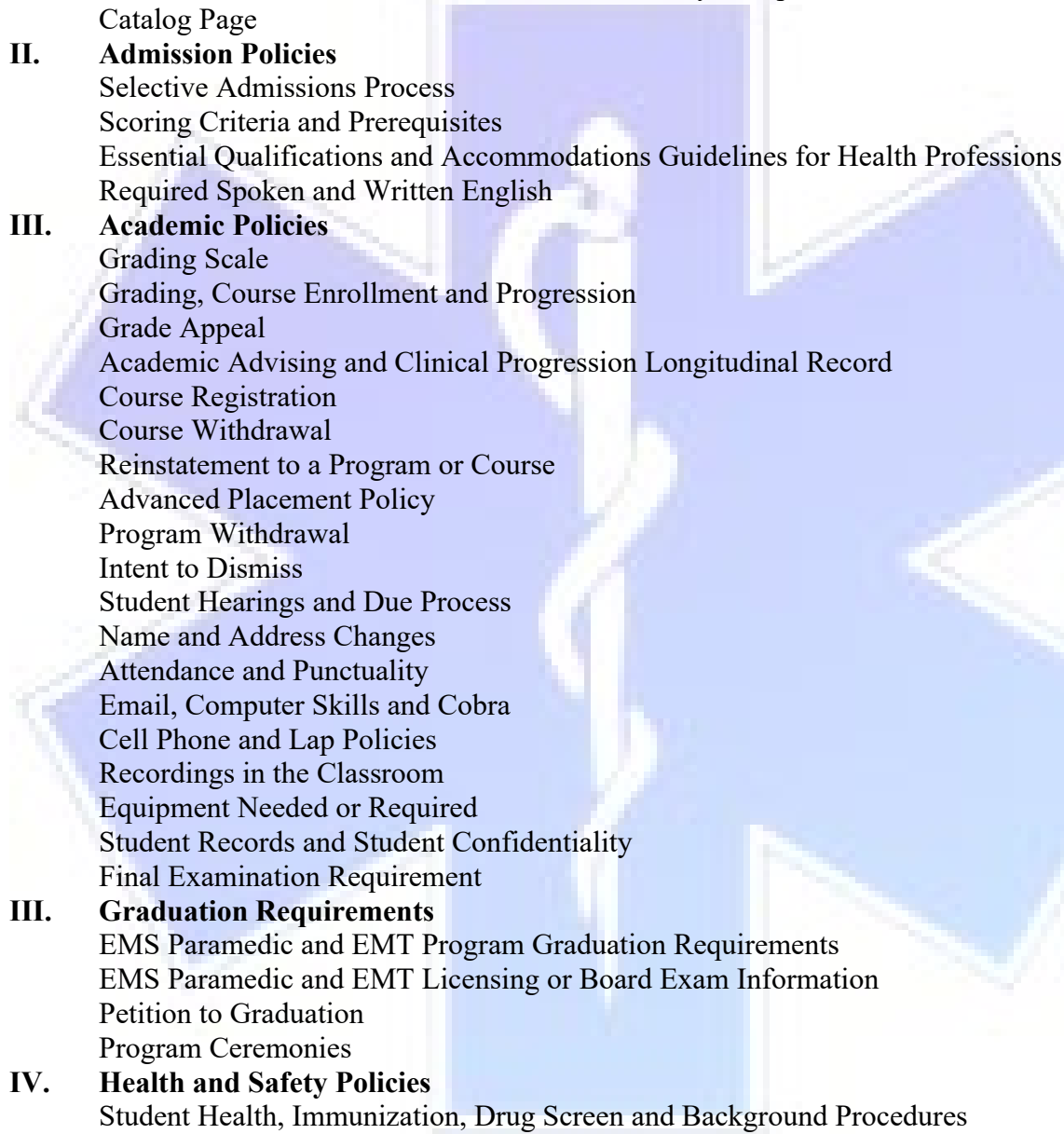


PARKLAND COLLEGE  
EMS  
PROGRAM HANDBOOK



2025-2026

## **Table of Contents**

- 
- I. Parkland College EMS Paramedic and EMT Program**  
Specific Required Accreditation and Related Organization Information  
Parkland College Mission and Purposes  
EMS Paramedic and EMT Program Mission Statement  
Parkland Statement of Core Values  
Parkland College Civility Statement  
Health Professions Structure  
Statement on Health Profession Policies and Policy Compliance  
Catalog Page
- II. Admission Policies**  
Selective Admissions Process  
Scoring Criteria and Prerequisites  
Essential Qualifications and Accommodations Guidelines for Health Professions  
Required Spoken and Written English
- III. Academic Policies**  
Grading Scale  
Grading, Course Enrollment and Progression  
Grade Appeal  
Academic Advising and Clinical Progression Longitudinal Record  
Course Registration  
Course Withdrawal  
Reinstatement to a Program or Course  
Advanced Placement Policy  
Program Withdrawal  
Intent to Dismiss  
Student Hearings and Due Process  
Name and Address Changes  
Attendance and Punctuality  
Email, Computer Skills and Cobra  
Cell Phone and Lap Policies  
Recordings in the Classroom  
Equipment Needed or Required  
Student Records and Student Confidentiality  
Final Examination Requirement
- III. Graduation Requirements**  
EMS Paramedic and EMT Program Graduation Requirements  
EMS Paramedic and EMT Licensing or Board Exam Information  
Petition to Graduation  
Program Ceremonies
- IV. Health and Safety Policies**  
Student Health, Immunization, Drug Screen and Background Procedures  
Reasonable Suspicion Testing  
Title IX-Sexual Harassment, Violence, and Misconduct  
Title IX – Pregnancy  
Communicable Diseases and Communicable Disease Policy  
Health Records  
Student Health Status and Health Changes While in the Program  
Bloodborne Pathogen Exposure or Other Occupational Hazards  
Inclement Weather  
Public Safety Escorts

Classroom Lab Emergencies  
Medical Liability Insurance  
Medical Leave  
Emergency Alert System  
Smoke Free Campus

**V. Clinical Instruction**

Statement on Student Employment  
Clinical Grading and Evaluation  
Clinical Accidents/Injury/Incident Reporting- Needle Stick and Exposures  
Clinical Transportation and Parking  
Clinical Progression and Failure  
Clinical Dismissal  
Patient Assignments at Clinical  
Student Work Policy at Clinical  
Mandated Reporting  
Clinical Course Policies

**VI. Student Conduct, Professional Behavior, Appearance and Standards**

Dress Code  
Personal Grooming  
Personal Information Protection for HIPAA  
EMS Paramedic and EMT Program Professionalism  
EMS Paramedic and EMT Program Interprofessionalism

**VII. Parkland College Policies**

Extended Absences  
Absence Due to Religious Obligations  
Children in the Classroom  
Center for Academic Success  
Accessibility Services

**VIII. Health Professions Policies**

*The following policies are posted on Cobra for Health Professions courses.*  
Guidelines for Accommodations in Health Professions  
Spoken and Written English Policy  
Social Networking Policy  
HIPAA Policy  
Clinical Failure and Grading/Withdrawal  
Intent to Dismiss Policies and Procedures  
Student Health, Immunization, Drug, and Background Policy and Procedures  
HP Model for Building Professional and Interprofessional Teamwork  
Name Change on Graduation Policy  
Health Professions Code of Conduct

**IX. Additional Program Topics**

Invasive Procedure Informed Consent Statement  
Arrow Hold Harmless Release Waiver Observation Version

**X. Student Policy Compliance and Attestation**

# **I. Parkland College EMS Paramedic and EMT Program Specific Required Accreditation and Related Organization Information**

## **Parkland College Mission and Purposes**

The mission of Parkland College is to engage the community in learning.

The following purposes are of equal importance in fulfilling the mission of Parkland College:

Serve student by providing:

- High-quality and responsive developmental, technical-vocation, transfer and lifelong education programs;
- High-quality and responsive support services;
- A climate throughout the college that values and promotes integrity, inquiry, diversity, inclusion, active citizenship, global awareness, and academic freedom

Serve employees by providing a supportive and responsive work environment

Serve the larger community by providing services and resources that promote the intellectual, cultural, and economic development of Illinois Community College District 505.

## **EMS Paramedic and EMT Program Mission Statement**

To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

## **Parkland Statement of Core Values**

As an institution of learning, Parkland College cultivates inquiry, practical application of knowledge, and broad enrichment across our community. The following values are important to the fulfillment of Parkland College's mission to provide programs and services of high quality to our students and community.

- **Honesty and Integrity**  
In our daily operations, our classrooms, and all of our interactions, it is essential that we communicate openly, truthfully, and without hypocrisy.
- **Fairness and Just Treatment**  
We advocate and strive for respect, equity, and justice in all of our operations and proceedings.
- **Responsibility**  
We believe that employees and students are personally and mutually accountable for their actions as they carry out their duties. We understand the need to balance the pursuit of our own well-being with concern for others. Likewise, we understand the importance of balancing personal accountability with graciousness in the acceptance of help from others.
- **Multiculturalism**  
We celebrate the diversity in both our community and our world. Our goal is to recognize, promote, utilize, and educate one another regarding the unique qualities and shared humanity of all people and cultures.
- **Education**  
We provide a forum for innovation, critical thinking, open inquiry, and lifelong learning opportunities.

- **Public Trust**

In our efforts to serve the community, we honor the trust placed in us by our citizenry. We also rely on our community to guide and advise us as we continue to serve its needs.

### **EMS Paramedic and EMT Program Statement of Core Values**

From the beginning of the EMS education process, EMS students are expected to follow Professional Conduct Standards for EMTs. Some behaviors go against the Professional Conduct Standards and are unacceptable. A student may be dismissed for any of the following behaviors:

- Engaging in dishonorable, unethical, or unprofessional conduct during the delivery of patient care, while conveying patient information, or while otherwise functioning in the classroom or clinical setting.
- Engaging in conduct likely to deceive, defraud, or harm the public while functioning in a clinical setting.
- Physical impairment to the extent that the EMT student cannot physically perform the emergency care and life support functions in the clinical setting for which he/she is required to perform. A licensed physician must verify the physical impairment.
- Mental impairment to the extent the EMT student cannot exercise the appropriate judgment skill and safety to perform emergency care and life support functions in the clinical setting for which he/she is required to perform. A licensed physician must verify the physical impairment.
- Intoxication or personal misuse of any drugs or the use of any liquors, narcotics, controlled substances or other drugs or stimulants in such a manner as to adversely affect performance or activities in the classroom or clinical setting.
- Intentional falsification of personal student records or making misrepresentation involving patient care in the clinical setting.
- Abandoning or neglecting a patient requiring emergency care in the clinical setting.
- Unauthorized use of or removal of narcotics drugs supplies, or equipment from any ambulance, health care facility, institution or work place.
- Performing or attempting emergency care techniques, or procedures without proper permission, licensure, training or supervision.
- Discriminating in the rendering of or withholding of emergency care as directed in the clinical setting because of race, sex, creed, religion or national origin.
- Medical misconduct or incompetence, or a pattern or continued or repeated medical misconduct or incompetence in the provision of emergency care in the clinical setting.

### **Parkland College Civility Statement**

Our College Core Values of fair and just treatment and responsibility serve as guide posts for civility. Parkland College is committed to campus wide civility by cultivating a community where the faculty, staff, and students:

- Respect people and property
- Show empathy and tolerance
- Demonstrate concern for and fairness towards others
- Employ critical thinking and patience
- Accept accountability for their actions.

## **EMS Paramedic and EMT Program Goals and Objectives**

### **Goal 1**

To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

### **Goal 2**

Educate professionals who are able to problem solve, through the use of highly developed assessment skills, backed by a solid understanding of pathophysiology, and reinforced with clinical experiences, who are flexible and able to think beyond the established protocols.

- Scenario based learning
- Diverse clinical experiences
- Oral examinations

### **Goal 3**

Provide a learning experience to create dynamic team members, enabling the students to develop their leadership skills by being open minded, good communicators and able to work collegially with other professionals in EMS and other disciplines.

- Team building class activities
- Field Internship
- Oral Examination

## **Health Professions Structure**

Parkland College Health Professions is comprised of 17 career areas. Each career areas is managed by a program director. Didactic (lecture), lab and clinical portions of the career areas are taught by full and part-time faculty. Students have the right to be heard and to appeal decisions made by the program director and/or faculty. Students who wish to appeal a grade or have a situation that needs attention, the student should follow the Health Professions Chain of Command.

1. Course lecture, lab, or clinical faculty,
2. Course coordinator (often the lecture faculty in a lecture, lab, and clinical course).
3. Program Director
4. Health Professions Department Chair/Assistant Dean
5. Professional Council on Academic Evaluation/Hearing
6. Health Professions Dean

If not resolved, follow the Parkland College Student Policies and Procedures found on the <https://www.parkland.edu/Audience/Current-Students/Student-Policies-Procedures>

## **Statement on Health Profession Policies and Policy Compliance**

The EMS Paramedic and EMT programs complies with all student policies and procedures approved by the Parkland College Board of Trustees including the Student Conduct Code, Student Grievance Policies and Procedures, Student Rights and Responsibilities, and Student Dismissal. (Refer to current college catalog and student policies and procedures: <http://www.parkland.edu/studentLife/policies>)

In addition to College policies, the Health Professions division have developed a set of policies for Health Profession students. The Health Professions division publishes policies that adhere to principles of quality educational practice as well as policies that protect the students, faculty and patients or clients. Health Profession policies are available on Cobra in every Health Professions course. If a policy or procedure changes after publications are



printed or viewed, the web version of that document is updated immediately and will be considered the most updated and the version that will be followed.

## Catalog Pages

### EMERGENCY MEDICAL SERVICES: EMERGENCY MEDICAL TECHNICIAN (EMT)

Health Career Admissions  
Program Code: G.EMA.CER

#### Certificate

Minimum graduation requirement — 5 semester hours

The Emergency Medical Technician (EMT) course prepares the student to provide pre-hospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services systems, roles and responsibilities of an EMT, anatomy and physiology, medical emergencies, trauma, special considerations for working in the pre-hospital setting, and providing patient transport.

The EMT course meets the National Standard Curriculum provided by the National Department of Transportation, and/or the 2009 National Emergency Medical Services Education Standards provided by the National Association of State EMS Officials. This course prepares the student to take the State of Illinois EMT license examination or the National Registry of Emergency Medical Technician examination.

#### Program Notes

- Students who are non-native speakers of English must establish English proficiency through:
  - Minimum TOEFL iBT scores in reading, listening, speaking, and writing: 18-22-22-17; or
  - Minimum IELTS scores in reading, listening, speaking, and writing: 6-6.5-6.5-5.
- Students are required to keep a current CPR card throughout the course.
- Students must be 18 years of age and pass EMS 110 with an 80% or higher final grade to qualify to take the EMT licensing examination.

Required Program Courses (5 hours)		Cr. Hrs.
EMS 110	Emergency Medical Technician	5
Total Semester Credit Hours		5

### EMERGENCY MEDICAL SERVICES: PARAMEDIC

Health Career Admissions  
Program Code: G.EMT.CER

#### Certificate

Minimum graduation requirement — 29 semester hours

The EMS-Paramedic Certificate Program prepares students to practice as an advanced EMS provider with opportunities for increased responsibility. The students will achieve competencies in the cognitive, psycho-motor, and affective domains from didactic instruction, classroom lab skills, and actual clinical application with patient contacts under the supervision of a trained pre-hospital and hospital preceptor. Students will learn to administer medication, start intravenous lines, interpret EKG rhythm strips, and deliver the appropriate interventions, as well as to administer many other advanced life support procedures.

The EMS-Paramedic Program meets the National Standard Curriculum provided by the 2009 National Emergency Medical Services Education Standards provided by the National Association of State EMS Officials. Graduates are eligible to take the Illinois EMT-Paramedic license examination and/or the National registry for Emergency Medical technicians Paramedic examination.

#### Program Notes

This is a selective admissions program—students must be admitted into the program before taking EMS courses. See the selective admissions page for more information regarding admission, progression, and graduation.

- To be admitted to the program, students must place into MAT 060 within the past two years, and place into ENG 099 and college level reading.
- Students who are non-native speakers of English must establish English proficiency through:
  - Minimum TOEFL iBT scores in reading, listening, speaking, and writing: 18-22-22-17; or
  - Minimum IELTS scores in reading, listening, speaking, and writing: 6-6.5-6.5-5.
- Students must pass EMS 110 and/or be licensed as an EMT in the state of Illinois.
- Students must have documentation of patient care experience in the role of EMT by submission of one of the following:
  - A letter from an EMS pre-hospital agency or the U.S. military of 300 hours of patient care contacts.
  - A letter from an EMS pre-hospital agency or the U.S. military of six months of full-time employment in the role of EMT.
  - Completion of EMS 138, EMT Work Practicum.

#### Suggested Part-time Sequence

SPRING 1st Semester	SUMMER	FALL 2nd Semester	SPRING 3rd Semester
EMS 111	EMS 113	EMS 114	EMS 115 EMS 238

#### Required Program Courses (29 hours)

EMS 111	Foundations of Paramedicine	4
EMS 113	Paramedic I	8
EMS 114	Paramedic II	8.5
EMS 115	Paramedic III	6
EMS 238	Paramedic Field Internship	2.5
Total Semester Credit Hours		29

## EMERGENCY MEDICAL SERVICES: PARAMEDIC

Health Career Admissions  
Program Code: G.EMT.AAS

### Associate in Applied Science (A.A.S.)

Minimum graduation requirement — 60 semester hours

The EMS-Paramedic A.A.S. Program prepares students to practice as an advanced EMS provider with opportunities for increased responsibility. Students will achieve competencies in the cognitive, psycho-motor, and affective domains from didactic instruction, classroom lab skills, and actual clinical application with patient contacts under the supervision of a trained pre-hospital and hospital preceptor. Students will learn to administer medication, start intravenous lines, interpret ECG rhythm strips, and deliver the appropriate interventions, as well as to administer many other advanced life support procedures.

The EMS-Paramedic Program meets the National Standard Curriculum provided by the 2009 National Emergency Medical Services Educational Standards provided by the National Association of State EMS Officials. Graduates are eligible to take the Illinois EMT-Paramedic license examination and/or the National Registry for Emergency Medical Technicians Paramedic examination.

### Program Notes

This is a selective admissions program—students must be admitted into the program before taking EMS courses. See the selective admissions page for more information regarding admission, progression, and graduation.

- To be admitted to the program, students must place into MAT 072 within the past two years, and place into ENG 101 and college level reading.
- Students who are non-native speakers of English must establish English proficiency through:
  - Minimum TOEFL IBT scores in reading, listening, speaking, and writing: 18-22-22-17; or
  - Minimum IELTS scores in reading, listening, speaking, and writing: 6-6.5-6.5-5.
- Students must pass EMS 110 and/or be licensed as an EMT in the state of Illinois.
- Students must have documentation of patient care experience in the role of an EMT by submission of one of the following:
  - A letter from an EMS pre-hospital agency or the U.S. military of 300 hours of patient care contacts.
  - A letter from an EMS pre-hospital agency or the U.S. military of six months of full-time employment in the role of an EMT.
  - Completion of EMS 138, EMT Work Practicum.
- Students must complete the overall program with an 80% to qualify to take the National or State licensure exam. In order to successfully complete and graduate from the Parkland College Paramedic Program, the student must fulfill the following:
  - All classroom and clinical requirements.
  - Achieve an 80% average on all quizzes, homework, and exams.
  - Have satisfactory attendance (no more than 10 percent of the total scheduled hours missed for any reason).
  - Satisfactory evaluation on clinical experiences.
  - Satisfactory rating on all practical examinations.
  - Satisfactory completion of field internship.
  - Maintain compliance with all the policies outlined for the Paramedic Program.
  - The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). CAAHEP, 25400 US Hwy 19N, Suite 158, Clearwater FL 33763, www.caahep.org; CoAEMSP, 8301 Lakeview Pkwy, Suite 111-312, Rowlett TX 75088, 214/703-8445, FAX 214/703-8992, www.coaemsp.org.

### Suggested Full-time Sequence

FALL	SPRING	SUMMER
1st Semester	2nd Semester	
EMS 110	EMS 111	EMS 113
BIO 111	COM 103	
or CHE 106	or COM 120	
ENG 101	or COM 205	
PSY 101	PSY 209	
EMS 138		
FALL	SPRING	
3rd Semester	4th Semester	
EMS 114	EMS 115	
Elective	EMS 238	
	Elective	

### Required Program Courses (37 hours)

	Cr. Hrs.
EMS 110	Emergency Medical Technician ..... 5
EMS 111	Foundations of Paramedicine ..... 4
EMS 113	Paramedic I ..... 8
EMS 114	Paramedic II ..... 8.5
EMS 115	Paramedic III ..... 6
EMS 138	EMT Work Practicum ..... 3
EMS 238	Paramedic Field Internship ..... 2.5

### Required General Education Core Courses (17 hours)

BIO 111	Basic Anatomy and Physiology	4
or CHE 106	Chemistry for the Health Professions	4
COM 103 or COM 120 or COM 205		3
ENG 101	Composition I	3
PSY 101	Introduction to Psychology	4
PSY 209	Human Growth and Development	3

### General Electives (6 hours)

General Electives	6
<b>Total Semester Credit Hours</b>	<b>60</b>

## II. Admission Policies

### Selective Admissions Process

The College is committed to a policy of open admission but admission to Parkland College does not guarantee enrollment in any specific program of instruction. When enrollments are limited, preference is given to residents of District 505 (College Policy 8.02).

Admission into most Parkland College Health Professions programs is selective, which means that admissions are competitive and programs may have their own admissions criteria and minimum scores for admission. You must be accepted into the program prior to taking any courses in the major.

Please check the College catalog or the program websites for detailed information about admission to a Health Profession program.

<https://www.parkland.edu/Portals/3/Global/Documents/Catalogs/CATALOG%2022-23.pdf?ver=uyFhzliZYrRSCWTMCYQb-Q%3d%3d>

### Scoring Criteria and Prerequisites

It is strongly recommended that you work closely with an advisor, counselor, Health Professions Assistant Dean, department chair or program director when seeking entrance to a Health Professions program.



Students who wish to apply transfer credit towards a Health Professions degree or certificate should verify acceptable credits before applying to the program by sending official transcripts to Parkland College Admissions and Records and requesting a transcript evaluation. Only undergraduate credit from regionally accredited institutions is accepted for scoring.

Program scoring and prerequisites are individual to each program but general guidelines for scoring are listed in the catalog. Program catalog pages list the selective admissions score that is needed to be eligible for each program.

### **Essential Qualifications and Accommodations Guidelines for Health Professions**

The Program has an institutional commitment to provide equal educational opportunities for qualified students with disabilities who apply for admission to the program. The College has a responsibility for the safety of the patients and students. Each program has an Essential Qualification list that should be reviewed before applying to the program. The Essential Qualification list in conjunction with academic standards are requirements for admission, promotion and graduation. Candidates with questions regarding the Essential Qualifications are encouraged to contact Accessibility Services at Parkland College prior to the start of the program. Compliance with state and federal laws and regulations (including the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990) is necessary and admitted candidates with disabilities are reviewed individually, on a case-by-case basis. If an accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others, if making it requires a substantial modification in an essential element of the curriculum.

**PARKLAND COLLEGE EMS PROGRAMS ESSENTIAL QUALIFICATIONS AND HEALTH FORM** Students matriculating in and graduating from a Parkland College EMS health career program (EMR, EMT, or Paramedic) must be able to meet the Essential Qualifications of the academic program and must not pose a threat to the well-being of patients, other students, staff, or themselves. As an incoming EMS student you will need, at a minimum, the following types of skills and abilities and will need to maintain and demonstrate these abilities throughout the program. Students are encouraged to discuss their specific academic needs with the course instructor/program director prior to beginning a course of study. Consultation between Accessibility Services, the student and the program director are encouraged in order to address concerns.

- Motor strength and coordination to stand/walk for sustained periods of time; potentially within confined spaces.
- Ability to bend, stoop, crawl, stand, carry, and balance on uneven or rough terrain.
- Frequent moving, lifting and transferring patients in excess of 125 pounds (250 pounds with assistance)
- Exert up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently and/or 10 pounds of force constantly to move objects
- Provide direct patient care and emergency treatment including cardiopulmonary resuscitation. • Manual dexterity in handling and lifting equipment.
- Gross and fine motor abilities sufficient to provide safe and effective care.
- Ability to withstand varied environmental conditions such as extreme heat, cold, and moisture.
- Ability to work in low light and confined spaces.

- Utilize English language skills to effectively communicate (express, understand, and exchange information and ideas) with individuals in all health care professions
- Auditory ability sufficient to monitor and assess patients' needs and to understand instructions, emergency signals, and telephone conversation accurately. Visual and tactile ability sufficient to accurately observe and assess patients' need for care.
- Detect and respond appropriately to odors to maintain environmental safety and provide for patient needs (e.g. foul smelling drainage, alcohol breath, smoke, gasses or noxious smells)

**For a full list of the essential qualifications please visit our website at:**

<https://www.parkland.edu/Portals/3/Health%20Professions/Documents/EMS/EMS%20TAS.pdf?ver=2017-10-19-152455043&timestamp=1508519640196>

If you have any concerns regarding these standards, please email [healthrecord@parkland.edu](mailto:healthrecord@parkland.edu). Updated 10/2021

### **Required Spoken and Written English**

Spoken and written language skills are critical to student success in clinical courses. Accurate communication between the student and patients and families, care providers, physicians, all hospital employees, and faculty is essential to patient safety. It is always with the safety of the patient in mind that the Spoken and Written English Policy/Procedure was developed. The Spoken and Written Policy is available on all Health Professions Cobra courses or available upon request.

Students will be required to take the TOEFL iBT or IELTS Assessment prior to admission to a Health Professions program. Students must meet the minimum subset scores required by the program in reading, listening, speaking, and writing in order to qualify for the program. See the catalogue for the minimum subset numbers. Students are not accepted to a Health Profession Program until they have qualified by meeting all requirements of the program.

Because English language skills develop with practice over time, TOEFL scores will only be accepted six months apart, and after the student's performance plan is implemented. Any scores more frequent will not be accepted.

## **III. Academic Policies**

### **Grades, Course Enrollment and Progression**

#### **Grading Policies**

#### **EMT (EMS 110) Grading Scale and Grading Rubric**

100 – 94 = A	FEMA	=	100
93 – 87 = B	Quizzes	=	800
86 – 78 = C	Written Exams	=	950
77 – 70 = D	Practical Exams	=	300
69 ↓ = F	Written Final	=	200
	Practical Final	=	100

**TOTAL..... 2450 points**

### **EMS 138 Grading Scale and Grading Rubric**

92-100% = A  
84-91% = B  
75-83% = C  
60-74% = D  
< 60% = F

Run Reports	8 hours	240 points- <b>Due bi-weekly (Friday)</b>
Run Reports	8 hours	240 points- <b>Due bi-weekly (Friday)</b>
Clinic Evaluation from Trainer	<b>Due bi-weekly (Friday) with run reports</b>	160 points (16/week)
Time sheets	<b>Due bi-weekly (Friday) with run reports</b>	160 points (16/week)
<b>TOTALS</b>	<b>300 hours</b>	<b>800 Points</b>

### **Paramedic Grading Scale and Grading Rubric**

100-93 = A	Lectures –	20%
86-92 = B	Quizzes –	20%
80-85 = C	Homework –	20%
79 ↓ = F	Exams –	30%
	<u>Clinical –</u>	<u>10%</u>
		100%

### **Enrollment**

EMS 110 students can openly enroll during their designated registration periods through On Time Registration (OTR). No late registrations will be accepted without prior approval of Dean of Health Professions and the EMS Program Director.

EMS 138 students are accepted with the approval from the EMS Program Director. Students are required to have proof of successful completion of a state certified EMT course, and have been issued a license, or in process of receiving one from the state.

ALL paramedic courses are selective admissions. Students once tested and accepted into the program are registered by the department. Students will be notified once they have been enrolled to ensure that they make arrangements in the cashier's office for the courses. Students who do not meet requirements for enrollment (CastleBranch, past due balances, etc.) may be unenrolled or dropped from the course due to failure to meet standards. Once hold is removed from student account then students can make arrangements with department to be reenrolled in courses.

Students that fail to comply with CastleBranch requirements and that have been dropped will have to complete requirements, be cleared by CastleBranch, and meet with the Dean of Health Professions prior to reenrolling in current course work.

### **Written Testing**

For EMS 111 only, twenty-four hours prior to most class sessions a 10 to 25 question quiz covering material from previous classes will be posted online on the Parkland Cobra website. The quiz must be done before class starts. Missed quizzes are graded as zero unless the Lead Instructor is contacted ahead of class with a reason for why the quiz was not completed. These circumstances will be evaluated on a case-by-case basis. An average score of 80% is required for quizzes throughout the course. Grades of less than 80% on a quiz are reviewed by the Lead Instructor and discussed with the student to determine if additional remediation is required. Once the quiz is completed, it will be posted on COBRA for reference for future exams.

After EMS 111, quizzes:

The Lead Instructor may provide study questions and/or homework throughout the course. The grades from this work are considered equal to a quiz grade and are added to the student's quiz grade average. Homework that is not turned in is not included in the total of quiz scores. Ten percent is deducted for every class session that homework is turned in late. After a week, the grade will be recorded as a zero.

There are multiple-choice examinations after each Division, or natural break in the course. The examination dates are outlined on the syllabus. Examinations are scheduled to be taken in the Parkland College H Wing Computer Lab outside of regular class time. A cumulative final examination is also given. Each student must have a cumulative score of at least 80% for these Division Examinations and the final examination. If a student fails to maintain an 80% average for examinations, the Lead Instructor reevaluates the student's progress, and appropriate action is taken. This action may include dismissal from the program.

Students are required to maintain a combined average of all quizzes, homework, and exams of 80% for the duration of the course.

### **Out of Hospital Scenarios (Paramedic Only)**

Out of Hospital Scenarios are used to test the student's cognitive knowledge of course material and synthesize it into a clinical treatment. These exams test the Cognitive (problem solving), Psychomotor (skill), and Affective (behavioral) portions of patient care. This is important to analyze the student's problem-solving abilities by incorporating patient assessment, pathophysiology, protocols, pharmacological interventions, and treatment modalities. These are graded using a Likert scale, and have minimum score cut requirements, but are inputted into the grade book as a pass or fail.

If the student should fail the 1<sup>st</sup> attempt the student will be counseled and remediated as to areas of concern, and a 2<sup>nd</sup> will be administered that day if time allows. Otherwise, a second testing date will be scheduled for all retests for that day.

If the student fails the 2<sup>nd</sup> attempt of the oral exam, the student then will again be remediated and counseled. A 3<sup>rd</sup> attempt will be scheduled with the student, Medical Director, Lead Instructor, and Program Director. This will be the student's last attempt at the oral exam.

If the student fails the 3<sup>rd</sup> attempt, they will be counseled and informed that they will be dismissed from the program for failure to progress. The student will be allowed to withdraw with a W for the course in which the failure occurred. It is the student's responsibility to withdraw from class. If the student fails to withdraw from class 2 weeks prior to final exams will result in an F for the course. The student will be allowed to repeat the course that they withdrew from during the next Paramedic program cohort.

### **Practical Exams**

The EMT student will have 4 independent practical exams to test competencies in 3 general areas. Other skills will be assessed in a non-graded laboratory environment.

#### **1. Airway Management**

- Oxygen Administration by Non-Rebreather Mask
- Oral or Nasopharyngeal Airway Devices
- BVM Ventilation of an Apneic Adult Patient

2. Patient Assessment/Management – Medical
3. Patient Assessment/Management – Trauma
4. Comprehensive Practical Exam – Final Patient Management Exercise

The Paramedic Student is expected to satisfactorily complete the practical examinations specified by the National EMS Scope of Practice Model to be eligible to take a Licensure Examination. Skill check sheets direct the evaluation of practical skills. The student may retake each of the practical exam stations once.

1. History Taking and Physical Examination
  - Patient History from an Alert and Oriented Patient
  - Comprehensive Normal Adult Physical Assessment Techniques
  - Comprehensive Normal Pediatric Physical Assessment Techniques
2. Airways, Oxygenation and Ventilation
  - Direct Orotracheal Intubation Adult
  - Direct Orotracheal Intubation Pediatric
  - Nasotracheal Intubation Adult
  - Supra-glottic Airway Device Adult
  - Surgical airway
  - C-PAP
3. Trauma
  - Trauma Adult Assessment
  - Trauma Endotracheal Intubation Adult
  - Pleural Decompression
  - Basic Trauma Skills
  - Spinal Immobilization Adult Supine
  - Spinal Immobilization Adult Seated
  - Joint Splinting
  - Long Bone Splinting
  - Traction Splinting
  - Hemorrhage Control
4. Medical
  - Medical and Cardiac Patient Assessment
  - Intravenous Therapy
  - Intravenous Bolus Medication Administration
  - Intravenous Piggyback Infusion
  - Intraosseous Infusion
  - Intramuscular and Subcutaneous Medication Administration
  - Intranasal Medication Administration
  - Inhaled Medication Administration
  - Glucometer
5. Cardiac Arrest Management
  - 12 Lead EKG
  - Synchronized Cardioversion
  - Defibrillation



- Transcutaneous Pacing
- CPR

#### 6. Obstetrics

- Normal Delivery with Newborn Care
- Abnormal Delivery with Newborn Care

**Final Practical Examinations:** All Parkland College Paramedic Program students will take a mock National Registry EMT Psychomotor Examination as the final practical for the program. The student must complete 100% of the psychomotor exam. This will be given in EMS 238. The students will have 2 retakes on the day of the mock National Registry Exam if time permits. If the student still fails to complete all the stations after 2 retakes, then the student's final grade will be calculated completed stations out of total stations.

#### **Required Certifications:**

Embedded in the syllabus of the Parkland College Paramedic Program are the national certification courses:

- Advanced Cardiac Life Support (ACLS)
- Neonatal Resuscitation (NRP)
- Pediatric Advanced Life Support (PALS)
- Pediatric Emergencies for Prehospital Providers (PEPP)
- International Trauma Life Support (ITLS)

All paramedic students are expected to attend these courses and successfully complete them to complete clinical progression. If a student is unable to successfully complete a certification course scheduled in the program, discussion with the Lead instructor, Program Director and Medical Director will take place. It will be discussed whether alternatives can be made for that student and may require the student to pay for the additional course fees hosted outside of their normal classroom environment. Likewise, if a student should come in with and the aforementioned certifications, they are still expected to be present and participate in the courses with their respective cohort. They will be required to test for the certificate, even if that certification will not expire prior to the end of the program. Certification exams are entered into the gradebook as part of the student's overall grade performance for that class.

#### **Clinical Experience**

Clinical experience is designed to enable Paramedic students to refine practical skills in a real, but supervised setting. The objectives of clinical experience are to:

- Apply skills learned in the didactic portion of the training, in a real, but supervised environment.
- Relate pathophysiology and clinical signs and symptoms to an actual patient situation.
- Observe and participate in patient care.
- Begin to develop organizational and decision-making ability regarding patient assessment and treatment.

The curriculum requires clinical time in a variety of areas as detailed in the course outline. Timelines for the initiation and completion of clinical, guidelines for documentation and clinical competency expectations are outlined on the syllabus.

Additional clinical experiences may be arranged for a class dependent upon the clinical sites available to the instructor. Time requirements for clinical rotations may be increased if deemed necessary by the Lead Instructor for remediation of students.

The EMS Lead Instructor coordinates **ALL** scheduling of clinical experiences. Students are not allowed to schedule their own time outside of Lead Instructor. Students may **NOT** just show up to a clinical or field site (ambulance) and work on clinical objectives. Our host sites work with a variety of other clinical programs, and they may already be scheduled for a shift without those working knowing.

**CLINICAL TIME MAY NOT BE PERFORMED WHILE ON DUTY, EITHER IN THE EMERGENCY DEPARTMENT OR ON AN AMBULANCE.**

It is the responsibility of each student to ensure that all clinical experience requirements are completed and documented at the appropriate time. It is also the student's responsibility to see that this documentation is submitted to his/her EMS Lead Instructor. Failure to complete clinical assignments according to the timelines on the course syllabus may result in disciplinary action up to and including dismissal from the course.

Each student is expected to report to the designated contact person in the clinical area at the scheduled time. The student must be appropriately attired as directed by the policy entitled "Dress Code".

If, for some unavoidable reason, the student will be late or unable to attend a clinical experience, the EMS Lead Instructor or the Clinical Coordinator must be notified immediately. A student who does not report to clinic and does not contact the Lead Instructor that he/she will not be able to report to clinical is considered absent. One absence by a student is grounds for corrective action in the form of a verbal warning. Two absences by a student are grounds for corrective action in the form of a written warning. Three absences by a student are grounds for corrective action that may include dismissal from the class.

Students who routinely schedule clinical and cancel at the last minute are preventing other students from signing up for those times and are subject to counseling as outlined in the Corrective Action policy.

Clinical Experience forms are provided for each student. See Appendix A. These forms are used to record the completed activities, experience gained, and the time spent in the clinical area. The clinical preceptor assigned to supervise the student shall complete the evaluation as specified by the form. The Clinical Experience form also has space for the Paramedic student's comments and observations about the clinical experience.

Clinical Experience forms must be handed in to the Lead Instructor promptly after the experience. To perform patient care skills in the clinical setting, students must have successfully completed the practical examination for that skill. To comply with HIPAA standards, no patient care records and no data on which patients can be identified are to be turned in with clinical forms. The Paramedic course work is not considered complete until the clinical experience is done.

Paramedic students who are in the clinical areas are expected to present themselves in a professional manner, both in conduct and appearance.

If a student is caught for falsification of documentation of clinical experiences, this is grounds for dismissal from the program. The students will not be able to reapply to the Parkland Paramedic program.

### **Student Evaluations**

The Paramedic Program Lead Instructor monitors the progress of students by reviewing all testing materials and clinical report forms. The Lead Instructor will verbally counsel any student who is consistently having difficulty with the class material as evidenced by low quiz scores, or who has cumulative quiz and/examination scores lower than 80%. Arrangements may be made at that time to provide additional tutoring.

Written evaluations are done on each student a minimum of 4 times during the 12 months of the course using the Professional Behavior Evaluation form. (See Appendix B). The evaluations are reviewed by the student and instructor at a scheduled session and signed. The Medical Direction Team at their discretion may also review the evaluations. A copy of the signed evaluation is placed in the student's class file. An additional copy is sent, with the student's permission, to the coordinator of the EMS agency providing the students' pre-hospital clinical experience.

### **Grade Appeal**

According to College policy 8.15.03, the awarding of grades for work done in courses is the domain of the faculty. Only a faculty-led committee has the authority to override a grade on appeal, except in cases of approvals for drops without record, late withdrawal, and medical withdrawals.

A student who is not satisfied with a grade, grading process or final grade that he or she received is advised to first meet with the course instructor. If the student is dissatisfied with the procedures used to calculate the grade, then the student may ask to meet with the Program Director.

If the student disagrees with the assigned grade, and feels the grade assigned meets one of the criteria for a grade appeal, the student goes immediately to the Department Chair and requests a Health Professions Professional Council on Academic Evaluation (PCAE) hearing for the grade appeal process. If the PCAE hearing does not resolve the situation, the student will proceed with the College Grade Appeal process as stated in the College Student Policies and Procedure Manual.

**Academic Advising and Clinical Progression Longitudinal Record-** It is a shared responsibility of the student and program director to maintain a longitudinal record of the requirements to complete the EMS Paramedic and EMT program. Graduation requirements and required courses are published in the College catalog. If a student changes an academic plan or fails to complete the required component in the scheduled timeframe, the student should notify the program director immediately. The program director will maintain records to show completion of the graduation requirements.

**Clinical Progression:** Program students are expected to retain knowledge from previous semesters. The evaluation of clinical performance is based on the application of previously learned knowledge and skills as well as the comprehension and application of new skills and information each semester. Each student will have a longitudinal record of her/his clinical performance. Identified areas of concern from previous semesters will be taken into account in the summative evaluation of each student's performance. Faculty will be

assessing patterns and trends of learning and will take this into account in each course evaluation. The record includes clinical evaluations, any action/remediation plans that have been written for circumstances that resulted in a grade of “unsatisfactory” being assigned, and any other information related to the student’s progression/performance in the program. Students may review their record with the program director by making an appointment. Students will inform the program director in advance that they wish to review their record so their record will be available at the time of the appointment.

### **Course Registration**

Students applying for admission to Parkland EMT course courses must meet the following requirements:

- Students who are non-native speakers of English must establish English proficiency through:
  - Minimum TOEFL iBT scores in reading, listening, speaking, and writing: 18-22-22-17; or
  - Minimum IELTS scores in reading, listening, speaking, and writing: 6-6.5-6.5-5.
- Students are required to keep a current CPR card throughout the course.
- Must have a high school diploma or the equivalent.
- Students must be 18 years of age and pass EMS 110 with an 80% or higher final grade to qualify to take the EMT licensing examination.

Students applying for admission to Parkland Paramedic Program courses must meet the following requirements:

- Must be 18 years of age or older prior to taking the Illinois Licensure examination.
- Must have a high school diploma or the equivalent.
- Must have a current American Heart Association CPR for Healthcare Provider card, or American Red Cross CPR for the Professional Rescuer card.
- Must have current Illinois or National Registry EMT-Basic or EMT-Intermediate license.
- 300 hours of documented patient care experience.
- A letter of support from an Advanced Life Support (ALS) agency for the purposes of completing the pre-hospital clinical hours and a field internship. If the ALS agency withdraws support, a letter of notification must be sent to the Parkland Paramedic Program Lead Instructor.
- Successful completion of all prerequisites for the course including English and Math assessment,
- Successful completion of a pre-course assessment of Basic EMT knowledge.

### **Course Withdrawal**

The College publishes the regulations concerning course withdrawal in the catalog and on the College website under Admissions and Records. The dates within which students may withdraw from the course are published in the College calendar on the Parkland website.

Students who never attend or cease to attend, any class in which they have enrolled must be administratively withdrawn. Faculty-initiated withdrawals can only be performed between the end of the student drop period and midterm. Please see the *General College Syllabus* that is posted on Cobra for further detail on Instructor Withdrawal and Student Withdrawal from a Class Section.

For students in Health Professions, withdrawing or dropping a course can have impact on status in the program. Students should notify the lead faculty of the intent to withdraw from the course and obtain information about current status in course (passing all portions or failing any portion of the course). If the course is a pre-requisite and/or co-requisite for



another courses, the student will be advised as to what impact that may have on his/her program status.

1. Within the first week of a class session, you may drop the class with no record. The course does not appear on the transcript, and you receive full credit of tuition and fees. The deadline for this is 11:59 p.m. on the Sunday following the class start date. To do this:
  - a. Log in to [my.parkland.edu](http://my.parkland.edu).
  - b. From the Registration menu, click/choose the Register and Drop Sections menu option and follow the screen prompts.

If you need help, call the Tech Service Desk at 217-353-3333. Watch the “Check Out WebAdvisor” video for tips and information on resources.

2. Beginning on Monday of the second week of the class session, and up to 5 p.m. on the last business day of the week before the last week of instruction for that class, you may withdraw from the class. The course will appear on the transcript with a grade of W and there is no refund of tuition and fees. To do this:
  - a. Obtain the Notification of Intent to Withdraw from Classes form either online at [my.parkland.edu](http://my.parkland.edu) or in person from Admissions and Records in U214.
  - b. Contact your instructor, department chair, or program director for their signature. If you are unable to meet with your instructor in person, you may contact them via email to obtain the signature. If you have received the signature via email, attach the email to the form and send it to [admissions@parkland.edu](mailto:admissions@parkland.edu).
  - c. If you are a degree-seeking student withdrawing from all courses, you should have an exit interview with a financial aid advisor. Call 217-351-2222 or stop by Financial Aid in U286.
  - d. If you are an international student withdrawing from any course, you should meet with an international advisor. Call 217-351-2890 or stop by International Admissions in U238.
  - e. Submit the completed form with a picture ID to Admissions and Records (U214) or via email to [admissions@parkland.edu](mailto:admissions@parkland.edu).
3. If you are failing a course due to violations of the academic honesty policy (Policy 8.06) or failing a clinical course in a Health Professions program (2017-18 Catalog, page 190, Program Requirements 1.g.), you may not be permitted to withdraw. See the appropriate division dean if you have questions.

### **Reinstatement to a Program or Course**

In order to be reinstated into the Parkland College Paramedic Program, the student must

- Write a letter to the Paramedic Program Director addressing the issues that prompted the inability to remain in the program previously and what actions the student has taken to remediate these issues and a plan for future success.
- Meet with the Medical Direction Team.
- Complete the Pre-admission requirements.

Students may be reinstated into the Paramedic Program at the beginning of the semester in which they voluntarily withdrew from the program. If a student has voluntarily withdrawn or has been removed from the Parkland Paramedic program twice, the student will not be allowed to be reinstated into the Parkland Paramedic Program.



## **Advanced Placement Policy**

Students are required to successfully complete all the requirements and courses in either the EMT or Paramedic Program to be eligible for graduation and to sit for the National Registry of EMT cognitive exams.

Advanced placement based on experiential learning will not be considered, unless the student holds a current license/certificate providing proof of skills and knowledge base. The only experiential learning for the paramedic program course that is accepted is for EMS 138-EMT Work Practicum. If a student is employed by a BLS/ALS transport service, has been previously employed by a BLS/ALS transport service in the last 2 years, or is/has been an active member of the US Military Armed Services as a medic or corpsman, and they still hold a valid state license, then the required 300 hours of patient experience can be credited as direct course credit. Validation of employment will require a letter from the previous employer, previous Medical Director, or a copy of their DD214. This process is completed by the EMS PD and Health Professions Chair and Dean.

Students transferring from other institutions accredited paramedic programs (CAAHEP) may be eligible for acceptance into various stages of the program. This is determined after transcripts, course syllabi, course outlines, and skills have been evaluated by the appropriate staff and faculty of the Parkland College EMS Program. After evaluation by the faculty team, PD, and MD, the students will be placed only as far as the beginning of EMS 114. This is to ensure that the students will have the required 15 credit hours from Parkland College, and that is also the beginning to all medical and cardiac portions of the program. All additional certifications (ACLS, PALS, PEPP, NRP, ITLS) occur during or after this course. The certifications are course requirements for graduation.

For a student to receive a certificate or AAS from Parkland College they must complete a minimum of 15 credit hours of specialty or technical course work required by the A.A.S. must be completed at Parkland College. Proficiency credit or credit from prior learning assessment do not count toward minimum residency requirements.

Students who are currently licensed as an AEMT (formerly EMT-I) from the state of Illinois will have a portion of the clinical and field internship requirements modified by the faculty team, PD, and MD. Credit will be given based on prior education, but the program will not cut any of the didactic curriculum required. Students will be placed in the next cohort beginning the program.

Students from various EMS regions may have extended scopes of practice. Although this can be taken into consideration when altering clinical requirements, the considerations are made based on the National Scope of Practice model and the minimum entry-level requirements of an AEMT.

The program reserves the right to modify clinical objectives for individual students that have an extensive background in a clinical area. For example, if a student is/has been a healthcare technician in the ED for an extended period, the faculty team, PD, and MD may reduce the clinical time in the ED for additional prehospital ride time. This option allows the program to tailor the clinical objectives to better prepare students for the capstone experience.

## **Program Withdrawal**

If a Paramedic student wishes to withdraw from the education program, he/she must submit a letter stating this intent to the EMS Lead Instructor within five days of the last class

attended. If eligible for a course withdrawal, the student must obtain a Course Withdrawal form from the Health Professions Office L117 and complete the student portion of that form.

If the student fails to submit a withdrawal letter and/or schedule an exit interview within the times stated in this policy, he/she must meet with the Medical Direction Team prior to being admitted to any future Parkland Paramedic Programs.

### **Intent to Dismiss**

Parkland College and its shareholders are dedicated to providing educational opportunities for students whose performance and conduct are satisfactory.

The Lead Instructor and the Faculty Team assist students with class-related problems on an individual basis. However, at no time does the Lead Instructor sacrifice the standards of the program. Students who fail to meet these standards are referred to the Medical Director and may be dismissed from the program.

### **Dismissal from the Program**

An EMT-Paramedic student may be dismissed from the training program for any of the following conditions:

- More than 10 percent of the scheduled class time per semester for any reason.
- Consistent tardiness (being late by more than 15 minutes on more than two occasions) that reflects on the students' overall performance.
- Violations of Professional Conduct Standards.
- Breach of patient confidentiality.
- Consistent failure to achieve a combined average of 80 percent on course work (quizzes, homework and examinations).
- Failure to complete the minimum required hours of clinical time and/or failure to make progress in completing the clinical competencies as outlined in the syllabus for 2 evaluation sessions in a row.
- Failure to progress in class as documented on the behavior evaluations for 2 evaluation sessions in a row.
- Three consecutive failed attempts of oral examinations in a given period is seen as a failure to progress in class.
- Cancellation or modification of scheduled clinical times on more than 3 occasions.
- A letter is sent to the EMS Lead Instructor from the sponsoring ALS agency withdrawing support for field internship, and no support is available from another agency.
- Failure to comply and/or abide by the policies of the training program as outlined in the Parkland Paramedic Program Policies.
- The student exhibits an unprofessional attitude and behavior in the classroom and/or clinical settings. This unprofessional attitude and behavior may be observed and/or reported during interactions with other students, instructors, hospital personnel, pre-hospital personnel and EMS office staff. Disrespect towards anyone at any time will not be tolerated.

Before an EMS student can be dismissed from a program, the guidelines found in the policy entitled "Corrective Action" must be followed. Written documentation of all corrective action must be placed in the student's file kept by the Paramedic Program Lead Instructor.

EMS students are expected to maintain a proper and professional manner in class as well as in the clinical area. These Professional Conduct Standards are outlined in the policy entitled "Unacceptable EMS Student Behaviors". Students whose conduct deviates from the Professional Conduct Standards will be given an opportunity to correct their behaviors through a process of Corrective Action.

### **Corrective Action**

**RECORDS OF CONVERSATION:** Face-to-face conversations and emails between the Lead Instructor and students are documented as Records of Conversation. These records are forwarded to the Program Coordinator and placed in the student's file. After two Records of Conversation on the same topic, the issue will progress to a written warning. Records of conversation may address issues such as attendance, completion of clinical assignments, disruptive behaviors and quiz/homework grades.

**VERBAL WARNING:** The EMS Lead Instructor informs the student in a face-to-face conference of reported misconduct, discusses means of correction and informs the student of the consequences if the misconduct is not corrected. Documentation of this conference is placed in the students' file, and the student signs the documentation indicating that the warning was received.

**WRITTEN WARNING:** The EMS Lead Instructor informs the student in a face-to-face conference of the misconduct. At this time, the reported misconduct is explained, a means of correction detailed, and the consequences of continued misconduct discussed. A written description of the misconduct is given to the student at the time of the conference. The student signs the warning indicating that it was received. The student keeps a copy of the written warning. Documentation of the written warning and conference are placed in the student's file. Two written warnings on the same topic in the same semester or successive semesters may lead to dismissal from the program.

**DISMISSAL:** In cases of serious misconduct or continued misconduct, the Medical Direction Team and EMS Lead Instructor may jointly decide to dismiss the student from the program. That decision is final.

Please note that cases of gross misconduct may result in a bypass of the normal corrective action process with immediate dismissal from the program. Any student whose behavior is addressed with corrective action may appeal this action through the Medical Direction Team. All appeals are held in face-to-face meetings with the Medical Direction Team and the lead instructor. Individuals who are dismissed from the program will not be readmitted to future Parkland College Paramedic courses.

### **Academic Dismissal from a Program:**

When the student's performance falls below standards and shows no improvement and/or the faculty trust in the student is broken by a severe breach, the faculty may recommend suspension and/or dismissal.

When deciding to make a recommendation, examples considered by faculty include, but are not limited to, what has been covered in the curriculum, where the student is within the curriculum, the expectations at that stage of the curriculum, documentation of past performance, what the student has done/not done, and the severity of the infraction.

When a recommendation for dismissal occurs, it means that a student will be dropped from any health professions specialty classes (classes designated as in the major). The student

will be able to continue to attend any general college courses in which they are enrolled. Program dismissal does not necessarily preclude re-admission into the program later. The Health Profession's dismissal program is a separate process from and not necessarily related to the college's disciplinary procedures for suspension, dismissal and expulsion from the college.

Recommendations for dismissal can include but are not limited to impaired practice, failure to maintain grades, student performance, non-compliance with clinical, course or program policies, non-compliance with Essential Qualifications, academic dishonesty, plagiarism, professionalism and patient safety.

Suspension does not necessarily lead to dismissal in every situation. An interim suspension can be used pending the outcome of an investigation.

Chain-of-command: For the purposes of this policy the chain of command is as follows:

1. Course lecture, lab, or clinical faculty,
2. Course coordinator (often the lecture faculty in a lecture, lab, and clinical course).
3. Program Director
4. Health Professions Department Chair/Assistant Dean
5. Professional Council on Academic Evaluation
6. Dean
7. Vice President

Please refer to Health Professions Essential Qualifications, Code of Conduct, and Intent to Suspend or Dismiss Policy and Procedures for complete information. Policies can be found on Cobra Health Profession courses.

### **Student Hearings and Due Process**

Students who face recommendations for clinical suspension and/or program dismissal will be afforded due process through established procedures. Before dismissal, every student will receive:

- Written notice of academic expectations.
- Each Health Profession's program will include their Essential Qualifications in the student handbook and the process and procedures for program probation, clinical suspension, and program dismissal in the program handbook. The handbook will be available on the program web site, Cobra online or printed.
- Written notice of their deficient performance each time the performance is deficient.
- An informal give-and-take face-to-face meeting with the faculty decision-maker after every noted instance.
- When possible, reasonable time to change/improve their deficient performance. Reasonable time to change or improve performance may not be possible for patient safety situations.
- Notice of potential consequences such as delay of graduation, suspension and dismissal from the program that may result as a failure to correct deficiencies.
- Exceptions for notice or giving a reasonable time for improvement may include violations of patient's rights, safety or egregious violation of professional standards.
- If performance is not according to standards or falls below expectations, the faculty may recommend dismissal.

The student must be afforded the opportunity for a PCAE hearing. Professional Council on Academic Evaluation: (PCAE) is the Health Professions Council on Academic Evaluation and is the fourth step in the chain of command in the Health Profession's formal process for this policy. It is the division philosophy that issues between students and faculty are solved



as close to the classroom as possible. When that is not possible, the PCEA is part of the formal process for resolving these issues.

### **Name and Address Changes**

It is the student's responsibility to ensure that the student's legal name is in the Parkland system. Students should also update the address on file with Parkland College. Only the student's legal name can be used to register for NREMT and/or state exams and the name must match Parkland College official student records.

### **Attendance and Punctuality**

Paramedic students are expected to attend all classes, arriving promptly. Attendance is taken at the beginning of each class. Due to the nature of the Paramedic course, 100 percent attendance is expected of all students. However, illness and/or extraordinary circumstances may arise. The Paramedic student may miss no more than 10 percent of scheduled classes each semester. Absence exceeding 10 percent of class time each semester does not meet the requirements for course completion. This translates to a total of 49.5 hours of missed class/lab. Absences exceeding 10 percent of class time does not meet the requirements by the Illinois Department of Public Health for course completion and is grounds for dismissal from the class.

EMS 111	8 hours
EMS 113	12 hours
EMS 114	16 hours
EMS 115	8 hours
EMS 238	5.5 hours

If illness or extraordinary circumstances arise, preventing the Paramedic student from attending class, the Paramedic student must contact the Lead Instructor or the assigned Team Leader as soon as possible. Situations involving extraordinary circumstances may be considered an excused absence by the Lead Instructor.

When a Paramedic student is absent, it is his/her responsibility to make up the work that was missed, including quizzes. If assistance is required to make up the material, the student must contact the Lead Instructor to make an appointment.

If, for some unavoidable reason, the student will be late or unable to attend a clinical experience, the EMS Lead Instructor or the Clinical Coordinator must be notified immediately. A student who does not report to clinical and does not contact the Lead Instructor that he/she will not be able to report to clinical is considered absent. One absence by a student is grounds for corrective action in the form of a verbal warning. Two absences by a student are grounds for corrective action in the form of a written warning. Three absences by a student are grounds for corrective action that may include dismissal from the class.

If the class meeting day is scheduled hybrid, students are still required to complete the assigned course material that is due for that day. Material not completed on the required due date will be counted as an absence.

#### *Examples:*

If the hybrid day is scheduled in EMS 111, the student will miss 4 hours per day. If the hybrid day is scheduled in EMS 113, 114 and 115, the student will miss 6 hours per day.



If classes are cancelled due to weather conditions, the students are notified via radio and television news broadcasts as detailed in the Parkland Student Handbook. Class cancellations may also be communicated via the student call down list by phone or email.

### **Email, Computer Skills and Cobra**

Parkland College uses email as an official means of communication. All students and faculty are issued an official Parkland email account. According to Parkland policy, 3.41, Parkland email services are the official email services to be used for instruction, instructional support, advising, service, administration and college-related correspondence in support of the College's mission. The College has the right to send communications via email and expect those communications to be read in a timely fashion. Students are expected to check email prior to a class session in order to get latest updates or changes for that class period.

The College has the right, when required by applicable law to access, review, and release all electronic information that is transmitted or stored by the College whether or not such information is private in nature. Confidentiality or privacy of electronic mail cannot be guaranteed.

Email is subject to all pertinent laws regarding sharing or transmission of sensitive information such as Freedom of Information Act (FOIA), Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA). All student records are protected by FERPA and faculty do not provide access to student information within the course without a need to know.

All course material included on the course Learning Management System (Cobra) requires a student to utilize a secure log in and password to access their content. Email policy, 3.41 ensures that students protect their user information and do not share with anyone. "Users are responsible for safeguarding their username and password and for using them only as authorized. Sharing email accounts and/or passwords with another person, or attempting to obtain access to another person's account is prohibited. Each user is responsible for all email transactions made under the authorization of his or her Parkland email username." Verification processes are used to protect student privacy.

For online courses in which tests are proctored, a photo ID that matches the user at the computer is required; or students may be required to go to a testing center in person with photo ID.

Students in the EMS Paramedic and EMT Program should have computer access to complete online and computer assignments and assessments. If the student does not have access to the internet or a computer at home, it is suggested the student utilize an open lab at Parkland prior to leaving campus.

Basic computer skills required to participate in the EMS Paramedic and EMT Program include ability to use Word, to write single and group e-mails, to use the Internet, to conduct on-line research, to use PowerPoint, to access grades from WebAdvisor, and ability to participate in on-line instruction and assessment using Cobra and/or *JBL Navigate* Learning Management System.

The Tech Service Desk is a one-stop shop for Parkland students seeking assistance with Parkland technologies, including my.parkland.edu, email, Cobra Learning, Wi-Fi, ParklandOne, Microsoft Office 365, and more.

You may contact the Tech Service Desk in several ways.

- Call 217-353-3333
- Email [TechHelp@parkland.edu](mailto:TechHelp@parkland.edu)
- Stop by Room A184

### **Cell Phone and Lab Policies**

All cell phones must be turned off or muted for the duration of the class. Texting is prohibited during class sessions. Cell phones may be used for reference as appropriate.

Students are required in both the EMT course and the Paramedic courses to participate in the accompanying lab practice and skills days. Students leaving class early or not coming to lab will be counted as absent for that particular skill or practice. It is the student's responsibility to make up any missed labs that he/she has missed. On lab days where skills are being checked and cleared, students must make up that skill with instructor or team faculty to be checked off as proficient in a skill area. This is to be done outside of regular classroom time, at the availability of the instructor/team faculty.

### **Recordings in the Classroom**

College policy 5.01.03 states that students who wish to record classroom learning activities must require permission from the instructor prior to doing so. Classroom learning activities include lectures, in-class discussions, student presentations and other course-related activities. The policy covers all forms of recording using available technology. The instructor should specify the kinds of learning activities that are permitted to be recorded and the medium in which the recording takes place. The instructor has the right to deny or limit the request.

Students are allowed to record learning activities as an accommodation under the American with Disabilities Act (ADA) if the Accessibility Services ID card is issued and presented to the instructor. Students who request recording permission under the ADA must not be denied permission.

Violations of this policy are subject to disciplinary action. Lastly, students in the classroom have the right to know that their class is being recorded. The instructor will notify the class that permission has been given for a recording without identifying the individual student(s) requesting permission.

### **Equipment Needed or Required**

In order for the student to have a successful clinical experience, the following minimum equipment will be required/recommended:

#### **EMT**

- Watch (required)
- Black ink pen (required)
- Notepad or note taking material (required)
- Appropriate clinical forms (required)
- Stethoscope (recommended)
- Trauma Shears (recommended)
- Penlight/Flashlight (recommended)

## **PARAMEDIC**

- Watch (required)
- Black ink pen (required)
- Notepad or note taking material (required)
- Appropriate clinical forms (required)
- Stethoscope (required)
- Trauma Shears (recommended)
- Penlight/Flashlight (recommended)

## **Student Records and Student Confidentiality**

Faculty are required to maintain student's privacy in accordance with the Family Education Rights to Privacy Act (FERPA). The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, helps protect the privacy of student records. The Act provides for the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from the records. The Act applies to all institutions that are the recipients of federal funding.

Records, files, documents and other materials which contain information directly related to a student and maintained by Parkland College or by someone acting for the College. Only the student or entities that the student has given written consent can receive information about the student's grades or progress. Please refer to FERPA information on the Parkland website: <http://www.parkland.edu/about/ferpa.aspx>

## **Final Examination Requirement**

A final exam is expected in each credit course at Parkland College. Final exams for all courses will be given during final exam week according to the official published schedule. These final exams are not to be given early (during regular class periods). Final exams for all other courses (courses with earlier end dates) will be given at the last regularly scheduled class meeting.

All requests from faculty to alter scheduled final exam times or dates must be reviewed and approved by the Department Chair, Assistant Dean of Nursing and Health Professions Operations, Division Dean, and the Vice President for Academic Services.

In courses where a final exam is not appropriate, as determined by the Health Professions administration, an educational alternative scheduled during the week of final exams is expected.

Students: These official College guidelines were established to more fully ensure that you receive the full set of instructional class periods for which you paid and to which you are entitled and that you have the appropriate amount of time to prepare adequately for your final exams. If your final exam is given earlier than scheduled, please contact the Department Chair, Assistant Dean of Nursing and Health Professions Operations or Division Dean. You may access an online copy of the final exam schedule on the student portal or [my.Parkland.edu](http://my.Parkland.edu)

Three final exams scheduled on the same day may be considered a conflict. Conflicts may be resolved by arrangement with the faculty of these courses.

Questions or concerns about these guidelines should be directed to the Department Chair, Assistant Dean of Nursing and Health Professions Operations or Division Dean.

#### **IV. Graduation Requirements**

##### **EMS Paramedic and EMT Program Graduation Requirements**

To successfully complete the Parkland College EMT/Paramedic Course, the student must fulfill the following:

- Completion of all classroom and clinical requirements.
- Achieve an 80% average on all quizzes, homework, and exams.
- Satisfactory attendance (no more than 10 percent of the total scheduled hours were missed for any reason).
- Satisfactory evaluation on clinical experiences.
- Satisfactory rating on all practical examinations.
- Satisfactory completion of Field Internship
- Maintain compliance with all the policies outlined for the EMT/Paramedic course.
- EMS Paramedic and EMT Licensing or Board Exam Information

##### **EMS Paramedic and EMT Licensing or Board Exam Information**

Upon successful program completion, students are cleared by the EMS program faculty to be able to sit for the National Registry of EMTs licensing exams. This licensing exam can be taken at Parkland College. Licensing specific information:

##### **NREMT EXAM INFORMATION (EMT or Paramedic)**

###### **INSTRUCTIONS:**

Follow link to application page:

<https://www.nremt.org/rwd/public/document/cognitive-schedule>

###### **Fees**

EMT - \$104 per attempt

Paramedic - \$160 per attempt

We recommend candidates follow these easy steps at least four weeks in advance of the anticipated cognitive exam date. For additional assistance, please contact the National Registry at 614-888-4484. We're ready to help!

###### **Step 1: Create Your Account**

- If you do not already have a National Registry account with a username and password, create a [New Account](#) on the National Registry homepage. If you forgot your username or password, use the [Password Recovery Page](#) for assistance.

###### **Step 2: Login and Update User Profile**

- Complete all the information in the Personal Account Information fields as prompted. The name you include in this area should be the same as what appears on your driver's license (or your official government issued identification). This is the name that will appear on your application, National Registry certificate and all official documents issued by the National Registry upon successful completion of the examination.

**Make sure the name you use to set up your Account matches the name on your driver's license EXACTLY (or the ID you will present at the testing center) or you will be denied access to the testing center on the day of your exam! For more information see the**

###### **Step 3: Create a New Application**

- Click on 'Create a New Application' to apply to take your exam.
- Review the Personal Information Summary – if any items are incorrect, you can make corrections by clicking on 'Manage Account Information'.
- Select the application level you wish to complete.

#### Step 4: Pay the Application (Exam) Fee

- It is recommended that you pay your application fee at the time you complete your online application. However, if you choose, you may pay at a later date.

**An Authorization to Test (ATT) Letter allowing you to schedule your exam will not be issued until payment has been received and all other verifications are complete.**

#### Step 5: Verify You Have Been Approved To Test

- When all areas of the application process are completed and have been verified, you will see the following link: 'Print ATT Letter'. **When all areas of the application process are completed and have been verified, you will see the following link: 'Print ATT Letter'.**

To check on your approval status:

- Login to your account.
- Click on 'Candidate Services'.
- Click on 'Application Status'.

*If you see 'Submitted' next to 'Course Completion Verification', this means the National Registry has submitted your information to the program you indicated, and is waiting for authorization from the program director indicating that you have completed the course.*

#### Step 6: Print Your ATT Letter

- If you see the link 'Print ATT Letter', click on the link and print your letter.

**Once an ATT is issued, it is valid for 90 days. Once the ATT expires the candidate will need to submit a new application and pay another fee to schedule an exam. Extensions are not granted for expired ATTs.**

#### Step 7: Contact Pearson VUE to Schedule Your Exam

- Follow the instructions on the ATT letter to schedule your exam. Here's a direct link to the Pearson Vue Website.
- Or you can call Pearson VUE at 1-866-673-6896 for assistance (Pearson VUE charges an additional fee for this service).

#### Important Reminders:

- If you fail to appear for your exam, you will have to complete a new application and pay another application fee!
- Refunds cannot be issued for no-shows
- If you arrive late for your exam, you may lose your appointment!
- Review the [Cognitive Exam Information](#)
- Review the [Cognitive Exam Policies](#) before the exam.

#### Petition to Graduation

Students will complete the Admissions form, Petition to Graduate, at the start of the last semester of the program. Results of the graduation requirement audit are emailed to the student from an Admissions representative. It is the student's responsibility to report any deficiencies to the program director.



### **Program Pinning and Recognition Ceremonies**

EMS Paramedic and EMT Program students that have completed graduation requirements will have the opportunity to participate in the Recognition Ceremony at Parkland. The Recognition Ceremony is held on the last day of the spring semester and the student's attendance is optional.

Parkland College encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation, such as a sign language interpreter, or have questions about the physical access provided, please contact the Accessibility Services by phone at 217-353-2338, or by email at [accessibilityservices@parkland.edu](mailto:accessibilityservices@parkland.edu). To provide seamless access please submit all requests two weeks in advance of your participation or visit."

## **V. Health and Safety Policies**

### **Student Health, Immunization, Drug Screen and Background Procedures**

The conduct standards for Healthcare Professionals and students are higher than those of the ordinary student or citizen because of the inherent responsibilities assumed by their role with patients, and the trust the public places on their profession to do no harm.

#### **Health Records**

To be admitted to the program, immunization records and evidence of physical examination must be complete and on record on Castle Branch website. Background and Drug Screens must also be complete. The student will be dropped from program courses if non-compliant. Follow program procedures for re-enrollment and status in the program. If a student has a second incident of non-compliance, the student will take a year leave from the program.

Once admitted to the program, all health record requirements must be up to date to remain in program courses. Students with incomplete health records will not attend clinical and the missed time will be counted as a clinical absence for each day missed. Make-up hours are not available for clinical absences. Students must be current through the entire semester of the course. The student may need to renew it before it is due and before you are notified by Castle Branch to renew it.

The due dates to stay current and compliant for each semester are July 15 for fall courses, December for spring courses and May 15 for summer courses.

Required vaccinations and immunizations are specific to the Health Professions Program. Each student will submit health records according to the program guidelines. The most updated information for all vaccinations and immunizations can be found on the Health Professions website: [Health Records and Covid Vaccination Information](#)

Parkland College (PC) Health Professions is committed to maintaining a drug-free workplace and academic environment in compliance with the Federal Drug Free Workplace Act of 1988 and in Accordance with Parkland College Policy 3.24 Drug-Free Workplace.

For health and safety concerns, all students involved in Parkland College's Health Professions Programs which have a clinical contract requiring drug and background must be processed through clinical clearance and compliance through a health record, drug screen and background check. The presence of alcohol and/or drugs lawfully prescribed or otherwise, which interfere with student's judgment or motor coordination in a healthcare

setting poses an unacceptable risk to patients, faculty, other students, the College and affiliated clinical agencies. The College recognizes its responsibility to provide for a safe academic environment for college students, faculty, and staff, as well as a safe clinical setting for students, faculty, patients and employees of affiliated clinical agencies. For the foregoing reasons, Health Professions students will be cleared for clinical courses prior to the start of the program or in some programs, prior to the start of the first clinical course.

Please read through Health Professions Intake and Clearing Procedures:

<https://www.parkland.edu/Portals/3/Health%20Professions/Documents/Student%20Health%20Immunization.pdf?ver=2020-02-28-162929-537&timestamp=1582929224580>

### **Random and Reasonable Suspicion Testing**

While enrolled in a Health Profession Program that requires a drug screen, if there is objective evidence to support the conclusion that a student may be impaired, random drug screening for reasonable suspicion may be necessary. Information regarding this policy can be found here:

<https://www.parkland.edu/Portals/3/Health%20Professions/Documents/Student%20Health%20Immunization.pdf?ver=2020-02-28-162929-537&timestamp=1582929224580>

### **Title IX-Sexual Harassment, Violence, and Misconduct**

Parkland College is committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the college requires faculty members to report incidents of sexual violence shared by students to the college's Title IX coordinator, Vice President of Student Services, Michael Trame. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a college-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a minor (any person under 18 years of age) to the Illinois Department of Children and Family Services (DCFS).

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is available at <https://parkland.edu/Main/About-Parkland/Safe-Campus-Procedures/Title-IX-Harassment-Discrimination>

### **Title IX – Pregnancy**

Title IX of the Education Amendments of 1972 provides pregnant students with certain rights regarding their education. For information, contact Dr. Marietta Turner, Dean of Students at 217-351-2505 or via email at [mturner@parkland.edu](mailto:mturner@parkland.edu).

It is recommended if a student is in a program with occupational hazards or risks, the student report a pregnancy to the program director so that the student can be educated about any occupational risks during clinical, labs or practicums. Confidentiality will be maintained, but the safety of the student/fetus is most important.

Title IX of the Education Amendments of 1972 provides pregnant students with certain rights regarding their education. For information, contact Dr. Marietta Turner, Dean of Students at 217-351-2505 or via email at [mturner@parkland.edu](mailto:mturner@parkland.edu).

### **Communicable Diseases and Communicable Disease Policy**

### Parkland Policy 3.05

The Illinois Department of Public Health (IDPH) has specified disease which are contagious, infectious, communicable, and dangerous to the public health in Section 690.100 of the Rules and Regulations for the Control of Communicable Diseases. The purpose of this policy is to insure College compliance with those and other existing state and federal rules, regulations, and laws.

Parkland College places a high priority on protecting the health and safety of its campus community and aims to reduce communicable disease exposure risk without unlawfully discriminating in enrollment or employment practices. To that end, Parkland College will adhere to the following guidelines:

1. Parkland College will be in full compliance with the Americans with Disabilities Act (ADA) as it relates to those students and employees who have communicable diseases. Any college decisions made resulting from a student or employee's health-related circumstances will be made with input from the office of Disability services and will depend on each unique instance, applicable confidentiality considerations, and relevant medical facts.
2. Parkland College will follow guidelines as directed by the Illinois Department of Public Health.
3. Parkland College will consider the welfare of the campus community while respecting the privacy and needs of the individuals involved.
4. Parkland College will make available to all members of the college community educational opportunities about disease transmission and prevention and will encourage preventive measures including, but not limited to, immunizations against meningitis and flu as recommended by the Centers for Disease Control and the American College Health Association.
5. Parkland College will provide appropriate and non-discriminatory services for persons living with infectious disease(s).
6. Parkland College will comply with NCAA regulations to reduce infection risk for those students involved in varsity and intramural contact sports.
7. Parkland College will follow occupational safety and health standards mandated under federal and state law with regard to the transmission of blood-borne pathogens in an effort to prevent transmission of disease in classrooms, laboratories, and workspaces as outlined in the Exposure Control Plan. This compliance will be coordinated by the Wellness Coordinator.
8. Parkland College will, when necessary, isolate infected persons and/or quarantine their contacts in accordance with the Illinois Department of Public Health guidelines and within the parameters of the College Emergency Plan as managed by the Crisis Management Team.
9. The Vice President for Student Services will administer this policy subject to applicable personnel policies and collective bargaining agreements. Any actions undertaken pursuant to this policy will be in accordance with applicable federal and state laws. Parkland College policies and the best interest of all parties involved. The Vice President for Student Services will also act as a spokesperson for the campus regarding all communicable disease policy-related decisions and/or changes.

Any possibility of harboring contagious diseases must be reported to the clinical instructor prior to attending clinical. Students who pose health risks to personnel or patients or to themselves will not attend clinical. Examples: chickenpox, pink eye, fever, uncontrolled cough, open lesions on the skin.

If a student has a sore throat with fever, he/she must contact the instructor prior to coming to the clinical facility. In cases of strep throat, the student must be on an antibiotic for a minimum of 24 hours before returning to the clinical facility. It is advised that the student contact the fieldwork educator if any of he or she notices any of the following:

- Fever >100.4
- Conjunctivitis
- Diarrhea lasting more than 12 hours
- Group A Strep-diagnosed by a physician
- Jaundice
- Vomiting
- Cold Sores (herpes)
- Active measles, pertussis, rubella, or chicken pox
- Upper respiratory infection (cold)
- Tuberculosis (TB)
- Shingles or rash of unknown origin
- Head lice
- Scabies
- Abscess or boil that is draining
- Impetigo
- Mononucleosis

Clinical instructors have the right to initiate communication with a student who exhibits the signs or symptoms of a communicable disease who has not come forward. This will only occur if the individual has the potential to pose an imminent risk to others or are unable to perform required tasks. All HIPAA and FERPA laws will be abided by, and the individual is assured of confidentiality regarding the matter.

### **Student Health Status and Health Changes While in the Program**

A student that has had any change in his/her physical and/or psychological condition (including pregnancy and the postpartum period) that require medical attention and or could have an effect of their physical or emotional endurance, are still required to maintain Essential Qualifications. Some situations will require a release from your health care provider.

If a student develops a health issue that may result in incapacitation in the clinical area or types of conditions that may jeopardize patient safety, the student must notify the clinical instructor as soon as the health issue becomes known to the student. In order to protect the patient and the student, the student may be removed from clinical. Students will still be required to perform all the functional abilities outlined in the Essential Qualification in order to attend clinical.

### **Bloodborne Pathogen Exposure or Other Occupational Hazards-**

If the student has an exposure to bodily fluids, immediately report the incident to your preceptor. The student will follow the policies of the clinical/field affiliate's protocol for exposure. Upon completion of requirements by the clinical facility or field internship site, the student **WILL notify Program Director and faculty immediately if an exposure incident occurred.**

Included below is a copy of the Parkland College Incident Report Document found on your Parkland homepage.

Follow link attached:

<https://my.parkland.edu/forms/Documents/Exposure%20Incident%20Report.pdf>

**PARKLAND COLLEGE**

**INCIDENT REPORT: EXPOSURE TO BLOOD OR BODY FLUIDS**

Name: \_\_\_\_\_ Faculty/Staff/Student

Department: \_\_\_\_\_

Date of incident: \_\_\_\_\_ Time of incident: \_\_\_\_\_

Incident reported to: \_\_\_\_\_ Instructor/Supervisor

Witnesses to the incident: \_\_\_\_\_

Description of the incident (provide all details of what happened, including location of incident, how it happened, work being performed, type of exposure, part of body exposed, etc.):

---

---

---

---

---

---

Personal protective equipment used at time of incident:

---

Actions taken:

---

---

---

---

Date Hepatitis B vaccine series completed: \_\_\_\_\_

Was an incident report completed at another facility? Yes/No

If yes, where? \_\_\_\_\_

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

*Faculty/Staff submit to Human Resources*

*Student submit to Wellness Coordinator in U112*

Revised 6/14

**Inclement Weather**

The basic philosophy of the College is to keep the campus open if at all possible, during inclement weather. Closing the College is always a difficult decision to make in view of the large geographical area which is served by Parkland. We also know that timing is important during the day AND evening, as students and/or faculty and staff may already be in route to the campus at the time the decision is made. The decision to close does include classes offered by Parkland at area learning centers throughout the district.

The conditions both on campus and in surrounding areas are monitored very closely during inclement winter weather. If it becomes necessary to close the campus during the day



and/or evening when classes are in session, an announcement will be made over the public address system, to local radio/TV and on our website by 3:00 p.m. If weather conditions deteriorate overnight, a decision is made by 5:00 a.m. Monday through Saturday.

Radio and television stations are contacted always if the campus is closed due to weather conditions. Parkland College will announce college closings on the Parkland Facebook page and other social media outlets. The media will accept closings only; consequently, if you do not hear Parkland mentioned, then the College is open. The Switchboard on campus and the college's radio station WPCD (88.7 FM) are kept apprised of announcements, as well as Parkland's website. In addition, the following stations are contacted if the College closes:

#### Radio Station

WDWS/WHMS	Frequency	1400 AM/97.5 FM	Location:	Champaign
WLRW/WIXY		94.5 FM/100.3 FM		Champaign
WBCP		1580 AM		Champaign
WILL		90.9 FM/580 AM		Urbana
WPCD		88.7 FM		Champaign

#### TV Station WAND WCIA WICD

Safety and the ability to drive or walk in inclement conditions ultimately needs to be determined by the student. If the student has concerns because it is dark outside or the student expects the conditions may improve, the student should follow syllabus directions for calling in late or absent as soon as possible.

#### Public Safety and Escorts

The Parkland College Police Department, also known as Public Safety, is a full service police agency covering the campus 24 hours a day, including holidays. The officers are trained as EMTs and First Responders to provide emergency medical care. The Police Department offers many services which include escorts, lost and found, and vehicle assists. The college hours are 7 a.m. to 10 p.m. Monday through Friday and 7 a.m. to 4 p.m. on Saturdays. The campus is closed on Sundays and holidays.

Public Safety also offers escort service to the Parkland parking lots. Please use the information below if you would like an officer to walk you to your vehicle.

You can reach this department by:

- Visiting the main Public Safety office at A160
- Calling 217-351-2369
- Dialing 911 from a campus phone
- Using emergency call boxes conveniently located throughout the campus

#### Classroom Lab Emergencies

Students will be oriented on the College 911 system. Students are instructed to activate Classroom 911 Icon on computer screen anytime the student senses and emergent situation.

#### Medical Liability Insurance

Students registered in Parkland clinical courses will be covered by a college issued liability insurance. A course fee will be added to a clinical course. The student is covered

while at clinical on scheduled days of clinical. Activities or class sessions that take place outside of the published course schedule, will not be covered by the College liability insurance.

It is recommended that students carry personal medical insurance to cover accidents including on-the-job related incidents in the clinical area. Cooperating agencies provide treatment for emergency services in cases of accidents at the student's own expense.

A student who is injured in the classroom, lab or clinical must immediately report it to the instructor. Emergency medical procedures will be provided on campus as needed.

A student who is injured while at the clinical site must immediately report it to lead preceptor, surgical supervisor or clinical instructor. The student will be asked to present personal medical insurance to the health care facility providing care to the student. The student will be required to complete an Incident Report at the facility and the College.

### **Medical Leave**

If illness or extraordinary circumstances arise, preventing the Paramedic student from attending class, the Paramedic student must contact the Lead Instructor or the assigned Team Leader as soon as possible. Situations involving extraordinary circumstances may be considered an excused absence by the Lead Instructor, The EMS Program Director, and/or the Program Medical Director.

### **Emergency Alert System**

Parkland College uses an emergency alert system designed to send out a message in the case of an on-campus emergency. This system will be triggered in the case of a natural disaster or public safety emergency. When you register for classes or being employment you are automatically signed up for this service. Be sure that your contact information is up to date with the College.

Students are encouraged to add Public Safety phone number into their personal cell phones. Students should leave the building immediately upon notice of evacuation. Students should not return to campus until notified as all clear.

### **Smoke Free Campus**

In compliance with the Smoke-Free Campus Act (110 ILCS 64/), all tobacco use will be prohibited on the Parkland College campus effective July 1, 2015. For the purpose of this policy, "campus" means all property owned and leased by, or leased to the College, including buildings, grounds, roads, parking lots, and vehicles.

All clinical sites (hospitals) are also smoke free campuses. Please make adjustments prior to the first day of clinical to reduce the need for smoking. Parkland offers smoking cessation programs through the Wellness Coordinator.

## **VI. Clinical Instruction**

### **Hospital Requirements Prior to Clinical Release**

Prior to beginning clinical time, students will be required to complete specific hospital education. These educational requirements may need to be repeated every semester based on specific hospital policies. Educational content may be delivered online/computer based

or taught in class. However, delivered, these requirements ***MUST*** be completed and documented by the hospital prior to any clinical release.

### **Statement on Student Employment**

**CLINICAL TIME MAY NOT BE PERFORMED WHILE ON DUTY, EITHER IN THE EMERGENCY DEPARTMENT OR ON AN AMBULANCE.**

### **Clinical Grading and Evaluation**

Evaluation of students will be conducted on a recurrent basis with sufficiency to provide the students and faculty with valid and timely indications of the students' progress toward clinical competencies.

Evaluation tools permit the student and the instructor to assess, monitor and track the student's progress. Formative and summative evaluations will be completed in all courses. Formal evaluation of student performance will include cognitive, psychomotor and affective behavior but deficits in any one area could be determined to be deficient and the student would not progress to the next clinical course.

Frequency of evaluation may increase when the student is not meeting the objectives of the course. Evaluation of the student will be shared with the student and filed permanently for five years in the student file. Evaluations at clinical may include, but are not limited to (see below):

### **Clinical Accidents/Injury/Incident Reporting- Needle Stick and Exposures**

For all student injuries on campus, Public Safety should be called to assess and report the situation.

For students at clinical at any Carle property, when the student has had an exposure or sharp injury, the procedure is:

If between 8 a.m. and 5 p.m., Monday-Friday, call the Carle Occupational Medicine Department (217) 383-3077, 810 W. Anthony Dr., Urbana. The student should identify themselves as a Parkland health career student and explain there's been an occupational exposure to blood/body fluids during clinical and they wish to be evaluated. Department personnel will direct the student how to proceed.

At other times, the student should fill out an Employee Injury Form and then go to the Carle Emergency Department (E.D.), 611 W. Park Street, Urbana. Upon check-in, the student will need identify themselves as a Parkland health career student and explain there's been an occupational exposure to blood/body fluids during clinical and they wish to be evaluated. The student should be prepared to show them an insurance card if the student is insured.

The Emergency Room nurse will review immunization status and the exposure and determine if the source needs to be drawn. The ER nurse will also follow with exposure education for the student. The student needs to follow up with the Infection Control Nurse.

If possible, the source patient should have an order to have a lab draw.

For Students At All Other Clinical Sites:

The hospital affiliate's policy for student or employee injury should be immediately followed. Relevant clinical affiliate reports and the Parkland College Incident Report must be completed by the faculty and student.

#### Responsibility of Charges Incurred

If the cost of immediate post-exposure care for the student and source is not covered by the facility where the incident occurred or by the student's insurance, Parkland College will cover these costs. A bill should be sent to:

Parkland College  
Wellness Coordinator, Parkland College Student Life  
2400 W. Bradley Ave. U116  
Champaign, IL 61821.

Any medical follow-up beyond that given at the time of the exposure is the responsibility of the student. The student should consult with their primary care physician or Parkland's Wellness Coordinator as soon as possible after the exposure incident to discuss recommended follow-up care.

While we prepare the student for an entry-level position as an EMT/Paramedic, the risk of contracting a disease or illness is understood to be a hazard of the profession, but the safety of the student in the learning environment is a priority for the faculty and instructors. If the student is alerted prior to the start of a patient intervention that the patient does have any airborne or bloodborne pathogen, or considered a high-risk patient, the student may be excused and not be allowed to participate with patient care.

#### Clinical Transportation and Parking

Students are expected to provide their own transportation to and from all clinical sites. Students are to follow parking regulations of the clinical site and park only in those areas designated for students.

#### Clinical Progression and Failure

Students are expected to retain knowledge from previous semesters, skills, practical exams. The clinical evaluation is based on the application of previously learned knowledge and skills as well as the comprehension and application of new skills and information each semester. The proficiency of clinical skills should increase each week and each semester in order to progress to the next clinical course or graduate.

Upon completion of EMS 111, 113, 114 and 115, the students should have all skills and knowledge to be successful team leaders in EMS 238. EMS 238 is a student's capstone experience, and they are expected to be working at a paramedic level under the supervision of their field preceptors. EMS 238 is not the time to hone skills, and complete observation time. **ALL ALS calls should be assumed by the student as the paramedic provider. ALS calls while on a clinical shift that a student passes on, will be seen as a team-lead failure for that call, and should be documented as such. ALL potential ALS calls while on a clinical rotation in EMS 238 should be managed by the student; the preceptor is there for minimal guidance, minimal patient care (as an EMT) and patient safety.**

#### Timely Completion of Program Requirements

Students enrolled in EMS initial education courses are expected to complete all class requirements in a timely manner.

Keeping track of class requirements in clinical and field internship is the responsibility of the student.

No student will be allowed to take the written examination for licensure (NREMT), until all class assignments, clinical hours, field internship/Capstone experience calls (including narratives), and are entered into Fisdap completely and graduation requirements have been met.

Paramedic students have ninety (90) calendar days from the last in-person class day of EMS 238 to complete all the Field Internship calls.

If any student is unable to complete the required clinical and/or field internship due to unexpected circumstances such as serious illness of the student or serious illness and/or death of a close relative, he/she may request an extension. Requests for extensions are reviewed on a case-by-case basis and approved or disapproved by the Lead Instructor, Faculty Team, and the Medical Direction Team.

### **Clinical Dismissal**

Depending on the severity, any one break in non-compliance can result in dismissal from the program.

Dismissal by the clinical facility includes but is not limited to severe breeches of patient safety, patient rights, staff rights or safety, breeches of confidentiality, or other breeches of rules, ethics, or standards.

By contract, the clinical facilities have the right and the authority to determine who is present on their campus. If the clinical facility removes the student from the clinical facility, Parkland College must comply and there is no appeal process.

If the student is barred from a clinical facility, the Health Professions Dean will weigh the patient's rights, the facility rights, the student's rights and the infraction to determine if the student can be transferred to another clinical site or if the infraction supports immediate suspension from clinical.

A student who commits an infraction serious enough to warrant clinical dismissal, and due to the nature of the offense, cannot be transferred to another clinical facility, will be notified of intent to dismiss from the program.

Standards and ethics that include safe and ethical care are incorporated throughout every program in Health Professions. Safe and ethical care and behavior is required in the classroom, lab and clinical as well as outside the classroom. The student always protects the patient/family, not just when "on duty".

Please refer to the Health Professions Essential Qualifications, Code of Conduct, and Intent to Suspend or Dismiss Policy that is posted in every Health Professions Cobra course.

### **Patient Assignments at Clinical**

Healthcare providers serve the public and the patient has the right to expect quality care regardless of based on the student's beliefs related to race, color, gender, sexual orientation, religion, creed, national origin, age, marital status, disability, veteran status, disease process, socio-economic status, or any other applicable basis in law. Clinical experiences are planned by the Health Professions faculty/administrators to best meet student learning needs. Students may not refuse patient care assignments.



All patients are to be treated with equal care and compassion. Patient confidentiality is respected at all times and students will follow HIPAA policies.

### **Student Work Policy at Clinical**

All student activities associated with the EMS Paramedic and EMT Program while completing clinical rotations will be educational and training focused. Students will not receive monetary remuneration in any form during this educational/training experience. Additionally, the student will not be substituted for hired staff within the partnering hospital setting while enrolled in the EMS Paramedic and EMT program.

### **Paramedic Field Internship**

Paramedic students have two types of patient contact opportunities during their course: clinical hours and field internship. All clinical hours and field internship patient contacts must be completed prior to taking the written examination for licensure.

Paramedic students may perform skills as a team member during field experience clinical hours without taking total responsibility for the patient care and record documentation. Clinical hours are procedure-oriented and occur at the beginning of the Paramedic course. (See the policy entitled Clinical Experience.) The EMS Lead Instructor will notify the preceptors in writing when EMT students may begin practicing particular skills in the field. If a new skill is being evaluated, the student is critiqued based on the critical criteria outlined on the Practical Skills sheets. (The Practical Skills sheets are not completed for these critiques just used as a reference.)

Paramedic students who have completed required testing and clinical hours as outlined in this policy may assume responsibility for patient care as a Team Leader and record documentation under the supervision of a preceptor. These patient contacts are part of Field Internship and occur during scheduled clinical time. The EMS Lead Instructor will notify the preceptors in writing of when Paramedic students may begin Field Internship patient contacts. Paramedic students must successfully complete a required number of EMS Calls/ Patient Contacts as outlined in the syllabus. The preceptor may require additional patient contacts on a case-by-case basis. Documentation of these patient contacts is on a Field Evaluation Form. (See appendix C)

Because the paramedic student is acting in that capacity the Prehospital care report for a call in which the student is acting as team leader must be completed by the preceptor. Instead, the student must submit a written or typed narrative of the call which includes the nature of the call, gender and age of the patient, assessments, vital signs and other materials pertinent to the call. To comply with HIPAA standards, the name, address and any information that could identify the patient must be removed from the Prehospital report form and the narrative prior to submitting to the EMS Lead Instructor. In order for a Field Internship/Team Leader call to be counted the paramedic student must be graded by the preceptor at "Competent" or better. Clinical Evaluation Forms and Field Evaluation Forms must be completed by the EMS preceptor in a timely manner and submitted to the EMS Lead Instructor.

In order to expedite the Field Internship process, paramedic students may begin the Team Leader/Field Internship process during clinical hours based on the following criteria.

- The paramedic student will present documentation from the Paramedic Course Lead Instructor, the Program Director and the EMS Medical Director stating that they have clearance to act in a Team Leader role for each Phase.
- If the student is not being sponsored by an agency in Champaign/Urbana or Danville students may run with their agency under approved paramedic preceptor supervision, but only after the approval from the EMS Lead Instructor, the Program Director, and by the Medical Direction Team.
- To participate in Team Lead or Capstone Field Internship calls students must have an average grade of greater than 80% and all clinical hours and assessments required up to that point have been submitted.
- Students are required to maintain 80% during the Capstone Field Experience. Students are required to make a minimum of 30 calls during this phase. 80% means that 24/30 calls must be successful. If a student does not have an average of 80% at the end of 30 calls, additional calls may be added to increase the students' average until they maintain an average above an 80%. **NO MORE THAN 15 ADDITIONAL CALLS WILL BE ADDED TO THE CAPSTONE FIELD EXPERIENCE.** If after the addition of 15 calls (45 calls total) during the Capstone Field Experience and the student's average is less than 80%, the student will receive a failing grade for EMS 238 and will need to repeat the course. This will be handled on a case-by-case basis and may require additional clinical requirements prior to being allowed to reattempt EMS 238.
- During EMS 238 preceptors will maintain contact with the Lead Instructor and/or the program Director (Capstone Faculty Team). The Capstone Faculty Team meet regularly to ensure continuity of clinical instruction with students. It cannot be guaranteed that a student will always run with the same preceptor, so regular communication between the Capstone Faculty Team ensures that students maintain progression throughout their Capstone experience. This may be in the form of face-to-face meetings and/or email conversations. All meetings are documented and can be included in the student's official record. The preceptor will/may take a photo of all calls and email that to the Lead Instructor for evaluation. This does not require the patient narrative which can be submitted later to the lead instructor.
- **ALL CALLS MUST BE TURNED IN TO THE LEAD INSTRUCTOR (THIS INCLUDES SUCCESSFUL AND UNSUCCESSFUL CALLS). FAILURE TO DO SO IS A FALSIFICATION OF RECORDS AND WILL RESULT IN A DISMISSAL FROM THE PROGRAM.** Students are required to manage ALL ALS calls on their assigned shift. Students who fail to begin or manage patient care during an ALS call in EMS 238 will result in a Team-Lead failure. NO OBSERVATIONS OF CALL MANAGEMENT ARE INCLUDED IN PHASE 5 (EMS 238).
- At any point during the Capstone Field Experience, it is noted that the student is struggling with a skill, the Lead Instructor may require some remedial training or additional clinical time to correct unsuccessful skills or behaviors. This will not be optional and must be completed before returning to the Capstone Field Experience and may delay completion of the Capstone Experience. **These skills include basic interventions, for example IVs. THIS IS NOT THE TIME TO BE LEARNING CALL MANAGEMENT.** Upon completion of EMS 111, 113, 114 and 115, the students should have all skills and knowledge to be successful team leaders in EMS 238. EMS 238 is a student's capstone experience, and they are expected to be

working at an entry-level paramedic under the supervision of their field preceptors. EMS 238 is not the time to hone skills, and complete observation time. **ALL potential ALS calls while on a clinical rotation in EMS 238 should be managed by the student as the paramedic provider; the preceptor is there for minimal guidance, minimal patient care (as an EMT) and patient safety.** ALS calls while on a clinical shift that a student passes on, will be seen as a team-lead failure for that call, and should be documented as such.

- It is the student's responsibility to ensure that ALL paperwork is completed, signed, and submitted to the lead instructor for evaluation. This needs to occur on a regular basis. Paperwork needs to be submitted no more than 2 weeks after your clinical rotation. It is unacceptable to hand in all clinical paperwork at one time. **THIS INCLUDES CALL NARRATIVES.** If you hand in a large amount of calls at one time, you must allow for additional time for clinical to be graded.

**Phase 1 Team Leader calls may be done for a total of five (5) calls for patients with Adult Cardiac Emergencies following:**

- Successful completion of Advanced Cardiac Life Support
- Successful progression of EMS 114
  - Grade of greater than 80% average for EMS 114
  - A passing (using pass/fail) grade for the Integrated Out-of-Hospital scenario at the end of the Cardiac Module
  - Completion of Cath Lab, Telemetry, and ICU clinical requirements

**An ALS Cardiac Call must include:**

- Patients with Cardiac signs and symptoms
- ALS Cardiac assessments including EKG monitoring
- ALS Cardiac treatments include Cardiac Medications and vascular access.

**Phase 2: Team Leader calls may be done for a total of five (5) calls for patients with Adult Medical Emergencies following:**

- Successful completion of Advanced Cardiac Life Support
- Successful completion of EMS 114
- Grade of greater than 80% average for EMS 114
- Grade of greater than 80% on the final exam for EMS 114
- A passing (using pass/fail) grade for the Integrated Out-of-Hospital scenario at the end of the EMS 114
- Completion of all clinical requirements for EMS 114

**Phase 3: Team Leader calls may be done for a total of five (5) calls for patients with Pediatric and/or Obstetrical Emergencies following:**

- Successful completion of Pediatric Advanced Life Support (PALS) and Pediatric Emergencies for Pre-hospital Providers (PEPP)
- Maintaining a grade of greater than 80% average for EMS 115
- A passing (using pass/fail) grade for the Integrated Out-of-Hospital scenario at the end of the 3<sup>rd</sup> Oral Exam
- Completion of clinical requirements for Pediatrics and Obstetrics

**Phase 4: Team Leader calls may be done for a total of five (5) calls for patients with Traumatic Emergencies following:**

- Successful completion of Advanced International Trauma Life Support (ITLS)
- Grade of greater than 80% for EMS 115 Cumulative Exam.
- Completion of clinical requirements for Trauma

**Phase 5 (EMS 238): Team Leader calls are done for the remaining thirty (30) calls of the Field Internship for patients that warrant ALS care following:**

- Successful completion of the Parkland Paramedic Didactic and Lab portions of the program.
- A passing (using pass/fail) grade for the Integrated Out-of-Hospital scenario at the end of the EMS 238
- All clinical requirements and assessments are completed for the previous courses.
- Required Calls: During the Team Leader/Field Internship the following calls are required:
  - Load and Go Trauma
  - Significant cardiac call (This could be an arrest, or treating dysrhythmia with either medications or cardioversion)
  - Prehospital intubation. This could be on a full arrest, or on impending respiratory arrest, for airway protection, etc. If a student intubated a cardiac arrest, one call COULD count for both categories.
  - Use of CPAP to treat respiratory failure (from any cause like CHF, COPD/asthma, etc.)
    - If the candidate completes the required 30 calls but does not have one or more of the Required Calls, the candidate must meet with the Medical Director, Program Coordinator and Lead Instructor to evaluate their competency.

**Restricted Calls: During the Team Leader/Field Internship the following calls are restricted:**

- No refusal of care/transport calls are accepted unless it involves ALS treatment and release.
- No inter-facility transfers are accepted unless the paramedic student is in charge of medications and or IV solutions without a non-EMS advanced health care professional on board.

**The only situations with a patient dead at the scene that are accepted are Termination of Resuscitation calls where the paramedic student contacts Medical Control.**

**Mandated Reporting**

Mandated reporters are professionals who may work with children/elderly/persons with disabilities in the course of their professional duties. There are seven groups of mandated reporters as defined in 325 ILCS 5/4 and 320 ILCS 20: Medical Personnel: for example, physician, dentist, LPN, RN, medical social worker, emergency medical technician, nurse practitioner, chiropractor, hospital administrator

**Child abuse/Neglect**

Mandated reporters are required to report suspected child maltreatment immediately when they have “reasonable cause to believe” that a child known to them in their professional or official capacity may be an abused or neglected child”. (325 ILCS 5/4) This is done by calling the **DCFS Hotline at 1-800-252-2873 or 1-800-25ABUSE**. As professionals who work with children, mandated reporters are assumed to be in the best position to recognize and report child abuse and neglect as soon as possible. Mandated reporters are the state’s “early warning system” to identify probable abuse early enough to avoid serious and long-term damage to a child. The State’s primary goal is to protect the child and, whenever possible, to stabilize and preserve the family so that it may remain intact.



### **Elderly/People with disabilities**

Illinois has a law which requires certain professionals to make reports of suspected abuse of adults aged 60 or older or people with disabilities aged 18-59 who are unable, due to dysfunction, to report for themselves.

This law applies to people delivering professional services to adults aged 60 or older or people with disabilities aged 18-59.

Mandatory reporting requirements only apply when the reporter believes that the adult is not capable of reporting the abuse, neglect, or financial exploitation themselves.

To report suspected abuse, neglect, or financial exploitation of an adult age 60 or older or a person with disabilities age 18-59 call the statewide, 24-hour **Adult Protective Services Hotline: 1-866-800-1409**

Mandated reporters are provided immunity from civil and criminal liability as a result of making a required or authorized report of known or suspected abuse.

### **For more information on mandatory reporting of child or adult abuse and neglect:**

[https://www2.illinois.gov/dcf/safekids/reporting/documents/cfs\\_105021\\_mandated\\_reporter\\_manual.pdf](https://www2.illinois.gov/dcf/safekids/reporting/documents/cfs_105021_mandated_reporter_manual.pdf)

[https://www2.illinois.gov/aging/ProtectionAdvocacy/Pages/abuse\\_reporting.aspx](https://www2.illinois.gov/aging/ProtectionAdvocacy/Pages/abuse_reporting.aspx)

### **Clinical Course Policies**

#### **EMT/Paramedic Clinical Experience**

Clinical experience is designed to enable the EMT or Paramedic students to refine practical skills in a real, but supervised setting. The objectives of clinical experience are to:

- Apply skills learned in the didactic portion of the training, in a real, but supervised environment.
- Relate pathophysiology and clinical signs and symptoms to an actual patient situation.
- Observe and participate in patient care.
- Begin to develop organizational and decision-making ability regarding patient assessment and treatment.

The curriculum requires clinical time in a variety of areas as detailed in the course outline. Timelines for the initiation and completion of clinical, guidelines for documentation and clinical competency expectations are outlined on the syllabus.

Additional clinical experiences may be arranged for a class dependent upon the clinical sites available to the instructor. Time requirements for clinical rotations may be increased if deemed necessary by the Lead Instructor for remediation of students.

The EMS Lead Instructor coordinates scheduling of clinical experiences.

It is the responsibility of each student to ensure that all clinical experience requirements are completed and documented at the appropriate time. It is also the student's responsibility to see that this documentation is submitted to his/her EMS Lead Instructor. Failure to complete clinical assignments according to the timelines on the course syllabus may result in disciplinary action up to and including dismissal from the course.



Each student is expected to report to the designated contact person in the clinical area at the scheduled time. The student must be appropriately attired as directed by the policy entitled "Dress Code".

If, for some unavoidable reason, the student will be late or unable to attend a clinical experience, the EMS Lead Instructor or the Clinical Coordinator must be notified immediately. A student who does not report to clinical and does not contact the Lead Instructor that he/she will not be able to report to clinical is considered absent. One absence by a student is grounds for corrective action in the form of a verbal warning. Two absences by a student are grounds for corrective action in the form of a written warning. Three absences by a student are grounds for corrective action that may include dismissal from the class.

Students who routinely schedule clinical and cancel at the last minute are preventing other students from signing up for those times and are subject to counseling as outlined in the Corrective Action policy.

Clinical Experience forms are provided for each student. See **Clinical Grading and Evaluation**. These forms are used to record the activities completed, experience gained, and the time spent in the clinical area. The clinical preceptor assigned to supervise the student shall complete the evaluation as specified by the form. The Clinical Experience form also has space for the EMT or Paramedic student's comments and observations about the clinical experience.

Clinical Experience forms must be handed in to the Lead Instructor promptly after the experience. In order to perform patient care skills in the clinical setting, students must have successfully completed the practical examination for that skill. In order to comply with HIPAA standards, no patient care records and no data on which patients can be identified are to be turned in with clinical forms. The Paramedic course work is not considered complete until the clinical experience is done.

EMT and Paramedic students who are in the clinical areas are expected to present themselves in a professional manner, both in conduct and appearance.

All attire must be clean and wrinkle-free. Students must wear the student identification tags. No other pins or insignia shall be worn. Any student not meeting the above expectation will not be allowed to do clinical time until his/her appearance is improved to meet this standard.

## **VI. Student Conduct, Professional Behavior, Appearance and Standards**

### **Health Professions Code of Conduct**

Conduct standards for Health Professions are higher than those of the ordinary student or citizen because of the inherent responsibilities assumed by the health professional's role and the trust the public places on the Health Professions to do no harm. Therefore, issues such as professional and Interprofessional ethics, honesty, integrity, safety, and confidentiality are considered essential for practice in health professions and students will be held to the professional standards.

A graduate must be competent in the application of the principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research and patient care. If a student is found to be behaving in an unprofessional manner, the student will be removed from the classroom, lab or clinical site. This includes any actions

that may be deemed unprofessional by the instructors or surgical staff. Examples of unprofessional conduct include (but are not limited to): verbal or non-verbal language, actions, or voice inflection which compromises rapport with patients, family members, physicians, nurses, surgical technologists, surgical assistants, other staff or instructors. This includes sexual innuendos or flirtatious behavior. Violations of these standards are serious and will result in the student being removed from the classroom, lab or clinical site immediately. Students removed from clinical, will not be readmitted to class or to the program.

Please refer to the Health Professions Code of Conduct posted in Cobra for every course.

### **Dress Code**

#### **Classroom Dress Code (Currently Paramedic Only)**

Appropriate dress for the classroom includes:

- Assigned polo shirt for EMT or Paramedic program
- Dress slacks or skirt in navy blue or black, or agency-approved uniform pants.
- Dress shoes, or black or white leather athletic shoes. All shoes must be clean and polished. No canvas tennis shoes.
- Parkland EMS Student Identification badge
- Stethoscope

#### **Clinical Dress Code (EMT/Paramedic)**

Appropriate dress for clinical areas includes:

- Assigned polo shirt for EMT or Paramedic program
- Dress slacks or skirt in navy blue or black, or agency-approved uniform pants.
- Dress shoes, or black or white leather athletic shoes. All shoes must be clean and polished. No canvas tennis shoes.
- Parkland EMS Student Identification badge
- No perfume or cologne.
- One set of stud earrings per ear. No other visible piercings allowed.
- One plain metal ring only.
- No tongue jewelry allowed.
- Skin art must be covered.

<https://my.parkland.edu/staff/Pages/default.aspx>

### **Personal Grooming**

Personal hygiene must be impeccable. Body odor can't be tolerated by patients and coworkers in the clinical setting. Patients can have heightened sensitivity to smells. The administration of medications and strong odors may cause nausea in the medicated patient. All students should wear deodorant at all times and shower frequently; daily if needed.

*The surgical team works in close proximity to the patient and each other.*

If the body odor is present while at clinical, you will be sent home. This concern could keep you from progressing at clinical and could be a reason to be dismissed at clinical.

### **Personal Information Protection for HIPAA**

Parkland College Health Professions Department will implement and adhere to the HIPAA Act of 1996. All students who will be attending to patients/clients will receive HIPAA education and training. It is the practice and philosophy of the Health Professions programs to protect the interest of patients and to fulfill the legal obligations mandated under HIPAA.

### **Definition**

Protected Health Information (PHI) is any information that identifies an individual AND relates to:

- 1) The individual's past, present or future physical or mental health; OR
- 2) The provision of health care to the individual; OR
- 3) The past, present or future payment for health care.

Information is deemed to identify an individual if it includes either the patient's name or any other information taken together that enables someone to determine an individual's identity, such as, date of birth, gender, medical record number, address, phone number, email address, social security number, or full-face photograph.

1. All patients' records (the chart, the surgical schedule and any other information, verbal or written, and any notes taken from the record of facility) are confidential.
2. Students must be protective of patient information once it is removed from the clinical setting. (i.e., notes not left on desks, in classrooms, in cafeterias, or out for any public viewing). No patient names will at any time be removed from the clinical facility.
3. Students must not identify patients, surgical team members or other persons by name in written work, notes or other exercises for learning purposes. In such instances, the use of initials is appropriate.
4. Students will not discuss patients, staff or care issues in public (i.e., with friends or family, or in public places such as the shuttle bus, cafeterias, lounges, bars, restaurants, hairdresser, etc.).

#### *Implications for Students*

HIPAA has important implications for Health Profession students and their education. Protecting the privacy of your patients' health information must be foremost in your mind as you are considering how you will communicate what you are learning with faculty, clinical staff, and fellow students. When preparing case specific presentations, papers, discussions, and reports, you must avoid disclosing patient information that could identify the patient.

#### *Consequences*

- Students providing information to the media will be dismissed immediately.
- The student will receive a written warning when the HIPAA violation appears accidental (such as leaving a chart open).
- The student will be expelled if a willful HIPAA violation occurs, such as looking up information on a patient without good reason; taking pictures of images with a cell phone, etc.

Any violation of confidentiality may result in removal from a clinical site and dismissal from the program.

Please see the entire HIPAA compliance policy posted in every Cobra course.

#### **EMS Paramedic and EMT Program Professionalism**

- Professional status as an Emergency Medical Services (EMS) Practitioner is maintained and enriched by the willingness of the individual practitioner to accept and fulfill obligations to society, other medical professionals, and the EMS profession. As an EMS practitioner, I solemnly pledge myself to the following code of professional ethics:
- To conserve life, alleviate suffering, promote health, do no harm, and encourage the quality and equal availability of emergency medical care.
- To provide services based on human need, with compassion and respect for human dignity, unrestricted by consideration of nationality, race, creed, color, or status; to not judge the

merits of the patient's request for service, nor allow the patient's socioeconomic status to influence our demeanor or the care that we provide.

- To not use professional knowledge and skills in any enterprise detrimental to the public well-being.
- To respect and hold in confidence all information of a confidential nature obtained in the course of professional service unless required by law to divulge such information.
- To use social media in a responsible and professional manner that does not discredit, dishonor, or embarrass an EMS organization, co-workers, other health care practitioners, patients, individuals, or the community at large.
- To maintain professional competence, striving always for clinical excellence in the delivery of patient care.
- To assume responsibility in upholding standards of professional practice and education.
- To assume responsibility for individual professional actions and judgment, both in dependent and independent emergency functions, and to know and uphold the laws which affect the practice of EMS.
- To be aware of and participate in matters of legislation and regulation affecting EMS.
- To work cooperatively with EMS associates and other allied healthcare professionals in the best interest of our patients.
- To refuse participation in unethical procedures, and assume the responsibility to expose incompetence or unethical conduct of others to the appropriate authority in a proper and professional manner.

### **EMS Paramedic and EMT Program Interprofessionalism**

Interprofessionalism occurs when multiple healthcare workers of different professional backgrounds come together to learn and collaborate on ways to develop the highest quality of care for patients. This focus on quality and collaboration led to the formation of the Interprofessional Education Collaborative (IPEC), a partnership of many of the accrediting and certifying bodies of several healthcare professions.

The core competencies of effective interprofessionalism include, but are not limited to:

1. Values and ethics for interprofessional practice,
2. Roles and responsibilities,
3. Interprofessional communication, and
4. Teams and teamwork.

Coincidentally, these four core competencies are those that are exemplified by the field of EMS.

As demonstrated by the IPEC core competencies, interprofessionalism is already embedded in the day-to-day practice of EMS providers. Clear and concise communication with shift partners, other first responders and members of the receiving facility are paramount. The EMS team changes rapidly with phases of each call: from response to scene, to online medical direction and radio communications, to finally (and arguably most important), patient hand-off at the receiving facility

## **VII. Parkland College Policies**

### **Extended Absences**

See General College Syllabus

### **Absence Due to Religious Obligations**

See General College Syllabus

### **Children in the Classroom**

It is understood that the mission of the College is to provide an atmosphere that is as free as possible from outside distractions and disruptions. In order to maintain this learning environment, unaccompanied and unauthorized minor children are not allowed on the

campus. To protect children from possible injury and to maintain a safe, secure learning environment, children are not permitted in classes and are not to be left unsupervised anywhere on campus, including employee work areas. (College Policy 5.04)

### **Accessibility Services**

See General College Syllabus

### **Academic Honesty**

The following statement is the sanctioned affirmation of academic honesty in works submitted by students:

“I honor Parkland’s core values by affirming that I have followed all academic integrity guidelines for this work.”

Parkland College’s values include honesty, integrity, and responsibility. Students, faculty, and staff are all expected to maintain academic integrity in their work and take collective responsibility for preventing violations of intellectual ownership.

Healthcare professionals are held to the highest standard and must be trusted to be honest in any situation. Academic dishonesty is unacceptable, and the institution is committed to helping students learn these values through development and growth. Personal commitment, honest work, and honest achievement are necessary characteristics for an educated person and a health care professional. Parkland faculty and administration can no longer make assumptions about what is considered cheating (academic dishonesty) and what students understand to be cheating (academic dishonesty).

Parkland Policy in Student Policy Manual: Please go online and read through the manual.

<http://www.parkland.edu/studentLife/policies/default.aspx>

Page 5: Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic activity.

Submitting as one’s own work term papers, homework, and examinations that are not one’s own work or for which a student received unauthorized help.

Page 6: Collaboration: Students at Parkland College are encouraged to work together on group projects, study, and other activities. However, work submitted to fulfill an assignment not specifically identified as a group activity must be substantially the work of the author. Collaboration beyond this constitutes academic misconduct.

#### **Examples of Cheating**

1. Taking pictures of exams
2. Taking pictures of a computer screen with test questions
3. Texting each other while sitting at your own computers sharing answers
4. One student looking up answers while another student answers questions on an assignment/test.
5. Taking pictures of cadavers
6. Posting, texting, or communicating parts of a test or quiz.
7. Taking quizzes together

UNLESS YOUR INSTRUCTOR HAS SAID, “this is a group project” or use any resource, including your classmate, your work should be just YOUR work or it is cheating.

#### **Consequences of Cheating:**

1. Fail the quiz, test or assignment- and/or
2. Fail the course- and/or
3. Be dismissed from the Program- and/or
4. Be dismissed from the College



## **VIII. Health Professions Policies**

*The following policies are posted on Cobra for Health Professions courses.*

Guidelines for Accommodations in Health Professions

Spoken and Written English Policy

Social Networking Policy

HIPAA Policy

Clinical Failure and Grading/Withdrawal

Intent to Dismiss Policies and Procedures

Student Health, Immunization, Drug, and Background Policy and Procedures

HP Model for Building Professional and Interprofessional Teamwork

Name Change on Graduation Policy

Health Professions Code of Conduct

## **IX. Additional Program Topics**

Appendix A

- Clinical Evaluation Form-Paramedic
- Clinical Evaluation Form-EMT
- Ambulance Patient Assessment Worksheet-EMT

Appendix B

- Professional Behavioral Evaluation

Appendix C

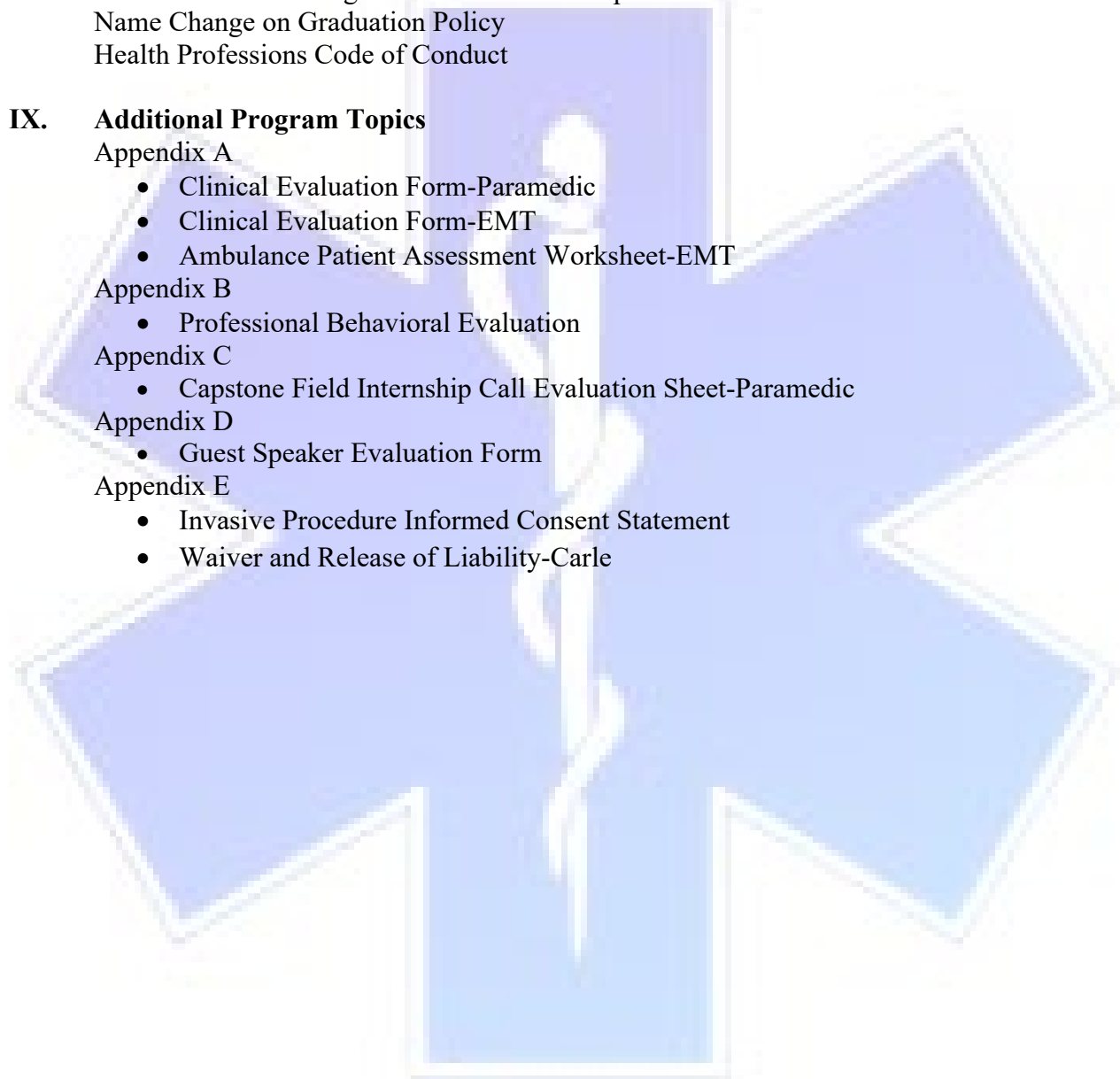
- Capstone Field Internship Call Evaluation Sheet-Paramedic

Appendix D

- Guest Speaker Evaluation Form

Appendix E

- Invasive Procedure Informed Consent Statement
- Waiver and Release of Liability-Carle



## CLINICAL EVALUATION FORM-PARAMEDIC

Metcad (2 hours)  
Emergency (84 hours)  
Respiratory (8 hours)  
ICU/CCU (6 hours)

Surgery (16 hours)  
Pre-hospital (160 hours)  
In-patient psych (24 hours)  
STAT RN (24 hours)

NICU (12 hours)  
Peds/PICU (12 hours)  
Telemetry (4 hours)  
Cath Lab (8 hours)

<b>Student Name:</b>	<b>Student Signature:</b>	
<b>Date:</b>	<b>Sign-In Time:</b> AM PM	<b>Sign-Out Time:</b> AM PM

**INSTRUCTIONS: Students:** Please indicate on the chart below what skills you performed. **Evaluators** should sign and date at the bottom.

Skills	1	2	3	4	5	6	7	8	9	10	11	12	13
Administer IV Medication (50)													
Administer SQ & IM Injection (25)													
Administer Oral & Sublingual (20)													
Administer Intranasal & Nebulized (10)													
Endotracheal intubation (Anesthesia) (8)													
Venous Access/Intraosseous Insertion (75)													
Unsuccessful Venous Access/Intraosseous Insertion													
Ventilate a patient with BVM (10)													
CPAP/BiPAP (5)													
Defibrillation/Synchronized cardioversion/TCP													
Trauma Age Specific: Pediatric (6) Adult (15) Geriatric (6)													
Assessment of pediatric patient (newborn=birth to 1 month)													
Assessment of pediatric patient (infant=1 month to 1 year)													
Assessment of pediatric patient (toddler=2 to 4 years)													
Assessment of pediatric patient (pre-school=4 to 6 years)													
Assessment of pediatric patient (school-aged=6 to 12 years)													
Assessment of pediatric patient (adolescent=12 to 18 years)													
Assessment of adult patient (19-64 years)													
Assessment of geriatric patient (65+ years)													
Medical Age Specific: Pediatric (24) Geriatric (12) Adult													
Assessment of pediatric patient (newborn=birth to 1 month)													
Assessment of pediatric patient (infant=1 month to 1 year)													
Assessment of pediatric patient (toddler=2 to 4 years)													
Assessment of pediatric patient (pre-school=4 to 6 years)													
Assessment of pediatric patient (school-aged=6 to 12 years)													
Assessment of pediatric patient (adolescent=12 to 18 years)													
Assessment of adult patient (19-64 years)													
Assessment of geriatric patient (65+ years)													
Pathologies													
Trauma													
Psych/Behavioral													
Obstetrics, delivery complications, distressed newborn, normal													
Medical Neuro- (Stroke, TIA, Altered Mental Status)													
Acute Coronary Syndrome, cardiac chest pain													
Cardiac Arrest													
Cardiac Dysrhythmias													
Patients with Respiratory pathologies, or complaints													
Other Medical-(GI, GU, Endocrine, Non-trauma musculoskeletal, Hematological, tox, OD, Gyne, Infectious disease, Abd pain, etc.													
Pre-hospital Team Leader ALS call (50)													

The student must demonstrate, under direct supervision, the ability to:

- Safely perform specific psychomotor skills
- Perform/observe a comprehensive assessment on a variety of age groups
- Perform/observe a comprehensive assessment on a variety of pathologies
- Perform/observe a comprehensive assessment, formulate and implement a treatment plan for a variety of patient complaints
- Serve as team leader to active team member in a variety of patient settings

<b>Evaluator's Signature:</b>	<b>Agency:</b>	<b>Date:</b>
-------------------------------	----------------	--------------

Student's clinical time has been:	Satisfactory (S)	Unsatisfactory (U)	Not Applicable (N/A)
___ General appearance		___ Handling confidential materials	
___ Attitude toward patients		___ Attitude toward team members	
___ Reliability		___ Initiative/Participation	
___ General attitude		___ General call management	
___ Interaction with patients		___ Recognizing need for treatment	

# Parkland College

## EMT-B Skills Evaluation Form

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

Preceptor Name/Title \_\_\_\_\_

Date \_\_\_\_\_ Time In \_\_\_\_\_ Time Out \_\_\_\_\_

The student should perform/observe as many of the following skills as possible:

Skill	Performed	Observed	#	Rating	Comments
Trauma Patient Assessment					
Medical Patient Assessment					
Vital Signs					
O <sub>2</sub> Administration					
Bandaging					
Splinting					
Medication Administration					
Verbal Patient Report					
Other					

Rating: 5=Exceeds Requirements 4 = Competent 3 = Marginal 2 = Not yet competent 1 = Requires immediate remediation

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

Preceptor Comments/Signature

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

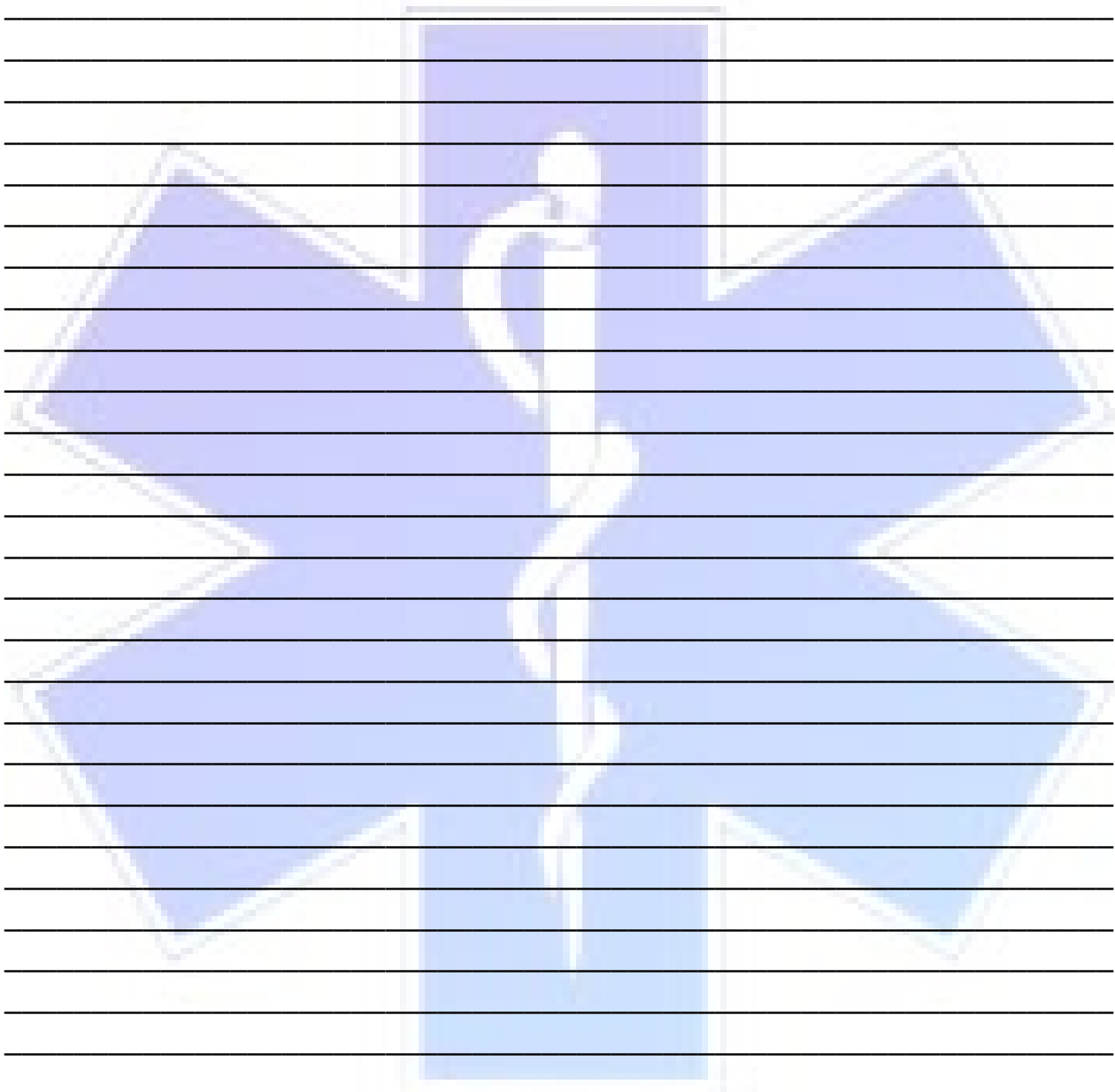
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Patient Summary/Narrative of the Call(s) \_\_\_\_\_





**Parkland College**  
**Ambulance Assessment Worksheet**  
**Medical/Trauma**

**Clinical Area:** \_\_\_\_\_

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

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

**Patient Age:** \_\_\_\_\_ **Gender:** \_\_\_\_\_

**Scene Size Up:** \_\_\_\_\_

**Chief Complaint:** \_\_\_\_\_

**General Impression:** \_\_\_\_\_

**Initial Assessment**

**Level of Consciousness:** \_\_\_\_\_ (AVPU)

**Airway:** \_\_\_\_\_

**Breathing: Rate** \_\_\_\_\_

**Quality:** \_\_\_\_\_

**Ventilation/Oxygenation Instructions:** \_\_\_\_\_

**Circulation: Pulses:** \_\_\_\_\_ **Skin:** \_\_\_\_\_

**Bleeding:** \_\_\_\_\_

**Critical:** \_\_\_\_\_ **Sick:** \_\_\_\_\_ **Not Sick:** \_\_\_\_\_

**Focused History and Physical Exam**

***History of present Illness:***

**Onset:**

**Provocation/Palliative:**

**Quality**

**Region/Radiation:**

**Severity:**

**Time:**

***Glasgow Coma Scale:***

**Best eye opening:** \_\_\_\_\_

**Best motor response** \_\_\_\_\_

**Best verbal response:** \_\_\_\_\_

**Assessment #:** \_\_\_\_\_

(For Lead Instructor only)

Performed by Student
Meds:
Advanced Airway:
CPR/BVM:
OTHER:

Pathology/Complaint	
Trauma	
Obstetrics	
Mental Health	
Chest Pain	
Abdominal Pain	
Altered Mental State	
Dyspnea	
Syncope	
Other	

**Associated Symptoms:**

**Pertinent Positive Findings:**

**Pertinent Negative Findings:**

**Parkland College  
Assessment Worksheet  
MEDICAL**

**SAMPLE History:**

Signs & Symptoms:

Pertinent Past History:

Allergies:

Last Meal:

Medications:

Events:

**Focused Physical Exam**

**Vital Signs:**

BP: \_\_\_\_\_ Pulse: \_\_\_\_\_ Respirations: \_\_\_\_\_

Skin Color, Condition, and Temp: \_\_\_\_\_ Weight: \_\_\_\_\_

Oxygen Saturation: \_\_\_\_\_ Blood Glucose: \_\_\_\_\_ Pain Scale: \_\_\_\_\_

**Detailed Assessment:**

Head:	Neck:
Face:	Chest:
Eyes:	Abdomen:
Ears:	Pelvis:
Nose:	Legs:
Mouth:	Arms:
	Back:

Management Priorities:

Probable Field Diagnosis:

Patient Outcome:

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

Preceptor Signature: \_\_\_\_\_

# Appendix B

## Professional Behavior Evaluation

**Student Name:**

**Evaluator Name:**

**Date:**

The categories in this tool identify professional behaviors described as desirable attributes of EMS medical professionals. The descriptions within each category represent the behaviors generally expected for the individual as an EMS student.

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.** Therefore overall scores are rated:

36-40 points	Outstanding	31-35 points	Meets Expectations
26-30 points	Needs Improvement	< 25 points	Unacceptable

### 1. Integrity: Your recommended score: \_\_\_\_\_ Based on observations of classroom behaviors

	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.

**Comments:**

### 2. Empathy: Your recommended score: \_\_\_\_\_ Based on the level of maturity as demonstrated by behaviors in the classroom and comments made about others.

	Required attributes to obtain the recommended score:
1	Being deliberately disrespectful of others (i.e. classmates and patients) making fun of others, being condescending or sarcastic to others, clearly uncomfortable dealing with emotions of patients and classmates.
2	Being uncompassionate to others (i.e. classmates and patients) 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, (i.e. classmates and patients) 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.

**Comments:**

**3. Self Motivation: Your Recommended Score: \_\_\_\_\_ Based on timely completion of homework and clinical assignments.**

	Required attributes to obtain the recommended score:
<b>1</b>	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.
<b>2</b>	Failing to meet 1-3 tasks as described in #3 but obviously making attempts to attain acceptable standards.
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	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.

**Comments:**

**4. Appearance and Personal Hygiene: Your Recommended Score: \_\_\_\_\_**

	Required attributes to obtain the recommended score:
<b>1</b>	Inappropriate uniform or clothing worn to class or clinical settings. Poor hygiene or grooming.
<b>2</b>	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.
<b>3</b>	Clothing and uniform is appropriate, neat, clean and well-maintained, good personal hygiene and grooming.
<b>4</b>	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.
<b>5</b>	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.

**Comments:**



**5. Self Confidence: Your Recommended Score: \_\_\_\_\_ Based on responses in class and practical lab settings.**

	Required attributes to obtain the recommended score:
<b>1</b>	Does not trust personal judgment, is unaware of strengths or weaknesses, and frequently exercises poor personal judgment.
<b>2</b>	Needs encouragement before not trusting personal judgment, is aware of strengths but does not readily recognize weaknesses, sometimes makes poor personal choices.
<b>3</b>	Demonstrating the ability to trust personal judgment, demonstrating an awareness of strengths and limitations, exercises good personal judgment.
<b>4</b>	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.
<b>5</b>	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.

**Comments:**

**6. Communications: Your Recommended Score: \_\_\_\_\_**

	Required attributes to obtain the recommended score:
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	Speaking clearly, writing legibly, listening actively, and adjusting communications strategies to various situations.
<b>4</b>	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.
<b>5</b>	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.

**Comments:**

**7. Time Management: Your Recommended Score: \_\_\_\_\_ Based on your attendance at class and clinical.**

	Required attributes to obtain the recommended score:
<b>1</b>	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.
<b>2</b>	Occasionally late in arriving to class or clinical sites, occasionally late in turning in assignments or requires reminding about deadlines.
<b>3</b>	Consistent punctuality, completing tasks and assignments on time.
<b>4</b>	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.
<b>5</b>	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.

**Comments:**

**8. Teamwork and Diplomacy: Your recommended Score: \_\_\_\_\_ Based on observation of classroom activities.**

	Required attributes to obtain the recommended score:
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	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.

**Comments:**

**9. Respect: Your Recommended Score: \_ \_\_\_\_\_**

**Based on observation of behaviors demonstrated in the classroom and the college setting**

	<b>Required attributes to obtain the recommended score:</b>
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	Being polite to others, not using derogatory or demeaning terms, and behaving in a manner that brings credit to the profession.
<b>4</b>	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.
<b>5</b>	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.

**Comments:**

**10. Patient Advocacy: Your Recommended Score: \_ \_\_\_\_\_** **Based on comments made during class discussions.**

	<b>Required attributes to obtain the recommended score:</b>
<b>1</b>	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."
<b>2</b>	Occasionally has difficulty dealing with patients because of personal bias or feelings, not always able to place the needs of the patient first,
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	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.

**Comments:**

**11. Careful Delivery of Services: Your Recommended Score: \_\_\_\_\_ Based on the scores achieved on quizzes, homework, and tests and performance in practical labs**

	<b>Required attributes to obtain the recommended score:</b>
<b>1</b>	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.
<b>2</b>	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 same but willing to learn, may follow the letter of, but not always the spirit, of rules and regulations.
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	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.

**Comments:**

**General Comments:**

**Quizzes and Homework: \_\_\_\_\_ Tests: \_\_\_\_\_ Average: \_\_\_\_\_**

**Clinical completed and on file: (see attached) \_\_\_\_\_**

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

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

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date

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.



Appendix C  
Parkland College  
Capstone Field Internship Call Evaluation Worksheet

Student: \_\_\_\_\_  
Clinical Site: \_\_\_\_\_  
Preceptor: \_\_\_\_\_  
Patient Age/Sex: \_\_\_\_\_  
Field Impression and/or Differential Diagnosis: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_  
Unit/Station: \_\_\_\_\_

LOC, Complaints, Events/Circumstances: \_\_\_\_\_

Summary of treatments rendered successfully by student: \_\_\_\_\_

**Clinical Objectives:**

Ratings: N/A = Not applicable – not needed or expected; this is a neutral rating. (Example: Student expected to only observe, or the patient did not need intervention).

0 = Unsuccessful – required excessive or critical prompting; includes “Not attempted” when student was expected to try; this is an unsatisfactory rating.

1 = Marginal – inconsistent, not yet competent; this includes partial attempts.

2 = Successful/competent – no prompting. Note: Ideally, students will progress their role from observation to participation in simple skills, to more complex assessments and formulating treatment plans.

*Students will progress at different rates and case difficulty will vary. Students should be active and ATTEMPT to perform skills and assess/treat patients early even if this results in frequent prompting and unsuccessful ratings. Unsuccessful ratings are normal and expected in the early stages of the clinic learning process when student needs prompting. Improvement plans MUST follow any unsuccessful or inconsistent ratings.*

Objective Skill	Student Rating	Preceptor Rating
Pt interview & Hx Gathering		

**Pt Interview/Hx Gathering:** Student completes an appropriate interview and gathers appropriate history; listens actively, makes eye contact, clarifies complaints, respectfully address patient(s); demonstrated compassion and/or firm bedside manner depending on the needs of the situation.

Objective Skill	Student Rating	Preceptor Rating
Physical Exam		

**Physical Exam:** Student completes an appropriate focused physical exam specific to the chief complaint and/or comprehensive head-to-toe physical examination.

Objective Skill	Student Rating	Preceptor Rating
Impression & Tx plan		

**Impression & Tx plan:** Student formulates an impression and verbalizes an appropriate treatment plan.

Objective Skill	Student Rating	Preceptor Rating
Skill Performance		

**Skill Performance:** Student performs technical skills accurately and safely.

Objective Skill	Student Rating	Preceptor Rating
Communication		

**Communication:** Student communicates effectively with team, provides an adequate verbal report to other health care providers and completes a through written patient narrative.

Objective Skill	Student Rating	Preceptor Rating
Professional Behavior		

**Professional Behavior Objectives:** Student demonstrate they are:

**Self-motivated:** Takes initiative to complete assignments and improve/correct problems, strives for excellence, incorporates feedback and adjusts behavior/performance.

**Efficient:** Keeps assessment and treatment times to a minimum, releases other personnel when not needed and organizes team to work faster/better.

**Flexible:** make adjustments to communication style, directs team members and changes impressions based on findings.

**Careful:** Pays attention to detail of skills, documentation, patient comfort, set-up and clean-up and completes tasks thoroughly.

**Confident:** Makes decisions, trusts and exercises good personal judgement and is aware of limitations and strengths.

**Open to feedback:** Listens to preceptor and accepts constructive feedback without being defensive (interrupting, giving excuses).

Objective Skill	Student Rating	Preceptor Rating
Team Leadership		

**Team Leadership Objectives:** The student has successfully led the team if he or she has *conducted a comprehensive assessment* (not necessarily performed the entire interview or physical exam, but rather been in charge of the assessment), as well as *formulated and implemented a treatment plan* for the patient. This means that *most* (if not all) of the *decisions* have been made by the students, especially formulating a field impression, directing the treatment, determining patient acuity, disposition and packaging/moving the patient (if applicable). Minimal to no promoting was needed by the preceptor. No action was initiated/performed that endangered the physical or psychological safety of the patient, bystanders, other responders or crew. (Preceptors should not agree to a "successful" rating unless it is truly deserved. As general rule, more unsuccessful attempts indicate willingness to try and are better than no attempt at all.

Comments on any unsatisfactory ratings or discrepancies:

Overall plan for improvement for future shifts:

Student reported <input type="checkbox"/> on time, <input type="checkbox"/> well groomed, <input type="checkbox"/> in uniform and prepared to begin the shift <input type="checkbox"/> Yes <input type="checkbox"/> No	Student knows equipment location and use. <input type="checkbox"/> Yes <input type="checkbox"/> No
Behavior was professional: <input type="checkbox"/> Accepts feedback openly <input type="checkbox"/> Self-motivated <input type="checkbox"/> Efficient <input type="checkbox"/> Flexible <input type="checkbox"/> Careful <input type="checkbox"/> Confident	Student helps clean up and restock, unprompted. <input type="checkbox"/> Yes <input type="checkbox"/> No
Student asked relevant questions and participated in learning answers, used downtime to its highest potential. <input type="checkbox"/> Yes <input type="checkbox"/> No	Student left site early (did not complete shift). <input type="checkbox"/> Yes <input type="checkbox"/> No
Preceptor would appreciate <input type="checkbox"/> phone call or <input type="checkbox"/> email from the instructor (please provide contact info). <input type="checkbox"/> Yes <input type="checkbox"/> No	
Student Signature	I agree to the above ratings: Preceptor Signature

## Appendix D

### Parkland College Paramedic Program Guest Faculty Evaluation

Session Title: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty: \_\_\_\_\_ Lead Instructor: \_\_\_\_\_

By using the following code please rate the guest faculty member:

5 = excellent

4 = above average

3 = average

2 = below average

1 = poor

N/A = non-applicable

Knowledge of the subject matter:	5	4	3	2	1	N/A
----------------------------------	---	---	---	---	---	-----

Incorporation of AV Materials:	5	4	3	2	1	N/A
--------------------------------	---	---	---	---	---	-----

Quality of handouts:	5	4	3	2	1	N/A
----------------------	---	---	---	---	---	-----

Teaching Methods Used:	5	4	3	2	1	N/A
------------------------	---	---	---	---	---	-----

Receptive to student questions:	5	4	3	2	1	N/A
---------------------------------	---	---	---	---	---	-----

Comments:

What do you feel would have made this session more effective?





## Appendix E

### Parkland College Paramedic Course

#### Invasive Procedure Informed Consent Statement

I understand that in the process of learning ALS skills required of paramedics, that certain invasive interventions must be practiced and mastered. To that end, I understand that there will be practical labs in which I will perform peripheral venous access using an IV catheter on manikins; one or more of my classmates and that one or more fellow students will perform peripheral venous access on me. All venous access attempts will be performed under the direct supervision of a qualified preceptor and student will use new, sterile equipment and aseptic technique, thus minimizing the risk of complications.

Further, there will be labs in which I will perform intramuscular (IM) injections or subcutaneous (Sub Q) on one or more of my classmates and that one or more of my fellow students will perform IM injections on me under the direct supervision of a qualified preceptor. Students will use sterile equipment in these labs and aseptic technique.

I understand that a licensed RN or EMT-Paramedic preceptor will supervise each invasive skill with sufficient ability that they would be considered competent to both perform the skill and teach it to others.

I further understand that mastery of each of these skills is a requirement for EMT-Paramedic course completion and consent to participating in these labs as specified above.

---

Student Signature

---

Date

---

Printed Name



**WAIVER AND RELEASE OF LIABILITY**  
***Clinical Training and Ride-Along Program***

I, \_\_\_\_\_, with the address of \_\_\_\_\_ (the "Participant"), wish to accompany and participate in the ambulance calls and/or ride-along on ambulance units and participate in clinical training and observation for the purposes of collecting clinical hour credits as required under state law for my certifications and/or licensure at The Carle Foundation and its affiliates and subsidiaries, including, without limitation Carle Foundation Hospital, Arrow Ambulance, LLC, Carle Physician Group, Champaign Surgery Center, Carle Hoopeson Regional Health Center or Carle Richland Memorial Hospital (collectively, "Carle") and do voluntarily undertake said participation as set forth below. In consideration of being allowed to participate in the clinical experience and ride-along program ("Program") at Carle, the Participant voluntarily and knowingly executes this Waiver and Release of Liability and the accompanying Participation Agreement.

I hereby acknowledge that participation in the Program at Carle is not in any manner to be construed as being employed by or a promise of employment by Carle.

I hereby accept and assume all risk of death, loss or damages to my person, or property, whether it be due to an intentional or neglect act or omission or as a result of my participation with Carle and fully assume all responsibility for any personal injury that may result from said participation. I hereby accept that I am forewarned that Carle will not in any event provide medical and/or hospitalization insurance for my benefit and in the event of any injury to my person occurring during this Program. Participant will provide his/her own health insurance coverage during his/her participation in the Program and shall be financially responsible for any medical care including but not limited to emergency outpatient care.

In consideration of my being allowed entrance in the Program, I do hereby release and forever discharge, covenant not to sue, and hold harmless Carle and/or Carle's trustees, directors, officers, employees, instructors, agents, representatives and designees, in their official and personal capacities (collectively, "Carle Agents") from and against any and all claims, demands, suits, damages, judgments, liabilities, losses and expenses, including, without limitation, personal or bodily injury to or death of any person, and all other claims including, without limitation, those for liability for Carle or Carle's Agents negligence, defective equipment, injuries from dangerous conditions of property and reasonable attorneys' fees and expenses of litigation, to which Carle and/or Carle Agents, now existing or to which they may become subject as a result of my participation in the Program. It is my intention that this release is binding on my spouse, heirs, legal representatives and assigns and that its coverage extended to my heirs, legal representatives and assigns.

In addition, I agree to indemnify and hold harmless Carle and/or Carle Agents for any and all claims, losses or liability which arise as a result of my conduct, whether it be intentional, negligent or accident while I am a participant in the Program at Carle, including, without limitation, such times that I may be in the company of a Carle Agent while he/she is acting or discharging his/her duties as part of the Program.

HAVING READ THE ABOVE TERMS AND INTENDING TO BE LEGALLY BOUND HEREBY AND UNDERSTANDING THIS DOCUMENT TO BE A COMPLETE WAIVER AND DISCLAIMER IN FAVOR CARLE OF ANY AND ALL LIABILITY, I HEREBY AFFIX MY SIGNATURE HERETO.

Above listed legal name is: \_\_\_\_\_ Personally known to the witness, or \_\_\_\_\_ provided proper picture identification.

Signed, and Delivered in the presence of:

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

(If under 18 years of age, must be countersigned by parent or guardian)

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Date

(If Applicable)

## **Participation Agreement**

In consideration of participation in the Program and gain clinical experience hours, Participant agrees to the following:

1. All patient information is held as **strictly confidential** by Federal and State law and may not be **disclosed to anyone** by Participant. Moreover, Participant may come into possession or have access to Carle's confidential business information including, but not limited to, financial, patient or employee information. Participant agrees that such information will be kept in the strictest confidence and will not be used or disclosed except for the sole purpose of his/her participation in this Program at Carle. Participant also understands and agrees that he/she shall not remove any such information from Carle and that such information is not to be discussed in public or public areas.
2. Prior to participation in the Program, Participant must complete all forms and produce all information as requested by Carle. This may including but is not limited verification of immunization records, completion of a background check and/or fingerprinting (if applicable). In addition, Participant must have completed the assigned HIPAA and any other training modules or orientation prior to participation in the Program.
3. Participant will follow all applicable policies, procedures, standards, rules, regulations and practices of Carle.
4. Participant shall listen to and follow the direction of the preceptor at Carle, as he/she is always in charge. Keeping things simple is always important, and never more critical than in emergency situations, your life may depend upon your ability to quickly follow commands of those in charge. It may be necessary to leave or act quickly. Carle does not want you to be left behind because you could not be located.
5. Participant understands and acknowledges that Carle reserves the right to remove Participant from participation at the clinical site or ambulance unit at any time and for any reason. Carle, at its sole discretion, may refuse to give Participant access to its clinical areas or otherwise restrict activities of the Participant when deemed necessary or desirable for patient care and welfare, or where the Participant breaches Carle's standards for safety, health, ethical behavior, rules, regulations, policies and/or procedures.
6. Participant agrees to stay with the Carle staff members.
7. While in the ambulance unit, Participant agrees to wear his/her seat belt at all times when the vehicle is moving.
8. No photography or video recording of any kind, including of patient faces, etc., while on any Carle property or in an ambulance.
9. NO TOBACCO or ALCOHOL USAGE and NO WEAPONS of any type are permitted in the ambulance or on the property of Carle, EMS controlled building (except designated areas), or on any ambulance scene or call.
10. Participant should confirm the start time and location of the shift for any clinical experience in the Program. (Note: no Participant is permitted on any ambulance unit after 2200 hours, unless approved by the shift lead).
11. Participant agrees to act professionally at all times during the Program. This includes wearing appropriate attire for each rotation in the Program. For the ambulance ride-along: Dark navy blue or black colored trousers (no shorts), dark colored shoes (no high heels, sandals, or open toe shoes), dark colored belt, white shirt with a collar (no tee shirts, but approved EMS Agency shirts are allowed)).
12. It is further understood that as an observer, Participant may be subpoenaed to appear in court for anything you may witness while in the Program.
13. ***Participant has been advised and is aware of the dangers involved in an emergency vehicle or at the clinical site.***

Please complete and sign the information below acknowledging your receipt, understanding and agreement to comply with the aforementioned items. Placement of Participant in an ambulance unit or clinical site at Carle is not guaranteed and will always depend on Carle's staff, space and availability. Carle reserves the right to reschedule or alter the clinical site at any time at its sole discretion.

***RETURN these forms either in person or fax these documents to (217) 383-6401.***

Name: \_\_\_\_\_  
(Last) (First) (Middle)

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Home Address: \_\_\_\_\_ Home Phone: (\_\_\_\_) \_\_\_\_\_

Emergency Contact: Name \_\_\_\_\_ Phone \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Your Current level of Certification, Rank or Title: \_\_\_\_\_

Work Phone: (\_\_\_\_) \_\_\_\_\_ Place of Employment: \_\_\_\_\_ Supervisor: \_\_\_\_\_

\_\_\_\_\_  
***Signature of Participant***

\_\_\_\_\_  
***Date***

**X. Student Policy Compliance and Attestation**





***Parkland EMT/Paramedic Program  
Education Policies  
Signature Sheet***

**EMT**

By signing below, I verify that I am above the age of 18 and have read and understand the Parkland EMT/Paramedic Program Education Policies for this course.

I also verify the following:

- ☐ I have completed high school, as evidenced by a high school diploma or G.E.D. (by the time of testing).
- ☐ I have completed all program pre-requisites

I understand that failure to comply with policies including the grading scale and attendance requirements may result in corrective action, which could include dismissal from the course and denial of my ability to take the NREMT EMT Cognitive Examination. I agree to abide by all of the policies of the course.

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

\_\_\_\_\_  
Parent/Guardian Signature (If Required)

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

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

\_\_\_\_\_  
Date

**PARAMEDIC**

By signing below, I verify that I am above the age of 18 and have read and understand the Parkland Paramedic Program Education Policies for this course.

I also verify the following:

- ☐ I have completed high school, as evidenced by a high school diploma or G.E.D.
- ☐ I have a current EMT-Basic or EMT-Intermediate license.
- ☐ I have current CPR certification.
- ☐ I have completed all program pre-requisites

I understand that failure to comply with policies including the grading scale and attendance requirements may result in corrective action, which could include dismissal from the course and denial of my ability to take the NREMT Paramedic Cognitive Examination. I agree to abide by all of the policies of the course.

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

\_\_\_\_\_  
Date

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