



Student Handbook

Emergency Medical Services Educational Program

Policies and Procedures

Including
Clinical/Internship Rules and Regulations



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1. Emergency Medical Services Department Program Information

Welcome to Collin College EMS!

The Health Sciences and Emergency Services Division at Collin College are committed to preparing healthcare professionals and first responders for optimal performance in challenging environments. The rules and regulations set forth in this handbook are designed to support the success of the student and will provide important information as you begin your coursework in EMS education. This handbook is constructed to be used as a supplement to the **Collin College Student Handbook** and serves to bridge the policies of the College with the policies specific to this program. A copy of the Collin College Student Handbook is available on CougarWeb in Student Resources.

Collin College Core Values

We have a passion for: Learning • Service and Involvement • Creativity and Innovation • Academic Excellence • Dignity and Respect • Integrity

EMS Education Program Mission

The Department of Emergency Medical Services at Collin College educates and develops quality emergency medical professionals in the science and art of pre-hospital emergency medicine. We accomplish this via blended instruction using advanced technology, experienced instructors, and evidence-based practices within a culture that emphasizes integrity, accountability, and responsibility. We offer the North Texas community proficient and patient-centered graduates who are prepared to meet the emergency needs of our neighbors."

Program Accreditation

The Texas Department of State Health Services and the Texas Higher Education Coordinating Board accredit the Collin College EMS Education Program. *The Collin College Paramedic 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).* We offer courses in the following areas: Emergency Medical Technician (EMT) - Occupational Skills Award (OSA) in EMS, Paramedic certificate program and an Associate of Applied Science Degree (AAS) in EMS.

2. General Requirements for a Career in Emergency Medical Services

The description of the professions and the required psychomotor skills for EMS professionals is outlined in the National Scope of Practice. Below are the descriptions and psychomotor skills required of each discipline as outlined in that document.

EMT - Description of the Profession

The Emergency Medical Technician's scope of practice includes basic skills focused on the acute management and transportation of critical and emergent patients. This may occur at an emergency scene until transportation resources arrive, from an emergency scene to a healthcare facility, between healthcare facilities, or in other healthcare settings.

Emergency Medical Technicians' scope of practice includes basic, non-invasive interventions to reduce the morbidity and mortality associated with acute out-of-hospital medical and traumatic emergencies. Emergency care is based on assessment findings.

Psychomotor Skills - The following are the minimum psychomotor skills of the EMT:

- Airway and Breathing
 - Insertion of airway adjuncts intended to go into the oropharynx or nasopharynx
 - Use of positive pressure ventilation devices such as manually triggered ventilators and automatic transport ventilators
- Pharmacological Interventions
 - Assist patients in taking their own prescribed medications
 - Administration of the following over-the-counter medications with appropriate medical oversight:
 - Oral glucose for suspected hypoglycemia
 - Aspirin for chest pain of suspected ischemic origin
- Trauma Care
 - Bleeding control
 - Fracture stabilization
 - C-Spine Immobilization

Paramedic - Description of the Profession

The Paramedic's scope of practice includes basic and advanced skills focused on the acute management and transportation of the broad range of patients who access the emergency medical system. This may occur at an emergency scene until transportation resources arrive, from an emergency scene to a healthcare facility, between health care facilities, or in other health care settings.

The Paramedic's scope of practice includes invasive and pharmacological interventions to reduce the morbidity and mortality associated with acute out-of-hospital medical and traumatic emergencies. Emergency care is based on an advanced assessment and the formulation of a field impression. The Paramedic provides care designed to minimize secondary injury and provide comfort to the patient and family while transporting the patient to an appropriate health care facility

Psychomotor Skills - The following are the minimum psychomotor skills of the Paramedic:

- Airway and Breathing
 - Perform endotracheal intubation
 - Perform percutaneous cricothyrotomy¹
 - Decompress the pleural space
 - Perform gastric decompression
- Pharmacological Interventions
 - Insert an intraosseous cannula
 - Enteral and parenteral administration of approved prescription medications
 - Access indwelling catheters and implanted central IV ports for fluid and medication administration
 - Administer medications by IV infusion
 - Maintain an infusion of blood or blood products
- Medical/Cardiac Care
 - Perform cardioversion, manual defibrillation, and transcutaneous pacing

It is the goal of Collin College EMS to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.

3. AMERICANS WITH DISABILITIES ACT - ALLOWABLE ACCOMMODATIONS

The Americans with Disabilities Act (ADA) of 1990 has implications that pertain to licensure or certification.

The law permits testing that requires the use of sensory, manual or speaking skills where the tests are intended to measure essential functions of the profession. For example, an applicant with reading difficulties is required to take a written exam since the ability to read is an essential function of EMS. Exams are designed at least in part to measure the student's ability to read.

A second example is one dealing with skills proficiency verifications that must be performed within established time frames. Performing a skill within established time frames is required because speed of performance is an integral part of patient care.

Both the ability to read and the ability to perform skills within time frames are essential functions for an EMS provider. Therefore, in EMS, a person with a disability may not be denied the opportunity to take an examination; but this person shall be required to take a written exam and pass the skills proficiency verifications within established criteria.

The Functional Job Description produced by the Texas Department of State Health Services, outlined at the end of this section, describes the required skills and job requirements essential to EMS personnel. This description will guide all accommodations permitted for the EMT and paramedic students.

The following specific points pertain to those involved in EMS training and education programs:

- Students *cannot* be discriminated against on the basis of a disability in the offering of educational programs or services.
- There can be *no* accommodation during screening, evaluation or course examinations that will compromise or fundamentally alter the evaluation of skills that are required to function safely and efficiently in the profession.
- Students who have received an accommodation during the course need to fully understand that there is a separate process for requesting an accommodation for the written certification exam and eligibility for an accommodation is determined on a case-by-case basis. In other words, just because a student was allowed an accommodation during the course does not guarantee an accommodation for the National Registry exam. Documentation confirming and describing the disability should be submitted according to policy for consideration.

There are accommodations that are not allowed in the EMS Program because they are not in compliance with the essential job functions of an EMT or paramedic as outlined in the Functional Job Description. These include, but are not limited to:

- 1) Students are not allowed additional time for skills with specific time frames.**
 - Obviously patients would suffer due to life threatening conditions in emergency situations if treatment were delayed.
- 2) Students are not allowed unlimited time to complete a written exam.**
 - This request is not considered reasonable because a candidate should be able to complete a test within a finite amount of time.
 - Students will be allowed a maximum of time and one-half to complete written exams.
- 3) Students are not allowed to have written exams given by an oral reader.**
 - The ability to read and understand small English print is an essential function of the profession, and written exams are designed, at least in part, to measure that ability.
- 4) Students are not provided a written exam with a reading level of less than grade eight.**
 - The EMS profession requires a reading level of at least grade eight to work safely and efficiently.
- 5) Students must take all exams during the scheduled time, as a member of the enrolled class.**
 - The ability to utilize knowledge on the spur of the moment is an essential task for EMTs and paramedics.
 - Exams are given to elicit immediate recall and understanding of emergency situations.
 - Students will be permitted a private space to take the exam.
 - Refer to the written examination policy of missed exams due to excused absences.

6) Students must answer all written test questions as written. No explanation of the question can be provided by the test proctor or any other individual.

- Additional descriptions of test questions would not be a reasonable accommodation because reading and understanding written English is an essential part of EMS communication.
- Student must be able to understand and converse in medical terms appropriate to the profession.

Because of the critical nature of the tasks needed in emergency situations, accommodation requests are considered very carefully, on a case by case basis. The safety and welfare of the community must be insured while providing full protection of the certification applicant's rights. The main question to be considered is: with the accommodation being requested, can this individual perform the essential functions of the job safely and efficiently?

For more information on the Americans with Disabilities Act, you may call the Governor's Committee for Persons with Disabilities at (512) 463-5739.

Collin College EMS Program Statement of Functional Ability EMT-P

Emergency Medical Technician-Paramedic is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. The knowledge, skills, and abilities required to safely and effectively practice emergency care span various areas. Adapted from the National Highway Traffic Safety Administration, the Collin College EMS program has identified the functional abilities an Emergency Medical Technician-Paramedic must possess to practice safely and effectively.

To ensure a student's decision to pursue a career in Emergency Medicine is the correct choice, the Emergency Medical Technician-Paramedic Program asks all students to review the requirements carefully and sign the Statement of Understanding of Functional Abilities. These functional abilities are the non-academic requirements of the program, and they comprise the physical, emotional, and professional demands of EMS personnel. Students should consider whether they can perform the following functions, with or without accommodations.

Please review the functional abilities required to perform effectively in the EMS profession. After reviewing the functions, if a student determines they are unable to perform any of the skills listed and they have a documented disability, they need to determine if a reasonable accommodation can be provided. Throughout a student's educational program, they will find themselves in various learning experiences and need to consider the specifics of each situation to determine if reasonable accommodations can be provided. To request an accommodation, a student should contact the ACCESS office and present documentation of their disability. Functional Abilities required to perform effectively in the EMS profession are listed below. This list is not all inclusive and other subtle necessities could be needed to adequately perform the essential duties of an EMS professional.

Gross Motor Skills:

- Move within confined spaces
- Maintain balance in a standing position
- Move body from one side to another
- Reach above shoulder
- Reach below waist
- Reach out front and to the side of the body

Fine Motor Skills:

- Pick up objects with hands
- Grasp small objects with hands
- Write with pen or pencil
- Key/type
- Pinch/pick/twist/ squeeze with fingers
- Good eye-hand & foot coordination
- Simultaneous hand, wrist & finger movement

Physical Endurance:

Walking and Standing for extended periods (minimum of 8 hours)
Sustain repetitive motions (e.g., CPR)
Climbing and Balancing
Stooping, Kneeling, Crouching, Crawling

Physical Strength/Mobility:

Lift, carry, and balance up to 125 pounds (250 pounds with assistance)
Carry equipment/supplies
Use upper body strength (CPR)
Squeeze with hands
Ability to squat or modified squat
Ability to move quickly
Ability to climb and descend a flight of stairs
Ability to walk independently without the assistance of a cane, walker, crutches, wheelchair, or the aid of another person

Environment:

Work in cold or extreme heat with or without temperature changes
Work in wet and/or humid conditions
Work in noise and/or vibration
Work in hazards
Work in atmospheric conditions
Tolerate exposure to common allergens
Tolerate odors

Senses: Vision, Hearing, and Smell:

See objects up to 20 inches away (small needles)
See objects up to 20 feet away
Use depth perception and peripheral vision
Distinguish color and color intensity
See in conditions of a low light, no light, or bright flashing lights
Hear and discriminate speech at normal conversational sound levels
Hear faint voices and body sounds (shallow breathing)
Ability to discriminate speech in noise
Hear in situations when not able to see (back turned, mask)
Detect differences in body and environmental odors

Tactile:

Feel vibrations
Detect environmental temperatures
Feel differences in surface characteristics
Feel differences in sizes & shapes
Distinguish subtle differences through skin

Reading:

Read medication/prescription labels
Read and understand digital and computer displays
Accurately read a road map
Review written reports for accuracy
Read and understand written documents, including professional journals

Math:

Tell and measure time
Ability to conduct essential math functions, including addition, subtraction, multiplication, and division, without using a calculator
Compute fractions and decimals
Perform quick and precise mathematical calculations using ratio and proportion
Document numbers in records

Interpersonal Skills:

Establish positive rapport with faculty, EMS personnel, patients and family members, co-workers/peers
Negotiate interpersonal conflict
Demonstrate respect for diversity in culture, religion, sexual orientation, marital status, socioeconomic status, and abilities/disabilities
Interact as a member of the healthcare team

Communication Skills:

Exhibit & comprehend nonverbal cues
Speaks, write, read, and understand English
Listen & comprehend spoken/written word
Communicate verbally with diverse cultures and age groups
Collaborate with others
Use a telephone or, radio dispatch, or other communication device for care coordination

Emotional Stability:

Ability to interact with and support patients
Independent and confident
Adapt to changing environments
Establish professional relationships
Accept feedback appropriately
Accept responsibility for own actions
Ability to use good judgment and remain calm in high-stress situations

Collin College EMS Functional Job Analysis/Technical Standards**Paramedic Characteristics**

The Paramedic must be a confident leader who can accept the challenge and high degree of responsibility entailed in the position. The Paramedic must have excellent judgement and be able to prioritize decisions and act quickly in the best interest of the patient, must be self-disciplined, able to develop patient rapport, interview hostile patients, maintain safe distance, and recognize and utilize communication unique to diverse multicultural groups and ages within those groups. Must be able to function independently at an optimum level in a non-structured environment that is constantly changing.

Even though the Paramedic is generally part of a two-person team generally working with a lower skill and knowledge level Basic EMT, it is the Paramedic who is held responsible for safe and therapeutic administration of drugs including narcotics. Therefore, the Paramedic must not only be knowledgeable about medications but must be able to apply this knowledge in a practical sense. Knowledge and practical application of medications include thoroughly knowing and understanding the general properties of all types of drugs including analgesics, anesthetics, anti-anxiety drugs, sedatives and hypnotics, anti-convulsants, central nervous stimulants, psychotherapeutics which include antidepressants, and other anti-psychotics, anticholinergics, cholinergics, muscle relaxants, anti-dysrhythmics, anti-hypertensives, anticoagulants, diuretics, bronchodilators, ophthalmics, pituitary drugs, gastro-intestinal drugs, hormones, antibiotics, antifungals, anti-inflammatories, serums, vaccines, anti-parasitics, and others.

The Paramedic is personally responsible, legally, ethically, and morally for each drug administered, for using correct precautions and techniques, observing and documenting the effects of the drugs administered, keeping one's own pharmacological knowledge base current as to changes and trends in administration and use, keeping abreast of all contraindications to administration of specific drugs to patients based on their constitutional make-up, and using drug reference literature.

The responsibility of the Paramedic includes obtaining a comprehensive drug history from the patient that includes names of drugs, strength, daily usage and dosage. The Paramedic must take into consideration that many factors, in relation to the history given, can affect the type medication to be given. For example, some patients may be taking several medications prescribed by several different doctors and some may lose track of what they have or have not taken. Some may be using nonprescription/over the counter drugs. Awareness of drug reactions and the synergistic effects of drugs combined with other medicines and in some instances, food, are imperative. The Paramedic must also take into consideration the possible risks of medication administered to a pregnant mother and the fetus, keeping in mind that drugs may cross the placenta.

The Paramedic must be cognizant of the impact of medications on pediatric patients based on size and weight, special concerns related to newborns, geriatric patients and the physiological effects of aging such as the way skin can tear in the geriatric population with relatively little to no pressure. There must be an awareness of the high abuse potential of controlled substances and the potential for addiction, therefore, the Paramedic must be thorough in report writing and able to justify why a particular narcotic was used and why a particular amount was given. The ability to measure and re-measure drip rates for controlled substances/medications are essential. Once medication is stopped or not used, the Paramedic must send back unused portions to proper inventory arena.

The Paramedic must be able to apply basic principles of mathematics to the calculation of problems associated with medication dosages, perform conversion problems, differentiate temperature reading between centigrade and Fahrenheit scales, be able to use proper advanced life support equipment and supplies (i.e. proper size of intravenous needles) based on patient's age and condition of veins, and be able to locate sites for obtaining blood samples and perform this task, administer medication intravenously, administer medications by gastric tube, administer oral medications, administer rectal medications, and comply with universal pre-cautions and body substance isolation, disposing of contaminated items and equipment properly.

Collin College EMS Education EMS Student Handbook Page 8 of 24 Effective January, 2024 The Paramedic must be able to apply knowledge and skills to assist overdosed patients to overcome trauma through antidotes, and have knowledge of poisons and be able to administer treatment. The Paramedic must be knowledgeable as to the stages drugs/medications go through once they have entered the patient's system and be cognizant that route of administration is critical in relation to patient's needs and the effect that occurs.

The Paramedic must also be capable of providing advanced life support emergency medical services to patients including conducting of and interpreting electrocardiograms (EKGs), electrical interventions to support the cardiac functions, performing advanced endotracheal intubations in airway management and relief of pneumothorax and administering of appropriate intravenous fluids and drugs under direction of off-site designated physician.

The Paramedic is a person who must not only remain calm while working in difficult and stressful circumstances but must be capable of staying focused while assuming the leadership role inherent in carrying out the functions of the position. Good judgement along with advanced knowledge and technical skills are essential in directing other team members to assist as needed. The Paramedic must be able to provide top quality care, concurrently handle high levels of stress, and be willing to take on the personal responsibility required of the position. This includes not only all legal ramifications for precise documentation, but also the responsibility for using the knowledge and skills acquired in real life- threatening emergency situations.

The Paramedic must be able to deal with adverse and often dangerous situations which include responding to calls in districts known to have high crime and mortality rates. Self-confidence is critical, as is a desire to work with people, solid emotional stability, a tolerance for high stress, and the ability to meet the physical, intellectual, and cognitive requirements demanded by this position.

Physical Demands

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

Comments

The Paramedic provides the most extensive pre-hospital care and may work for fire departments, private ambulance services, police departments or hospitals. Response times for nature of work are dependent upon nature of call. For example, a Paramedic working for a private ambulance service that transports the elderly from nursing homes to routine medical appointments and check-ups may endure somewhat less stressful circumstances than the Paramedic who works primarily with 911 calls in districts known to have high crime rates. Thus, the particular stresses inherent in the role of the Paramedic can vary, depending on place and type of employment.

However, in general, in the analyst's opinion, the Paramedic must be flexible to meet the demands of the ever-changing emergency scene. When emergencies exist, the situation can be complex and care of the patient must be started immediately. In essence, the

Paramedic in the EMS system uses advanced training and equipment to extend emergency physician services to the ambulance. The Paramedic must be able to make accurate independent judgements while following oral directives. The ability to perform duties in a timely manner is essential, as it could mean the difference between life and death for the patient.

Use of the telephone or radio dispatch for coordination of prompt emergency services is required, as is a pager, depending on place of employment. Accurately discerning street names through map reading, and correctly distinguishing house numbers or business addresses are essential to task completion in the most expedient manner. Concisely and accurately describing orally to dispatcher and other concerned staff, one's impression of patient's condition, is critical as the Paramedic works in emergency conditions where there may not be time for deliberation. The Paramedic must also be able to accurately report orally and in writing, all relevant patient data. At times, reporting may require a detailed narrative on extenuating circumstances or conditions that go beyond what is required on a prescribed form. In some instances, the Paramedic must enter data on computer from a laptop in ambulance. Verbal skills and reasoning skills are used extensively.

Source: USDOT 1998 National Standard Paramedic Curriculum

Prior Learning Assessment

In accordance with college policy (see College Catalog [HERE](#)) Collin College EMS Program grants students the ability to utilize prior life experience/training for placement in our program. Students who have completed the requirements outlined in the College Catalog may submit their experience for audit to the Director. Once evaluated, the results will be conveyed to the Admissions Office for further processing.

Pregnant and Parenting Students

In accordance with the [Texas Education Code Section 51.982](#), Collin College provides reasonable modifications to a student who is pregnant, experiencing a pregnancy-related condition(s), and/or parenting if the student requests them and they are reasonably available. The Title IX Office works with pregnant and parenting students to provide reasonable modifications on a case-by-case basis. Students who need to request reasonable modifications due to pregnancy, a pregnancy-related condition(s), and/or parenting should complete and submit the [Pregnant and Parenting Students Modifications Request Form](#) or contact Collin College's liaison officer for pregnant and parenting students at 972.599.3126 or athroop@collin.edu. To learn more about pregnant and parenting students' rights under state and federal laws, go to www.collin.edu/titleix/pregnantandparentingstudents.html.

4. Student Requirements and Expectations

Uniforms:

Students are required to be in uniform while on this campus for classes, labs and during clinical/internships. All students are to wear the baby blue Class B shirt. EMT students must have the Collin College EMS patch secured to uniform per guidelines. Paramedic students must wear the Collin College EMS patch as well as the DSHS EMT patch per guidelines.

Uniform requirements are outlined on our [Uniform and Equipment website page](#).

Students are allowed to wear a plain navy-blue jacket or long sleeve navy blue shirt in cold weather or to cover tattoos.

Students should comply with following when in uniform:

- ❖ No jewelry
- ❖ No artificial nails or bright nail colors
- ❖ No perfume/colognes
- ❖ No visible tattoos during clinical rotations. During classroom and lab, visible tattoos may be left uncovered at the discretion of faculty.
- ❖ Professional facial hair is acceptable.
- ❖ No alcohol consumption or inappropriate social behavior in uniform
- ❖ Professional and considerate behavior is always expected while in uniform representing the Collin EMS program.

Code of Ethics for EMS Practitioners:

Collin College EMS students are expected to conduct themselves in accordance with *EMS Practitioner Code of Ethics* as laid out by [NAEMT.ORG](#). It states:

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.

If students' actions are deemed to conflict with the EMS Code of Ethics, disciplinary actions will be initiated at the department level with the Program Director.

Scholastic Integrity:

Collin College EMS students are expected to maintain the highest standards of academic integrity. Evidence of dishonest academic behavior will be referred to the Program Director along with the Dean of Students. Please see the Collin College policies on scholastic dishonesty [HERE](#).

5. EMS Department Procedures

Attendance

The Texas Department of State Health Services approves EMS courses based upon the total number of course hours. Students who miss lecture, lab and/or clinical hours due to absences or tardies would not meet the mandatory state requirements for certification and would not be eligible for course completion. **EMT students**, who accumulate **8 clock hours of absences total from 1371 and 1501** will be at risk of removal from the EMS program. **Paramedic students** who accumulate **8 clock hours of absences total during each section** will be at risk of removal from the EMS program. **In the event of an absence, students are required to email emsabsences@collin.edu.** Include your full name, cohort (ex: P30), and reason for absence or tardy in the email. Students will be marked absent in Canvas and the student will fill out an attendance form for the Professor to sign upon returning to class. **Attendance will be checked at the beginning and end of each class. Students not present for both roll calls will be counted absent for the entire class unless prior permission is obtained.** That form will be signed by the EMS Director and filed in the student's personal file. It is the student's responsibility to notify the instructor of any foreseen absences, to find out what material was covered during missed class time, and to **make up any work missed within three (3) days**. Class lecture material may be obtained from other students or by contacting the instructor. **If you are absent on a day that a quiz, exam or skills exam etc. is given you will receive a grade of zero (0) for that activity unless you have an excused absence. It is not acceptable to come to class to take a quiz, exam or skills exam and then leave for the remainder of the class. In the event you are ill and come to class to take the quiz/exam and then leave, you will be required to produce a doctor's note upon returning to class or the time missed will be recorded as an unexcused absence and you will receive a (0) for that activity.** Should the need arise for classes to be moved to a hybrid or online environment. Refer to your course syllabus for the most current attendance requirements.

Excused Absences:

Excused absence is defined as illness, immediate family member death, College approved religious holiday, court/jury summons official military leave, extreme personal emergency, or FD or EMS agency written/physical ability exam. However, appropriate documentation must be provided within one class period of your return date to class. Appropriate documentation includes; **physician return to work/school form, statement of attendance at a funeral from a mortuary services provider, a certificate of attendance as a juror or witness from a court of law, official military orders or official FD or EMS agency written/physical ability exam documents.** Students who miss class due to military obligation must present a copy of their orders to accompany the department student absent form. ***Only one excused absence for an FD/EMS agency written/physical ability exam will be allowed during each course section (i.e. cardiology), except for the Practicum/Capstone class. FD/EMS agency written/physical ability exam will NOT be allowed during Practicum.***

NOTE: A verbal explanation is appreciated but will not suffice as documentation. Furthermore, a note from your parent, spouse, partner, significant other, or roommate does not constitute proper documentation. Additionally, routine dental/doctor's visits, sick spouse/child, elective medical procedures, family vacations and court appearances resulting from your own negligence are not excused. This list is not all-inclusive as it is impossible to foresee every possible excuse. Extreme personal emergencies will be evaluated on a case-by-case basis. The EMS Program Coordinator/Director reserves the right to determine what is and is not an excused absence.

Grading:

Students who are absent with an ***unexcused*** absence will receive a 5-point reduction in their section grade per occurrence.

A student who is tardy will receive a 3-point reduction in their section grade per occurrence. Extenuating circumstances will be evaluated on a case-by-case basis.

Tardiness:

Class begins, in most cases at 0830. **If you arrive at 0831 you are tardy!** Tardiness will be handled as follows:

- 1 – 15-minutes late – Student will fill out a yellow tardy form.
- Any arrival after 15-minutes will be counted as a **4-hour absence**.
- **Three tardies will count as 8-hour absence.**

A student who is tardy for any reason will, upon entering the class, fill out a yellow absence/tardy form and immediately report to the Program Coordinator. If the Program Coordinator is unavailable the student will report to the Clinical Coordinator. If the Clinical Coordinator is unavailable, the student will report to the Program Director.

Grading

Students should refer to their course syllabus for all grading inquiries. There are, however, broad grading policies that are universal for all Collin College EMS courses. If a student is absent on exam day, it **MUST** be an excused absence as outlined in your course syllabus. If the absence is unexcused, the student will receive a “0” for their exam grade. If the absence is excused, the student must test upon their return to class with an exam that has 25% more questions than the original.

- A minimum score of 70% is required for all major exams. Students who score below 70% on an exam are eligible for **one retest** per section. **There are no retests allowed for module final exams.** See your syllabus for Professor specific instructions on retests.
- A minimum score of 75% is required for the comprehensive final exam taken at the end of the Assessment Based Management. Students who score below 75% on the final will be allowed one retest IF they have a course average of 80% going into the final. See your syllabus for Professor specific instructions on final exam retests.
- Module final exam score must be a minimum of 75%. **There are no retests allowed for module final exams.**
- If a module final exam is below 75%, then the student does not continue with the paramedic program. In order to advance to the next paramedic program course, the student must make an 80% overall module average AND pass the module final exam with 75%. Both elements must be achieved to proceed with the program.
- A minimum class/module average of 80% is required for each section of your Paramedic course in order to advance to the next Module and continue the program. If a student scores a class/module final total average of below an 80% (C average), the student will get college credit for the class, but will NOT proceed with the next paramedic program course and must drop future EMS program classes with the registrar.

Professional Behavior Evaluation (PBE) Policy

At the completion of the program, the student will be able to:

- a. Demonstrate personal behaviors consistent with professional and employer expectations for EMS providers.
- b. Practice knowledge, attitudes, and skills reflective of professionalism.
- c. Show an understanding of the roles and responsibilities of an EMS provider.
- d. Acquire a commitment to providing excellent patient care.
- e. Explain the concept of patient’s rights.
- f. Practice implementation of patient’s rights in all care situations.
- g. Illustrate the concept of acting as a patient advocate.
- h. Identify the needs of specially challenged patients.
- i. Demonstrate the ability to act as a team leader.

Student Assessment

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

It is impossible to enumerate all the possible behaviors that represent professional behavior in each of the seven areas listed. Therefore, examples of acceptable and unacceptable behavior in each of the seven attributes are listed but emphasize that these are examples and do not represent an all-inclusive list.

Lab instructors, lab leads, or primary instructors will perform a PBE on each student a minimum of two times per semester.

When patterns are reflected in the PBE with a score rating of “1” (unsatisfactory) or “2” (needs improvement) or if there is a specific incident (i.e. lying, falsification of documentation, disrespect/insubordination, etc.), then the student will be counseled by a lab lead or a faculty member using the Counseling Form and a performance improvement plan will be initiated. There will be a

reevaluation of the behavior at a later date and any continued unacceptable behavior will result in disciplinary action according to the Professional Conduct Demerit System and/or by the decision of the Program Coordinator or Program Director.

PBE Grading

The Professional Behavior Evaluation will count for 10% of each module’s overall grade. All students begin each module with a grade of 100%.

The Professional Behavior Evaluation includes 4 levels of achievement:

- Exceeds Expectations (score of 4)
- Meets Expectations (score of 3)
- Needs Improvement (score of 2)
- Unsatisfactory (score of 1)

There are seven assessed categories: Integrity & Accountability, Quality of Work, Conduct & Communications, Self Confidence & Motivation, Attendance & Time Management, Safety, and Appearance.

Evaluations are graded according to the rubric below. On each PBE, for grades of 21 – 28, the 100% grade will remain. A five point deduction will occur for each “1” or “2” score on an evaluation and a counseling session with a performance improvement plan will be implemented.

| CRITERIA | | | | | |
|---------------------------------------|--|---|---|---|--------------|
| | 1 | 2 | 3 | 4 | Total |
| Integrity & Accountability | Does not participate, constantly makes excuses, or blames others for actions. | Frequently makes excuses, debates if skills or performance was adequate | Acknowledges some mistakes and is determined to take corrective action. | Consistently answerable for actions of self and agrees to areas of improvement. | |
| Quality of Work | Work is frequently inconsistent and has many errors due to poor judgment, is very unorganized, needs to be told every step. | Needs to be prompted more than others, is sometimes unorganized, and appears disinterested. | Quality of work is equal to most students | Produces work that is above standards and has little to no errors. | |
| Conduct & Communications | Creates conflict due to inappropriate conduct and/or communication as outlined in this manual and is asked to leave class or a clinical site because of behavior or communication. | Contributes to conflict or conduct deemed inappropriate as outlined in this manual. Has some difficulty communicating correctly in a professional manner. | Interacts well with others. Conduct and communication are appropriate. | Has exemplary behavior and serves as a role model for other students. Conduct is appropriate, and communication is clear and concise. | |

| | | | | | |
|---|---|---|--|--|--|
| Self Confidence & Motivation | Overconfident, unaware of limitations or surroundings. | Indecisive, difficult proceeding at task without reassurance | Occasionally uncertain, rarely needs reassurance | Approaches assignments, program, and peers with assurance. Does so without appearing or sounding arrogant. | |
| Attendance & Time Management | Consistently late, prolonged breaks, leaves class, lab, or clinical frequently OR has exceeded allowable absences or tardies. | Often late to class, lab, or clinical. Takes extended breaks. Occasionally departs early. Reached maximum allotted absences and/or tardies. | Usually on time. Takes breaks appropriately. Does not depart early from class, lab, or clinical. Has few absences and/or tardies | Always on time. Seldom takes extended breaks. Never departs early and has no absences or tardies. | |
| Safety | Unsafe. Has been told several times to stop during a procedure due to dangerous acts. | Sometimes unsafe. Verbally counseled about safety. | Performs most of the time safely. Rarely reminded of safety. | Maintains a safe work environment for themselves and others. | |
| Appearance | Consistently out of uniform. Must be told frequently about adhering to dress code. | Often out of uniform. Often told about adhering to dress code. | Complies with dress code regularly and rarely in violation. | Consistently maintains a professional appearance. Never violates the dress code. | |

Online and Hybrid Courses

- Refer to the course syllabus for online/hybrid course attendance expectations.
- Exams and Quizzes will be monitored through online monitoring software. The use of non-approved resources is prohibited. Use of non-approved resources will result in immediate removal from the program.

Online Course Instruction due to unforeseen circumstances:

- If the college must discontinue face to face classes and move to an online format, your professor will provide updated requirements for completion of the class.
- Students are ultimately responsible for learning the material despite the class format.

Student Minimum Competencies – (SMC)

The Student Minimum Competencies (SMC) is meant to measure student progress against certain educational goals representing a broad spectrum of patient ages, complaints, diagnoses, learning environments, and specific procedures. Paramedic students must show 100% compliance with all required goals in order to qualify for course completion.

Student Grievance Procedure

Students with an EMS Education Program complaint should follow the following chain of command:

1. Speak with the Professor regarding your concern.
2. Speak with the EMS Program Coordinator.
3. Speak with the Program Director.
4. Speak with the Dean of Health Sciences and Emergency Services.

Students should refer to the Collin College Student Handbook with all other complaints. The handbook can be found [HERE](#).

Student Work Policy

While students are encouraged to focus solely on their academic work, we acknowledge the fact some students must work to support themselves through school. Therefore, we do not prevent any student from working while attending any of our courses.

Guidelines for Non-Student/ Minor Children in EMS Classes

It is not appropriate for non-student or minor children of any age to be in the classroom or laboratory at any time instruction is scheduled unless noted in the exception below. These areas involve: a quiet learning environment for students, subject matter not appropriate for non-paramedic students, hazards to children (equipment and some dynamic scenarios).

The exception for non-students or minor children: Trauma Day or specific laboratory scenarios. Under these two circumstances, prior approval from the EMS Program Coordinator and/or the EMS Program Director must be given.

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Professional Conduct Demerit System

If a student accumulates a total of 30 or more conduct points for the entire program, he or she will be at risk of removal from the EMS program.

The following is a list of possible point deductions per offense:

5 points

- Disruptive or discourteous behavior
- Inappropriate appearance/uniform
- Sleeping in class
- Failure to follow an instructor or clinical preceptor's directives
- Failure to participate in an assignment or activity
- Failure to turn in assigned make-up work

10 points

- Failure to follow clinical or internship site schedule, rules and/or instructions
- Inappropriate/discriminatory conduct or language
- Violation of any program rule/ policy/ procedure (not specifically listed in this rule)
- Disrespect to instructor or clinical/internship preceptor
- Out of uniform at classroom or clinical/internship sessions
- Failure to register and pay for courses within stated deadlines
- Failure to document Laboratory, Clinical and Field Internship within the required time after lab/rotation

15 points

- Leaving class, skills practice, testing, or school grounds without instructor's permission
- Leaving a clinical/internship without permission from the EMS Department's faculty/leadership
- Misuse or abuse of any College property/ equipment
- Unsafe acts or safety procedure violations with no resulting injuries/ property damage
- Providing information to other students regarding simulations and/or scenarios recently performed.
- Failure to upload immunization and clinical readiness documents into the appropriate location within stated deadline

25 points

- Inappropriate conduct or use of Collin College affiliation/EMS uniform on or off campus including clinical/internship sites
- Willful and/or malicious abuse of any Collin College property/equipment
- Willful and/or malicious unsafe acts or safety procedure violations with or without resulting injuries/ property damage
- Harassment- i.e. sexual, racial, religious etc.

30 points and/ or dismissal

- Inappropriate conduct- i.e. fighting, scholastic dishonesty
- Unsafe acts resulting in injuries and/or property damage
- Attendance of class or clinical/internship while under the influence of illegal drugs and/or alcohol
- Violation of any criminal law (in or out of class)
- Violation of any Student Code of Conduct in the Collin College Student Handbook
- Acting outside of scope of practice
- Complaints from clinical/internship sites
- Failed or Non-negative Drug Screen

In the case of a student becoming violent, abusive, or exhibiting disruptive behavior, Collin police will be notified as will the Dean of Students. The student will be removed from class until which time the Dean of Students determines the consequence for said behavior.

Final Program Completion

To successfully complete the program and establish eligibility for the certification examination students must:

1. Successfully complete all applicable classroom, clinical, and field internship requirements.
2. Complete and document all applicable patient contact requirements as listed in the current records management system within the required time of the clinical shift.
3. Completed and signed Preceptor Forms must be uploaded into the current records management system to validate the hours on each shift. (Sterling Credentials is the current platform)
4. Demonstrate and document skills competence as required in the laboratory, clinical, and field settings.
5. Discharge all financial obligations to the EMS Education Program and to the College.
6. Not be under investigation or subject to disciplinary action with the department or College.
7. Paramedic students must have a complete Student Minimum Competency (SMC) in the appropriate records management system, currently Sterling Credentialing, which includes a 100% graduation requirements report.
8. All students must fill out and submit an application for Certificate of Completion to the Admissions and Records Office.
9. All students must complete a Petition for Graduation and submit it to the department Administrative Assistant.
10. All students must receive a grade of 80% in all sections of the program and pass the summative exam with a 75%.

EMS Program Readmission

If a current student scores below 70% on a major exam retest or does not pass an EMS course with a “B” or above, the student must repeat the entire EMT or Paramedic program as a new student. If a student receives permission to withdraw due to extenuating circumstances, readmission within 6 months will be considered on a case-by-case basis. Readmission is considered on a space available basis. Readmission will be considered the student’s second admission into the EMS program. If the student withdraws, is dismissed or fails again for any reason, the student is not eligible for another admission into the EMS program. Any student who fails an EMS course because of unsatisfactory clinical performance will not be considered for readmission.

6. Practicum

The practicum experience represents the capstone of your training. Students are expected to act professionally and treat each preceptor with respect. You will abide by all rules set forth by the department with which you are riding in addition to the rules outlined in this Student Handbook. If you feel you are being treated unfairly or the department personnel have been abusive in any way, you are to bring this to the attention of your instructor, the Program Coordinator, and the Program Director immediately.

The student is required to have their preceptor fill out a shift evaluation for that shift prior to leaving the station for the day NO EXCEPTIONS!

There may be occasions where the student is not performing to a satisfactory level. In those instances, it may be necessary to give the student additional shifts in order to complete the practicum phase. In this event, the student will be counseled as to why the remediation was deemed necessary and a performance improvement plan will be provided to and signed by the student, the Program Coordinator, and the Program Director.

5. Clinical Expectations

Clinical Experience Overview

Clinical placement is a critical phase of EMS education, but it is also a privilege that should not be taken lightly by students. To qualify for clinical placement, students must maintain a minimum of an 80% average in all EMS Education courses. Students with less than an 80% average are not eligible to attend clinical/internship rotations, and therefore, will not be eligible for certification. Protection of patients is the foremost responsibility of the Collin College EMS Program and the clinical/internship sites. Students must have demonstrated acceptable professional conduct throughout their EMS program to be admitted to the clinical/internship sites. Students demonstrating questionable character may not be allowed to begin or continue their clinical experience. Complaints from clinical/internship sites are taken very seriously and will result in suspension of clinical/internship privileges. Pending the outcome of an investigation, a determination will be made as to whether the complaint will result in a reduction of grade for the course and/or dismissal from the program.

Immunization and Documentation Requirements

Required immunizations and documentation are as follows:

- Measles, Mumps & Rubella- (MMR) - documentation of 2 MMR shots or a positive titer result.
- Varicella (Chicken Pox) – documentation of at least 1 varicella shot or a positive titer result.
- Hepatitis B (Hep B) – documentation of 3 Hep B shots OR a positive titer result. **IF YOU DO NOT HAVE RECORD OF 3 HEPATITIS B SHOTS IN YOUR IMMUNIZATION RECORD, PLEASE CONTACT OUR OFFICE FOR INSTRUCTIONS**
- Tuberculosis (TB) test - this skin test **MUST** be done within 12 months of your **LAST** possible clinical date. Documentation **MUST** include the date that the test was started and the date that the test results were read. Test must be **NEGATIVE**. If you get a positive TB skin result, you **MUST** get a chest x-ray to confirm if the TB is active or not. If the TB is considered active on the x-ray, you will not be able to go to clinicals.
- Tetanus, Diphtheria & Pertussis (TDaP) – documentation must show a TDaP booster within the last 10 years. Not to be confused with the DTaP shot, they are not the same vaccine.
- Influenza (Flu) Shot - seasonal flu shots are required if a student will complete clinical shifts any month between October and May. Flu shots are not required for summer clinical courses. A flu declination waiver is not acceptable for our hospital partnerships. The new flu vaccines release at the end of September and are widely available.
- Health Insurance (FRONT AND BACK OF CARD) – proof of health insurance is required. If a student's name is **NOT** on the card, the student will need to contact the insurance company or visit their patient portal to obtain a Verification of Benefits with their name on it. Submissions will **ONLY** clear if it includes the front **AND** back of the insurance card. If you do not have insurance, please contact your clinical coordinator for options.
- CPR Certification - you must show certification in American Heart Association Basic Life Saver CPR or AHA BLS. Our clinical partners **DO NOT accept Red Cross certification.**
- Professional License: For Paramedic students only. Upload a copy of your NREMT certification and TDSHS EMT license that is current/not expired.

Please note: All students must have the correct documentation uploaded into the appropriate location by their class deadline date. This date will be given to students by the Clinical Coordinator at the beginning of the course. Due to the complex nature of clinical placement along with the expectation of our clinical partners, students who do not meet the deadline will **NOT** proceed into the clinical portion of the course. Students will be notified at approximately 30 days, 15 days and 5 days prior to the deadline date as to whether or not they are in compliance. Any student who has not met the requirements by the deadline **WILL BE** removed from the class. It is the student's responsibility to communicate with the Clinical Coordinator, well in advance of the deadline, if they have any issues, questions or concerns.

Background Check Process

All Students will be required to pay for, initiate and pass a background check to qualify for the clinical portion of the class. This background check covers county criminal records, nationwide federal criminal, nationwide record indicators with sexual offender inquiry, and residency history. The EMS department encourages students to divulge any issues that might be uncovered by the background check early in the program. Clinical site regulations as well as state certification regulations may need to be reviewed to ensure that the student can successfully complete the program and gain their state EMS license.

Drug Screen Process

Students accepted into the Collin EMS Education Program will be subjected to mandatory random drug screening. Proof of drug screen payment is a part of the clinical readiness documentations that are subject to the clinical readiness deadline. The drug screen collection may occur at any time from the orientation day up to the start of clinical/internship rotations. Students may be randomly drug tested at any time with or without cause. Any student that fails a drug screen or refuses to be tested will be immediately dropped from the program. If a student is on prescription drugs that show a positive result on the drug screen, the student will be asked to contact the testing lab and produce a verifiable prescription to be considered negative. If a student is absent on the day of the drug screen, the student will have 24 hours to report to the testing laboratory to submit their sample. If they do not comply within this timeframe, they will not qualify for clinicals. If you have any questions on the drug screen process, please contact the EMS Clinical Coordinator.

Exposure Policy

Due to the nature of EMS and emergency medical services in general, students may unknowingly participate in procedures which would expose them to blood or body fluids from a patient with an infectious disease, while on a clinical rotation. Students must, therefore, be ever vigilant and exercise extreme caution while providing medical care.

INFECTION CONTROL: It is the intent of Collin College that all students enrolled in a health-related curriculum meet the objectives necessary for successful completion of that program. This enrollment is inclusive of clinical experiences, which entails potential exposure to individuals with communicable diseases and other dangers. Because the student must know how to prevent the spread of infectious diseases for his or her safety and for the safety of others, the policy of Collin College is that principles of infection control be included in the curricula of health occupation programs. It is then the responsibility of students to apply appropriate precautionary measures when providing services to all patients. These measures may include, but are not limited to, hand washing, and the use of gloves, masks, protective glasses and gowns as indicated by the circumstances involved in the treatment of a particular patient.

Before beginning clinical rotations, each student must demonstrate a satisfactory understanding of the importance of body substance isolation, personal protection from airborne and blood borne pathogens, and the reporting/notification process for exposure to infectious patients. Students assigned to affiliated clinical sites must comply with the infection control policy of the entity to which they are assigned. As new information becomes available, instructors will disseminate the finding to all students.

Skill practice sessions will be conducted with the intent of preparing students for the practice of patient care on known or suspected infectious patients. All students will wear gloves at all times when in skills practice sessions. Eye protection will be worn during all skills practice/testing, especially the practice of airway control procedures, peripheral venipuncture, medication administration, or other procedures which could potentially expose the student to the splash or spray of blood or body fluids. At the completion of each skill practice session students must remove their gloves and wash their hands before handling personal equipment. Gloves should not be worn in the hallways between practice sessions.

DEFINITIONS

INFECTIOUS MATERIALS: Pathogenic microorganisms or viruses that are present in human blood, emesis, semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva, in some instances sweat, and/or any other body fluid that is visibly contaminated with blood and all body fluids in situations where it is difficult or impossible to differentiate between body fluids and/or other potentially infectious material that can cause disease in humans. These pathogens include but are not limited to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) or Ebola Virus Disease.

EXPOSURE INCIDENT: A specific eye, mouth, other mucous membrane, non-intact skin or parenteral contact with any potentially infectious material that results from the employee's performance of their duties.

DECONTAMINATION: The use of physical or chemical means to remove, inactivate or destroy human pathogens to the point where they are no longer capable of transmitting infectious particles and the surface or item is rendered safe for handling, use or disposal.

BIOHAZARD WASTE: Waste products such as body fluids/tissue or any contaminated disposable equipment which may have the risk of carrying human pathogens.

DEFINITION OF AN EXPOSURE: An exposure occurs when a patient's blood or other bodily fluids enter the employee's body either:

- Percutaneously - Through the skin from a blood contaminated needle or a break in the skin (cut, abrasion, healing wound, etc.).
- Mucocutaneous - Through the mucus membrane by the spraying or splattering of blood or other body fluids into the eye, nose, or mouth.

Inhalation Exposure:

- Inhalation of bacteria, virus, or other products directly or indirectly during patient contact. Examples include, but are not limited to, meningitis, tuberculosis, etc.

Examples of Non-exposure Events:

- Blood on intact skin
- Blood on clothing or equipment
- Touching an infected person
- Talking to an infected person

If an Exposure Occurs:

Students involved in incidents which result in personal injury, injury to another person, or damage to property should report the incident to the appropriate person as described in the reporting process in this policy. Clinical sites provide emergency treatment in case of accident or illness to students while on site for clinical training. Students, however, are responsible for personal insurance coverage and/or charges related to treatment, if any. While on clinical/internships, the incident reporting procedure for the entity involved will be followed. This is in addition to the EMS program documentation which will be available upon request. Students are hereby mandated to become aware of the necessary process for the clinical site(s) to which they are assigned. The EMS Program Coordinator must be notified as soon as possible. As soon as any danger or threat has passed, the student must complete an incident report outlining the events immediately preceding, during and any action taken following the incident. This report must be submitted to the EMS Program Clinical Coordinator as soon as practical.

HIPAA Considerations for Students

In 1996, HIPAA was passed and made patient health information legally private and secure information. Please review the HIPAA website for any questions related to the HIPAA act: [HIPAA Guidelines for Healthcare Professionals](#)
A violation of patient privacy is a federal offense which carries substantial fines as well as the potential loss of professional licenses. Any complaint of a student violating HIPAA privacy laws will be investigated by the department and could result in removal from the program.

Third Rider and Ride-Along Policy:

Students enrolled in the Collin College EMS Education Program may accept invitations to ride with EMS agencies as a citizen of the community. However, students will not be considered by the Collin College EMS Education Program to be conducting a clinical rotation and are not permitted to wear the Collin College EMS Education Program clinical uniform or represent the Collin College EMS Program Education Program in any fashion.

Violations of this policy may result in the immediate removal of the student from further clinical rotations, which would prevent the student from completing the EMT or Paramedic program.

While on clinical rotations:

- Students are to be dressed in the Collin College clinical Uniform (see Uniform Policy for additional information).
- Students are to display a professional attitude while seeking out learning opportunities without interfering in the emergency care of patients or infringing on patient confidentiality.
- Students must NOT participate in any amorous or sexual behaviors toward preceptors, patients, or others encountered.
- Students must function in the student capacity, regardless of previous affiliations or employment with the clinical site. Although employers are free to compensate students for clinical rotations, students must function 100% of the time as a student or intern. Students are not to be substituted for paid personnel.
- Students are allowed to leave the assigned unit of the clinical site to eat lunch or dinner. Students will be given 30 minutes to eat, and must eat on the campus of the clinical site.

6. Student Resources

- **Library Services**
 - Collin College libraries hold more than just books—they are hubs for collaboration, innovation, and enrichment. As a member of the Collin community, the library can provide research support, print and digital resources, computer labs and printers, and knowledgeable, helpful librarians and staff to assist you. Log into Cougarweb to access the online sources and more information on what the library has to offer.
- **Computer Labs**
 - Students have access to the computer lab in the Health Science building on the 2nd floor, along with any library on any campus and various other computer labs across the Collin district.
- **Counseling Services**
 - Once you begin classes at Collin College, you are eligible for counseling services. Collin College counselors aim to support student success by offering counseling services to help maintain a safe and healthy learning environment.
 - Students seek counseling for a variety of reasons, which include but aren't limited to depression, anxiety, relationship issues, trauma, general wellness, domestic violence/abuse, academic concerns, alcohol/drug addiction, gender identity, eating/body image, stress, etc.
 - All issues are taken seriously, and no problem is "too small" to discuss. Please refer to the Counseling website for more information or to schedule a session: [Collin College Counseling Services](#)
- **Cougar alert system**
 - When an emergency occurs, the CougarAlert system can send email, text messages and voice messages to students and employees in as little as 90 seconds. CougarAlerts will be sent in emergencies that require unscheduled closure or evacuation of a campus or the district. This includes but is not limited to weather closures, power outages, police emergencies, catastrophes and/or hazardous exposures. All students should go to [Sign up for CougarAlert](#) and ensure they are enrolled to receive alerts.

Fair Practices – Safeguards

This Fair Practices and Safeguards statement is to emphasize that the health and safety of patients, students, faculty and other participants associated with the educational activities of the students must be adequately safeguarded. The Collin College EMS Program recognizes that many Collin College students have the good fortune of being sponsored by their agencies for their educational requirements. Many of these students have the ability to continue to work for their employer while still attending paramedic school. The Collin College accrediting body, the Committee on Accreditation of Educational Programs for the Emergency Medical Professions (CoAEMSP) has mandated that while a student is still engaged in active coursework in the Collin College EMS Program, they may not count work experience towards the completion of their coursework and graduation requirements. Their official statement on this is as follows: ***“All activities required in the program must be educational and students must not be substituted for staff.”*** This directive applies to three situations:

- If a student is employed, and is covering shifts, on duty, for that employer on days they are not in school, they may not document patient encounters and/or skills performed on the Student Minimum Competencies (SMC), while executing those duties.
- If a student is performing their assigned Field Experience shifts with their employer, they are to act as a third-rider and not be counted in official staffing in any way. They are to document all patient encounters in the Sterling software. Their downtime at the station is to be utilized documenting their calls and working with their preceptors on weaknesses identified in the Field Experience, not executing “rookie” duties.
- If a student is performing their Capstone Experience with their employer, the same rules apply as stated for the Field Experience. In the Capstone Experience, the student is to perform in the Team Lead role as is outlined in the Preceptor Training and document all encounters in the Sterling software. Their station downtime should be spent with their preceptors evaluating their experiences and correcting any deficiencies observed.
- When students are practicing in the Field Experience and Capstone activities, they are practicing under Collin College Medical Direction and are entitled to all malpractice insurance, rules, policies, and protections. The Collin College EMS Program does whatever is necessary to protect the learning environment and the student.

National Registry

EMT and Paramedic Students:

The process for student clearance done at the end of the student’s clinical experience is as follows:

- Students create an account with the National Registry, <https://www.nremt.org/rwd/public>, then create an application for certification and **pay for the exam.**
- Students then bring their clinical badge and vest to the EMS department where they attest that they have completed all course requirements by filling out a course completion form.
- The completed form is given to the clinical Professor who grades the course work and verifies that all requirements have been fulfilled.
- Once a grade has been assigned to the student, the Professor gives the completion form to the Program Coordinator who approves the student for testing with the National Registry.
- Upon approval from our department, the National Registry will email the student with detailed instructions on how to schedule the National Registry Cognitive Exam with Pearson Vue.
- The student takes the National Registry exam and can expect results to be emailed to them within 24-48 hours.

Texas EMS License and Certification

Once students have successfully received their National Registry Certification, they will need to obtain their Texas EMT/Paramedic License. Please visit the Texas Department of State Health Services and follow the instructions to apply. Their website is: [Texas DSHS EMS License Application](#).

FERPA

FERPA is a Federal law (Act) that protects the privacy of student education records. It provides students the right to:

- Inspect and review their education records;
- Request to amend inaccurate or misleading records;
- Consent to disclosures of personally identifiable information contained in their records;
- File a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with this law.

While FERPA gives parents certain rights with respect to their children’s education records, these rights transfer to the student when they reach the age of 18 or begin attendance at Collin College, either on site, through distance learning, or in high school as a dual enrollment student (regardless of age).

Parents can obtain directory information only at the discretion of the institution. Parents can obtain non-directory information only with the written consent of the student.

Directory Information— Public information considered not harmful or an invasion of privacy. The following information has been defined as directory information at Collin College, and can be given to third parties without written consent from the student:

- Student name, address, and home telephone number;
- Major field of study;
- Participation in officially recognized activities and sports;
- Weight and height of athletic team members;
- Dates of attendance/enrollment;
- Most recent educational institution attended;
- Degrees and awards received;
- Photograph

Non-Directory Information -Any student education record not listed above. Disclosure to anyone without the written permission of the student is not permissible.

Request for Non-Disclosure -Student may submit a request, in writing, to the Office of the Registrar to prevent the release of directory information to third parties. This request remains in effect until the student revokes it in writing. However, Collin College may disclose this information to college staff that has a legitimate educational interest.

Legitimate Educational Interest -The justifiable need of a college official to view an educational record to enable them to complete their job responsibilities as defined by the institution.

If you have a question about how to prevent the release of student records, the process to review or amend your educational records, or how to revoke your statement of non-disclosure, please contact the Office of the Registrar.

Due to FERPA regulations, All EMS faculty and staff will use Collin email to contact and correspond with students. We ask that all students use their Collin email address or Canvas to contact the EMS department by email.



Acknowledgment of EMS Student Handbook

I, _____, have received a copy of the *Collin College EMS Education Program Student Handbook* and Course Syllabus. I understand and agree to abide by the rules of Collin College (COLLEGE), the Collin College EMS Education Program (EMS) and their clinical affiliates.

I understand that EMS education is emotionally, psychologically, and physically demanding.

I accept the risks associated with this education and agree to hold harmless and free of all courses of action Collin College, its clinical affiliates, internship affiliates, and individuals associated with the program as instructors, examiners, and preceptors.

I will conduct myself with honesty and integrity in all my actions while participating in the EMS program.

I understand that I am ultimately responsible for the course material regardless of delivery method.

I agree to keep ALL patient information confidential in accordance with local, state, and federal law, including the 1996 HIPAA law.

I understand that in order to receive a course completion certificate and be eligible for National Registry (NREMT) testing that I must:

- Have a minimum of an 80% average at the completion of each EMS Program course, along with a clinical/internship final grade of a minimum 80%.
- Successfully complete all applicable classroom, clinical, and field internship requirements.
- Complete and document all applicable patient contact requirements as listed in the records management system that applies to your class. (i.e. Platinum, Fisdap or Sterling).

I understand that I am responsible for the information contained in this and all subsequent editions of the student handbook.

I agree to surrender my EMS ID badge after completion of the clinical/internship rotations or in the event I should be dismissed for any reason from the EMS Program.

By signing this document, I acknowledge that I have read and understand, and that I will abide by the Student Handbook and Course Syllabus:

| | | |
|--|---|----------------|
| _____ | _____ | _____/_____/20 |
| <i>Student Printed Name</i> | <i>Student Signature</i> | <i>Date</i> |
| _____ | _____ | _____/_____/20 |
| <i>Witness Printed Name</i> | <i>Witness Signature</i> | <i>Date</i> |
| _____ | _____ | _____/_____/20 |
| <i>Instructor/Coordinator Printed Name</i> | <i>Instructor/Coordinator Signature</i> | <i>Date</i> |