



Malcolm X College Paramedic Program

2024-2025

STUDENT HANDBOOK

Revised July 2024

TABLE OF CONTENTS

MESSAGE FROM THE PRESIDENT	4
STATEMENT OF AGREEMENT	4
MISSION STATEMENTS	5-6
CCC & REGION 11 POLICIES	6
PROGRAM DESCRIPTION / METHODS AND GOALS	7-8
PARAMEDIC PROGRAM TECHNICAL STANDARDS	8
COURSE DESCRIPTIONS	10
CLASS SCHEDULE / DRESS CODE	11-12
STUDENT WORK POLICY	12-13
PROFESSIONAL BEHAVIOR / SOCIAL MEDIA	13-15
CLASSROOM ATTENDANCE POLICY	15-16
STUDENT RESPONSIBILITIES IN CLASSROOM	16-17
STUDENT RESPONSIBILITIES IN CLINICAL /LAB	17-20
REQUIRD CLINICAL HOURS	20
PROCEDURES WITHIN THE SCOPE OF PRACTICE	20-21
GRADING AND EVALUATION POLICIES FOR EMT 221 AND 223	21-22
EMS TESTING VIA PLATINUM GROUP	22-23
GRADING AND EVALUATION POLICIES FOR EMT 222 AND 224	23-25
PLATINUM PLANNER	25
WELLNESS CENTER	25-26
SUPPORTIVE INTERVENTION TEAM (SIT)	26
AFFECTIVE DOMAIN	26-28
TYPES OF PROBATION FORMS	29
DRUG SCREENING	29
GENERAL INFORMATION	30-32
REQUIREMENTS FOR PROGRAM COMPLETION	32

RE-ENTRANCE POLICY	32-33
CITY COLLEGES OF CHICAGO'S VETERAN'S READMISSION POLICY	34-35
APPENDIX A - SIGNATURE PAGE	36
APPENDIX B - GRADE RELEASE FORM	37
APPENDIX C- DISCLOSURE FORM	38
APPENDIX D - AFFECTIVE DOMAIN CHARACTERISITCS	39-40
APPENDIX E- PARAMEDIC STAFF CONTACT LIST	41
STUDENT MINIMUM COMPETENCY MATRIX (Minimum Requirements)	42-49

Message from the President



**David A. Sanders, President
Malcolm X College**

We're excited you've decided to join a diverse community of scholars dedicated to education, excellence and self-improvement while pursuing a world-class education in a state-of-the-art facility.

As a student enrolled in Malcolm X College's Nursing and Health Sciences and Career Programs, you have made the commitment to transform not only your life but the lives of your future patients and the lives of community members you will help after earning your certificate or degree.

Lean on your peers, faculty, staff, and your instructors. We are all here to help you achieve your academic and career goals and help you finish what you start. At Malcolm X it's our goal for you to not only succeed in your future field, but in life.

STATEMENT OF AGREEMENT

You must read this student manual in its entirety, sign the signature sheet at the end of the manual and submit the Signature Form into Castle Branch. The signature page will serve as verification that you have had ample opportunity to ask questions and that you understand your responsibilities.

Malcolm X College Mission Statement

[City Colleges of Chicago - Malcolm X - Mission \(ccc.edu\)](http://ccc.edu)

Malcolm X College provides accessible liberal arts and health-focused education that fosters personal and professional achievement.

Vision

Malcolm X College serves with urgency as a catalyst for social change and economic growth in the Chicago community. We have the power to make change. In order to do that, we will:

- Provide affordable, accessible, and exceptional education
- Drive dynamic economic mobility in the lives of our students

Goals

- Student Experience Goal – Create an exceptional student experience
- Equity Goal – Significantly narrow achievement gaps
- Economic Responsiveness Goal – Forge transformational partnerships
- Excellence Goal – Build a culture of excellence
- Institutional Collaboration – Create a collaborative and connected ecosystem
- Institutional Health: Develop, monitor, and improve critical institutional health measures

Pursuit of this mission is guided by our core values.

- Accountability: We emphasize diligence and innovation in order to promote efficient and effective learning.
- Community: We support our community by promoting collaboration and cooperation in activities that enhance the quality of life.
- Diversity: We value differences among individuals and prepare ourselves to live successfully in a global society.
- Empowerment: We lift up people, voices, and ideas.
- Learning: We promote student-centered learning and lifelong learning among faculty, staff, and students.
- Respect: We appreciate and consider the choices, endeavors, and relationships of others.

EMS Department Mission Statement

[City Colleges of Chicago - Malcolm X - Paramedic Program \(ccc.edu\)](http://ccc.edu)

It is the mission of the Malcolm X College EMS Department to educate and inspire our students and prepare students in the community to serve their community as health care professionals in Emergency Medical Services.

Information on Student Responsibilities

In addition to this student handbook, the student will receive the following information for which the student will be responsible.

City Colleges of Chicago - Academic and Student Policy

[Academic and Student Policy Manual March 2024 \(ccc.edu\)](http://ccc.edu)

Provides pertinent information regarding rights and responsibility as a student of City Colleges of Chicago, including:

- Accordance with Americans with Disabilities Act (Section 8.21 g)
- Standards of Conduct (Section 8.18)
- Disciplinary hearings, Appeals, and Student Grievances (Sections 8.21, 8.22 & 8.23)
- COVID-19 Policies (page 61)
- Class Attendance (Section 3.07)
- Preferred Pronouns (Section 8.02 b)

Region 11 Chicago ALS EMS System Protocols- <https://chicagoems.org/als-protocols/>

The program follows the current protocols approved by the Chicago Region 11 EMS system.

Region 11 Chicago EMS System Policies – (<https://chicagoems.org/ems-system-policies/>) The program adheres to all applicable policies established by the Region 11 Chicago EMS System.

Paramedic Internship Handbook – provides specific information regarding EMT 227 course as well as policies as a rider on CFD ambulances.

National EMS Education Standards- Malcolm X College's Paramedic Program complies with the most updated *National EMS Education Standards*.

[EMS Education Standards 2021 v22.pdf \(chicagoems.org\)](http://chicagoems.org)

PARAMEDIC PROGRAM DESCRIPTION

The Paramedic Program is administrated as a collaborative effort between Malcolm X College, one of the City Colleges of Chicago, the Chicago Fire Department, and Region 11 EMS System with Stroger Cook County Hospital as the program medical oversight. Clinical experience includes Emergency Departments and specialty units within Region 11 EMS System's Resource and Associate Hospitals, in addition to ambulance experience on Chicago Fire Department ALS ambulances. All classes are coordinated by and conducted at Malcolm X College with laboratory/simulation experiences at the college, Cook County Hospital Simulation Lab, and Chicago Fire Department Training Academy.

The Paramedic Program's faculty and adjunct faculty use theory and practical guidelines for adult education and training to ensure optimum facilitation of the learning process for all of our students. In addition to the National Educational Standards, the program teaches management and professional approach as described in Region 11 Chicago EMS System Protocols and Policies. ***The program does not offer advanced placement or transfer of credits from another college or program for the core curriculum.***

Malcolm X College is accredited by the Higher Learning Commission and awards an Advanced Certificate (AC) or an Associate Degree in Applied Science (AAS) upon successful completion of program requirements. The program curriculum reflects the National EMS Educational Standards and is approved by the Illinois Department of Public Health. The Malcolm X College Paramedic Program is accredited by CAAHEP, the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Medical Director – Joseph M. Weber, MD, Stroger Cook County Hospital
Program Director —Harry Meyers, BSN, EMT-P, Malcolm X College

Program Methods and Goals

The goal of a CoAEMSP's accredited paramedic program: "To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession."

A variety of teaching methods will be used in the educational program. Methods such as group discussion, lecture, role-playing, demonstrations, patient scenarios, patient simulations, and other individualized methods will be used to help each student master the objectives of the Program. Integration and application of these methods require a self-directed learner who actively participates in the educational process.

Upon successful completion of the Paramedic Program, the Malcolm X College student will:

- be able to sit for the NREMT exam and become a certified paramedic and apply for state licensure
- possess clinical abilities to provide a high level of compassionate patient care that is professional and thoughtful in its approach
- possess the knowledge, capacity for reasoned judgment and awareness of one's abilities and limitations to positively impact critical EMS situations
- be able to independently process information and make critical decisions while being sensitive to the cultural competency of patients of all ages

Paramedic Program Technical Standards

Observation:

The paramedic student must have sufficient sensory capacity to observe and participate in the classroom, laboratory, and all clinical settings.

1. **Functional vision** - 1) see from 20 inches to 20 feet and beyond, 2) use depth perception and peripheral vision, and 3) distinguish color and color intensity.
2. **Hearing** - Be able to hear sounds at varying levels (normal speaking volume, faint voices, faint body sounds and equipment alarms.)
3. **Olfactory** - Be able to detect odors from patients and the environment.
4. **Tactile Sensation** - Be able to adequately and accurately observe or assess clients and to elicit information through procedures regularly required in the care of clients or groups of clients.

Communication:

The paramedic student must be able to communicate effectively in the classroom, laboratory, and all clinical/field settings. Students must be able to:

1. Communicate effectively in English both verbally and in writing
2. Recognize, understand, and interpret instructional material required during medical education
3. Use appropriate grammar, spelling and vocabulary when completing classwork and clinical documentation that is submitted into Platinum Planner, and
4. Work cooperatively and professionally with others (i.e., EMS, fire, hospital, patients, family, etc.)

Motor:

The paramedic student must have sufficient motor function to participate in basic diagnostic and therapeutic procedures and to provide effective, quality care to clients. Motor function includes both gross and fine motor skills, strength and coordination, physical stamina.

Gross Motor Skills:

The paramedic student must be able to:

1. Sit and stand while maintaining balance in the educational setting and in the ambulance, and while working above and below waist height

Fine Motor Skills:

The Paramedic student must be able to:

1. Write and type, and
2. Pinch, pick up, grasp, squeeze or otherwise work with fingers

Strength, Coordination and Stamina:

The paramedic student must be able to:

1. Stand (for an extended period of time), stoop, move quickly, do repetitive movements, walk, climb stairs, back-up stairs with weight (50 pounds), push/pull (up to 100 pounds) and
2. Lift (up to 100 pounds) and
3. Crouch, kneel, bend and twist for extended periods of time. Lifting and carrying a minimum of 30 pounds several times an hour. Lifting and moving up to 300 pounds with the assistance of 2-3 persons.

Intellectual:

The paramedic student must be able to perform measurements and calculations, read charts and graphs, adhere to professional ethics, and demonstrate a professional manner and insight in the communication process. In order to complete any coursework in the paramedic major, the student must be able to demonstrate mastery in reading and comprehension and use them together to demonstrate critical thinking and clinical reasoning. 1) Plan/control activities for others, 2) Use appropriate knowledge and skills, and 3) sequence information.

Behavior and Social:

The paramedic student must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment and prompt completion of all academic and client care responsibilities. The development of mature, sensitive and effective relationships with clients and other members of the health care team is essential. The role requires flexibility, compassion, integrity, motivation and the ability to 1) control interpersonal conflict, 2) respect differences among patients and other medical staff, and 3) establish rapport with patients and their family members and co-workers.

Emotional Intelligence:

The paramedic student must possess and further develop emotional intelligence. Emotional intelligence encompasses knowledge and management of one's own emotional life and the skills to process the various workplace and client situations that arise including death of a client unexpectedly or with prolonged suffering, negative responses to care, or strained work environments or coworker relationships. Responses to giving and receiving feedback both positive and negative are also a part of emotional intelligence. EMS students must be able to 1) adapt to ever-changing, unpredictable and stressful situations, 2) monitor own emotions, 3) perform multiple responsibilities concurrently, 4) handle strong emotions during and following stressful events from patients, family members, bystanders and other professionals and 5) recognize, process and develop coping strategies that may be used to mitigate the emotional toll that highly intense situations encountered with EMS may take on the technician.

Environment:

Health care and Emergency Medical Services are often delivered in high stress areas, requiring management of multiple roles, tasks and decisions simultaneously. The equipment and supplies used in the delivery of care may present a danger to individuals with sensitivities and allergies, especially to certain fumes and/or latex products.

COURSE DESCRIPTIONS

The Fall and Spring Semesters consist of two classes each semester integrating didactic information, practical application and clinical experience.

FALL SEMESTER:

EMT 221 – (9 credit hours) This course is primarily a didactic format and introduces the student to the roles and responsibilities of the paramedic. The content focuses on the introduction, assessment, management, and stabilization of various patient conditions

EMT 222 - (5.5 credit hours) This course is practical and clinical experience. The focus is on integration and application of the principles addressed in 221 through lab and skill practice, simulation, clinical rotation, and ambulance experience.

SPRING SEMESTER:

EMT 223 – (9 credit hours) This course is primarily didactic format and focuses on the assessment, management, and stabilization of medical and traumatic patient conditions as well as operational field management.

EMT 224 - (7 credit hours) This course is practical and clinical experience. The focus is on integration and application of the principles addressed in 221, 222 and (concurrent) 223, through lab and skill practice, simulation, clinical rotation, and ambulance experience.

SUMMER SEMESTER:

EMT 227(6 credit hours) - This course is the paramedic internship. As the capstone course, it integrates the knowledge base attained with the assessment and treatment skills developed during the first two semesters through a preceptor-supervised work schedule of 20 (twenty), 24-hour shifts on an assigned Chicago Fire Department Ambulance, and attendance at weekly meetings with an assigned MXC paramedic instructor.

The program graduate will successfully complete each of the five courses with a grade of “C” or better (see grading scale on page 20). The design of the curriculum requires demonstration of mastery of **both** practical and didactic content at each level before being allowed to continue to the next semester. In addition to success in the didactic and practical portions of the program, students also have to pass the affective domain portion of the program where they must demonstrate a standard professional demeanor during class, lab, clinical/field, and field internship. Therefore, students must successfully complete ALL components taken concurrently.

CLASS SCHEDULES FOR 2024-2025

EMS 221/223 and EMS 222/224 for the Fall Semester and Spring Semester will be scheduled as follows:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
OPEN FOR CLINICAL	EMS 221/223 0930-1320 RM. 7005	OPEN FOR CLINICAL	EMS 221/223 0930-1320 RM. 7005	OPEN FOR CLINICAL	EMS 222/224 0900-1110 RM. 7005	OPEN FOR CLINICAL
OPEN FOR CLINICAL	OPEN FOR CLINICAL	OPEN FOR CLINICAL	OPEN FOR CLINICAL	OPEN FOR CLINICAL	PRACTICAL LAB 1120-1700 RM.7006 / 7005 / 8 TH FLOOR	OPEN FOR CLINICAL
OPEN FOR CLINICAL	OPEN FOR CLINICAL	OPEN FOR CLINICAL	OPEN FOR CLINICAL	OPEN FOR CLINICAL	OPEN FOR CLINICAL	OPEN FOR CLINICAL

The start and end times are subject to change with notification to students for special courses, exams, or program events.

DRESS CODE

Classroom - Students are required to dress in complete uniform when coming to class. Any student reporting to class not in complete uniform will be sent home and this will be considered an unexcused absence for the day. At the discretion of the instructors, appropriate casual clothing may be worn on specific class days when practical sessions are being conducted. Prior notification will be given to students for those days. NO caps/hats are to be worn in the building.

Clinical - Hair must be contained and off the collar. No extreme hairstyles or extremes in hair attire are acceptable. Facial hair must comply with standards described in the Chicago Fire Department employee code and cannot interfere with the ability to create a seal with an N95 mask. No acrylic nails will be allowed at clinical sites. Jewelry is limited to a wristwatch and a wedding band. No chains, ropes or wrist jewelry will be allowed (a wedding band is the only ring allowed). Earrings are limited to small post type and only one (1) per ear is permitted. Tattoos may need to be covered.

Uniforms - The uniform must be worn into every clinical site. The uniform is TO BE KEPT CLEAN AND PRESSED. The uniform shirt is to be tucked in at all times.

The uniform consists of:

1. Approved uniform shirt with Malcolm X College patch on the right sleeve and the Illinois EMT patch on the left sleeve. If you are certified as a NREMT-Basic, you will be able to wear a NREMT-B patch on the left sleeve. NO other patches allowed.
2. Navy blue uniform slacks.
3. Black belt, socks and oxford style shoes.
4. Malcolm X College ID badge.
5. Approved navy-blue uniform jacket or pullover sweat shirt (no hoodies are allowed) may be worn during class (with the lead instructor's permission), during the field experience, and during the field internship with no other company logos (you must have the appropriate patches on the respective sleeves).

6. Navy blue long sleeve shirts or black long sleeve shirts can be worn underneath the gray polo shirt in class.
7. A stethoscope, blood pressure cuff with a sphygmomanometer, watch with a second hand, a pen light, and black pens will be required during lab, the field experience, clinicals, and the field internship. Although you do not have to purchase the stethoscope and blood pressure cuff through the CCC Bookstore, it should be always be functional for use when assessing other students or patients during lab, clinical, or field time.
8. *CFD Ride Time*- As a student rider on the Chicago Fire Department apparatus, you are responsible for wearing the appropriate gear during certain calls. Since Chicago Fire Department personnel are always responding to emergency scenes, you must bring a safety vest to all CFD ride dates. Any additional equipment or requirements are susceptible to change by CFD. The student remains responsible to comply with these in order to complete CFD Ride Time.

At any time during class, lab, clinical/field experience, the instructor (s) and/or preceptors may request a head-to-toe uniform check to make sure that students are complying with the uniform policy.

Lab coats are **NOT** permitted. Any student reporting to a clinical not in complete uniform or appropriately worn per policy, will be sent home and this will be considered an unexcused absence. Specific areas may require scrubs. If scrubs are required, they will be furnished by the hospital or clinical site. Uniform inspection will be held on the first day of class.

Please note that students must be able to access a current government-issued ID, a current IDPH EMT-B license, and a current BLS CPR certification at any time during clinical/field activity.

STUDENT WORK POLICY

Clinical & work balance:

Many students are employed while enrolled in their Health Careers Program. However, it is presumed that successful completion of the program is the ultimate goal of each student. It is the consensus of faculty and clinical affiliates that students who are enrolled in a full-time health career program, limit working to no more than 16 to 24 hours per week

Students shall never be substituted for staff:

While at the Facility, students are not to replace the facility staff. Students must not be used to substitute for staff. If a student is employed by a clinical affiliate, time worked cannot be used towards completion of clinical hours or clinical course requirements. Patient encounters during duty time may not be utilized to meet the competency requirements of the class, and is considered an academic dishonesty issue

by the program. Students must not receive any form of remuneration in exchange for patient care they provide during programmatic clinical coursework.

All activities in the program, including patient care area experiences, must be educational:

Students are not to render service except as identified for educational value and delineated in the jointly planned educational experiences.

Student Identification:

Students must be clearly identified as students by wearing the designated uniform and the school ID must be clearly visible to facility staff. In instances where students must wear scrubs in specialty clinical areas, their ID must be visible and they must inform the staff that they are students.

Patient Care:

Patient care under the auspices of the program must always be performed under the direct supervision of a program approved and trained preceptor. Any such direct contact between a student and a patient shall be under the proximate supervision of a member of the staff of the Facility. Students shall not perform any skills or procedures outside their current scope of training. The Facility shall at all times remain responsible for patient care.

PROFESSIONAL BEHAVIOR

City Colleges of Chicago students are expected to conduct themselves in a manner which is considerate of the rights of others and which will not impair the educational mission of the College. Specifically, all students assume an obligation to conform to Board Rules, the statement of Student Rights and Responsibilities and the following policies.

“The Standards of Conduct applies, and discipline may be imposed for conduct which occurs on College premises, at off campus recreational or instructional sites, at any College-sponsored event, or at any College supervised or provided activity, transportation or facility.”

In addition to the program expectations of professional behavior, all students will receive and be held to the standards described in the City Colleges of Chicago Student Policy Manual.

Expected Professional Conduct for Paramedic Program

As a student representing the Paramedic Program of Malcolm X College, a respectable professional demeanor is expected in **all** areas of education be it in classroom/areas on school property, clinical setting, lab, residence, public premises, firehouse, hospital, or ambulance. Instructors shall have the discretion to determine classroom atmosphere and behavior of the student. Any inappropriate or nonprofessional behavior as deemed by the instructor will not be tolerated in any educational setting. Any student asked to leave any area of the program for inappropriate conduct may be subject to disciplinary action.

1. Students will conduct themselves in a mature, professional and appropriate manner at all times (see Appendix D in the back of this handbook). Displaying respect for patients, fellow students, faculty, preceptors, and healthcare facility staff.
2. Minimum conversation is allowed in the halls of the college, particularly while other classes are in session. No talking is allowed in between stations during practical exams.
3. Students must always follow HIPAA guidelines and respect confidentiality of patients and fellow students.
4. In clinical settings students are expected to treat patients with the utmost respect in tone, conversation and demeanor. Patients, families and staff should be addressed by title
5. A Malcolm X College ID badge must be worn at all times on college premises, hospital clinical sites and CFD.
6. Cell phones are not to be used in the classroom, laboratories, or clinical areas (at any facility). This includes use of the phone as a phone, text messaging device, voice recorder, camera or video camera. Pagers, radios, and cellular phones must be silenced during class
7. There is no smoking of any kind, at any of the clinical sites, labs, or hospital seminar sites. MXC is a smoke-free environment. Smoking is prohibited on campus. Tobacco dipping AND vaping are also not allowed on any of the premises.
8. Alcoholic beverages are not allowed on college, hospital, or Fire Department premises. Students cannot consume alcohol prior to class. Either of these situations will result in immediate dismissal pending due process.
9. Cannabis, illicit and controlled substances (narcotics and other medications except those prescribed by a medical practitioner, and currently being used in treatment), are prohibited from being brought into, or possessed on college, hospital, and Fire Department premises. Students are also prohibited from being under the influence, on any of these premises, from these substances (unless the student's medical professional and faculty/staff agree). Students violating this policy will be dismissed immediately pending due process. Evidence of possible drug use can be requested by faculty/staff via a 10-panel drug screen (following the chain of custody protocol) conducted at an authorized medical facility, from the student, in a timely manner. Testing to be done at the student's expense.
10. Students are not permitted to possess, handle or bring weapons of any kind on college, hospital, or Fire Department premises. Students violating this policy will be dismissed immediately pending due process.
11. The classroom must be left in a clean and orderly fashion. Eating or drinking in the MXC classroom is allowed only at the discretion of the lead instructor. Gum chewing is not allowed in any classroom.
12. When off campus and not in a clinical setting, we expect students to conduct themselves with the decorum of a health care professional. Students should NOT wear their uniforms to off campus social gatherings or any place that is not affiliated or representative of a college sponsored academic event.
13. ZERO-Tolerance policy against harassment, bullying and discrimination. MXC takes allegations against harassment, bullying and discrimination seriously and allegations are handled confidentially and sympathetically, and may result in removal from the program.

SOCIAL MEDIA

Distribution of sensitive and confidential information is protected under Health Insurance Portability and Accountability Act of 1996 (HIPAA) and Family Education Rights and Privacy Act (FERPA) whether discussed through traditional communication channels or through social media. Examples of social media formats include BUT ARE NOT LIMITED TO Tik Tok, Instagram, LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Twitter, Facebook, YouTube, and Vine.

HIPAA guidelines must be followed at all times. Identifiable information concerning clients/patients and clinical rotations must not be posted in any online forum or webpage. Zero tolerance applies to anyone posting comments that violate HIPAA guidelines or this policy.

As an EMS Program Student, it is your responsibility to:

1. Protect confidential, sensitive, and proprietary information: do not post confidential or proprietary information about the college, clinical EMS staff, students and peers, clinical facilities, clients/patients, or others you may come in contact with while in the role of Malcolm X College EMS student.
2. Protect all private and confidential information related to you and to others. Any description of a patient encounters can be easily identified and therefore can be considered a HIPAA or potentially a FERPA violation
3. Be aware that you are associated with Malcom X College and the EMS Department when engaging in online social networks. Regardless of how you identify yourself, be it personal or as a student, ensure that your profile and related content is consistent with how you wish to present yourself to colleagues, clients/patients, and potential employers.
4. Use of the EMS Department logos and/or graphics on social media pages are prohibited unless approved by the college.
5. Taking photographs with any device during clinical experience, or posting photographs of a student in a clinical setting on any public forum is strictly prohibited

ATTENDANCE POLICY EMS 221/223, EMS 222/224, Clinical Rotations

Students are expected to attend all class sessions, for each course. If a student cannot attend a class, the student has to contact the appropriate Lead Instructor or designee before the scheduled class.

If the student is absent and exceeds 15% (18 class hours) in any course, then the student will not be allowed to continue in the program during that program year.

Clinical Absences

Clinicals are listed under EMT 222 and 224. If a student cannot make the scheduled clinical due to an emergency situation, the student is to contact the Clinical Coordinator no less than two hours before the scheduled clinical. The student also will need to contact the clinical site's charge nurse/administrator or assigned fire house. **Failure** to notify the Clinical Coordinator of an absence will result in a No Call/No Show, and the

student will face disciplinary actions.

*Note multiple medical absences may interfere with programing and learning and may result in dismissal per program and IDPH requirements.

Extended Absences

The student may have a medical or other unavoidable reason for applying for an extended leave (i.e., military duty). Certain medical conditions may limit the student's access to the clinical sites or the field internship. Any section of the program that is missed by the student will have to be made up in its entirety before the student is permitted to complete the program. If the student misses a substantial portion of the program and the content could not be made up in a timely fashion prior to succeeding to the next phase of the program, then it will be up to the program personnel and medical director to determine if the student will be removed and then have to follow the re-entry policy and re-enter the program with a future cohort.

For continuation the student will be required to demonstrate competence in the area(s) of the program that were completed prior to the extended leave. This evaluation and determination of remedial needs of the student will be at the sole discretion of the Program Medical Director and the Paramedic Program Director.

Punctuality

Tardiness will **not** be tolerated. For every **three** marked tardy days, a student will be given one absence. Tardiness is considered to be five minutes late, or leaving class five minutes early. The student will be marked tardy if the student enters the class, lab, clinical/field setting after the scheduled start time. If a student is more than thirty (30) minutes late, he/she will be recorded as absent. Leaving early will be considered a tardy.

Student Responsibilities in the Classroom

College and Resource Hospital educators strive to make the student experience in the Paramedic Program educational, successful, and attain the goals of the program. Below is a general list of common student responsibilities in attaining a successful outcome. Beyond this list, each student must be self-directed in identifying his or her own learning needs.

1. Arriving to class on time
2. Completing assignments on time
3. Meeting objectives for the course
4. Seeking the instructor's aid should problems arise or when clarification of objectives is needed
5. Attending all scheduled classes, labs and clinicals
6. Reading the student handbook and knowing the policies and procedures for which students are accountable

7. Students seeking accommodations in accordance with the ADA must provide verification of assessment by the ACCESS Center [-City Colleges of Chicago - Malcolm X - ACCESS Center \(ccc.edu\)](http://www.ccc.edu) at any time during the program. Prior to program personnel receiving this Accommodations letter, under no circumstances will students be allowed special accommodations for testing, submitting late assignments, or modifications of any school-related activities. All accommodations MUST be listed in the Accommodations letter from the ACCESS Center.
8. Maintaining patient confidentiality throughout the program and compliance with current HIPAA standards
9. Conducting themselves in a mature, professional and appropriate manner at all times
10. Displaying respect for patients, peers, faculty, preceptors and healthcare facility staff
11. Falsification of **any** documents pertaining to **any** portion of the Paramedic Program will **not** be tolerated. Students found to have compromised the validity of any testing tool or document through theft, reproduction of any means, cheating, and/or plagiarism, will be grounds for **immediate dismissal** from the Paramedic Program. Per the City Colleges of Chicago Academic and Student Policy Manual (Section 8.17 on Academic Integrity and Dishonesty), it states, "the use of artificial intelligence (AI) tools without the explicit permission of the instructor is a form of academic dishonesty." This includes, but is not limited to the use of ChatGPT for Patient Care Reports or any form of testing and documentation during the program.
12. Maintaining personal accident and injury/illness health insurance throughout the paramedic program
13. Verification of physical examination and immunization lab work must be completed prior to the start of clinical activities. These documents will be submitted in Castle Branch.
14. Maintaining a current Illinois Department of Public Health EMT-B license and American Heart Association CPR credential throughout the Paramedic Program

Student Responsibilities in the Lab and Clinical Settings

The student is expected to behave in a professional manner and abide by all the rules and regulations of the clinical site, Malcolm X College, and the Chicago Fire Department. Clinical experience is supervised educational experiences and at no time will the student be substituted for staff. The following are a few guidelines to acceptable behavior. When in doubt, the student should act discreetly and in such a manner that will reflect honorably on self, school and profession.

1. Students are expected to maintain a professional presence (refer to

Appendix D) in all educational settings, including practical labs. Students are often expected to participate as standardized patients and practitioners in simulated patient encounters. A professional level of decorum is expected in these situations. Students with special concerns about involvement in this aspect of the program must discuss with the lab instructor at the start of the program.

2. Any discussion or questions regarding a patient's condition or any responsibilities as a student should be conducted away from the patient area, out of ALL patients' hearing. Patient confidentiality and compliance with current HIPAA standards are to be maintained at all times.
3. Paramedic students will be **immediately dismissed for falsification** of any patient records, PCR's, and any documents related to the program (including lab and clinical/field entries).
4. Breaks/lunches should coincide with that of the instructor/preceptor. If leaving the unit, the instructor **must be** notified. Students may not leave a clinical site prior to the end of the shift unless approved by the Field Clinical Coordinator.
5. Students may be assigned badges at the clinical site. If one was assigned prior to arriving to the clinical site (at the College), bring it back the next scheduled class day. If one was assigned at the clinical site, please follow the site's instructions and return the badge prior to departure.
6. Under no circumstances will students be allowed to take any equipment away from the clinical site. Any violation of this policy will result in disciplinary actions, possible dismissal from the program, and/or payment by the student to the clinical site for the total cost of the equipment.
7. In some cases, the clinical site may issue scrubs to students as the required attire for that specific clinical. If this is the case, follow the site's policies on retrieving and returning the scrubs prior to departure from the clinical. Please check Brightspace for special instructions.
8. The clinical site should provide a language translation service via a trained and qualified interpreter, phone line, or electronic service to the patients and their family members. Students who speak or can write in the patient's language should NEVER act as an official translator between the site's medical team and the patients (or family/friends).
9. Any student who, through personal error, goes to a clinical site on the wrong day or time cannot stay for the clinical, and will have to immediately leave the site. Re-scheduled times will be arranged through the Clinical Coordinator and will be at the convenience of the clinical site and the clinical instructor. The Program Director and/or Clinical Coordinator will determine if the scheduled date will be recorded as excused.
10. If any problems occur with your clinical arrangements, you **must** notify the

Program Clinical Coordinator immediately. This may include a change in an ambulance assignment, preceptor, or in-hospital department change.

11. Title IX prohibits discrimination on the basis of sex, including pregnancy and parental status. The Program Director, in consultation with the City Colleges of Chicago's Title IX Director, partners with students who voluntarily disclose their pregnancy or expectant parent status to the program to determine the best available options. The Program Director and Title IX Director will work with the student to explore accommodations and leave options available depending on where a pregnancy or parental leave falls within the sequence of the program. Applicants and enrolled students electing to voluntarily disclose a student's pregnancy or student's parental status should contact the Program Director as soon as possible after learning of a pregnancy or adoption. The Program encourages pregnant students to consult their physicians regarding the essential functions associated with the Program, including but not limited to any lifting and transport requirements and/or radiation exposure risks. Students may elect not to disclose their pregnancy or parental status to the Program Director or other Program staff.

In the event of pregnancy, due to the physical and emotional demands of the paramedic program in the lab, clinical/field, and internship setting, it may not be ideal for a student to continue the clinical experience portion of the program while being pregnant. MXC does not discriminate against pregnancy and adheres to the federal Pregnancy Discrimination Act. As such if a student determines that they are pregnant during the program, they may declare this status to the program director and clinical coordinator. Discussion will occur to include the program director, program faculty, the clinical/field coordinator and senior administrator (Dean or Associate Dean) to facilitate continuation of the program during the current program year. It is important to understand that due to the nature of the externship the student must be able to follow the parameters of externship or be removed for noncompliance as would be any other student. Medical clearance will be required if a determination is made by the student to continue, stating clearly that there need be no limitations. Physical requirements include being able to lift 30lbs, be able to climb in and out of an ambulance without effort, be able to stand for periods of time and be able to complete a 24-hour shift without extended rest periods (please refer to technical standards).

If a student in good standing pauses, they will be allowed to re-enter the program following the program's re-entry policy and meet all program standards.

12. Students' health and safety are paramount to the program. All students must successfully complete courses in personal protection and safety classes prior to starting their clinical experience. Each individual clinical site may require specific courses to be completed for their facility.

13. Students will be required to be fit tested for an appropriate size N95 mask prior to starting clinicals.
14. Students who perform any dangerous actions outside of their scope of practice in the program at a clinical site, during their field experience, or field internship may face disciplinary actions and/or be dismissed from the program. The decision will be at the discretion of the program administrative personnel.
15. At no time at a clinical site will a student interact with a patient outside of the presence of their preceptor.

REQUIRED CLINICAL HOURS – during the course of Fall and Spring Semester

<i>Clinical Area</i>	<i># of Hours</i>	<i>Clinical Area</i>	<i># of Hours</i>
CFD Observation	60	OB	16
IV Therapy	16	Pediatrics	16
ED	80	Trauma Unit	12
ICU (optional for one ED substitute)	NA	Burn Unit	8
Clinical time will be assigned and scheduled with the Paramedic Program Clinical Coordinator through the Platinum Ed scheduling system.			
*If site is available.			

Students will not be able to proceed to the field internship until all clinical evaluations and documentation via Platinum Planner have been approved by the Clinical Coordinator. Students must have the minimum number of hours per category listed during EMT 222 and 224 required by the program, but CoAEMSP requires each student to have a minimum number of competencies prior to the start of the internship as listed in the Student Minimum Competencies (SMCs) at the end of this handbook.

PROCEDURES WITHIN THE SCOPE OF PRACTICE

At times, the student will be asked to perform procedures that are not within the student's scope of practice. If a preceptor or staff member asks you to perform an act that is not within the scope of practice, then the student must inform the preceptor that he/she cannot perform this procedure (i.e., put in a chest tube, perform a C-section, etc.). If there are any issues, please ask them to contact the Clinical Coordinator and/or Program Director. If a student has not been trained to perform a procedure at this point in time, but it is within the student's scope of practice (i.e., defibrillate or cardiovert), then the student must inform the preceptor that he/she has not been taught this skill. However, the student can perform the skill with the preceptor monitoring the procedure. Please refer to the Student Minimum Competencies for competencies within the Scope of Practice.

If there is a medication that the student is not familiar with, then the student must ask the preceptor or staff about the action, indications, contraindications, dose, and side effects of the medication prior to administration. It is important that the student understand why this medication is necessary at this time. The student should perform a medication administration cross checklist with the preceptor and go through the eight rights prior to administration, the student must be under direct supervision of the preceptor.

GRADING AND EVALUATION POLICIES FOR 221/223

The professional courses require the student to maintain a minimum of 75% average to remain in good academic standing and progress to the next semester. Students who have less than 75% at the mid-term of class will be placed on Academic Probation. Students receiving less than 75% overall average at end of the semester will not be allowed to proceed to the next semester and be dismissed from the current program year.

Students will attend scheduled midterm and final conferences. Students' progress will be discussed and documented at these times by the Program Director and / or faculty. Clinical and didactic courses are an integral learning experience. The student must successfully complete **BOTH** didactic (221/223) and practical (222/224) courses to progress to the next level in the program. In addition to the evaluation of students in the didactic and practical setting, the student also must successfully be at or above average in displaying professional attributes during the course of each semester (refers to Appendix D).

Quizzes

Students *should be prepared* for a quiz at *every* class session. Any student with an unexcused absence will receive a grade of zero for the missed quiz. The zero grade will be averaged into the total course grade. Any student who is not present by the end of quiz distribution will not be eligible to take that quiz and will receive a grade of zero.

Exams

Each course 221 and 223 will have a scheduled number of unit exams. Mid-term and final exams will have a written portion. These are scheduled in advance on the student copy of the class schedule. Students **MUST** be present. For in-person exams, ***any student who arrives after the exam has begun will not be allowed to take the exam and will receive a grade of zero. Any student who does not take the exam during the scheduled timeframe (unless the lead instructor approves to reschedule another time to take the exam) will receive a grade of a zero.***

The use of electronic devices and course materials is not allowed during testing, and will result in disciplinary action including to dismissal.

Students must demonstrate competency by successfully completing the comprehensive final exam. Students must achieve a 75% on the final exam to successfully complete the course and continue to the next semester. If a student's overall grade is less than 75%, the course grade is considered non-passing and the student is unable to progress to the next semester.

If a student scores less than 75% on the final exam AND has an overall grade is calculated as a "C" or better, that student will be allowed one opportunity for a retake of the final exam.

- If the student does **not** achieve a score greater than 75% on the retake exam, the overall grade for the course will be calculated as solely an average of the two final exams, and the student is not eligible to proceed to the next semester.
- If the student does achieve greater than 75% on the retake exam, the student will be allowed to proceed to the next semester (provided there is a passing grade in the practical course). The student's overall grade for the course will be calculated with the average of he the original and retake of the final exams.

EMT 221 and EMT 223 course grades will be calculated as follows:

	Mid-Term	Final
Homework (My Brady Lab)	10%	5%
Quizzes	10%	5%
Unit Exams	30%	15%
Professional Points	10%	10%
Midterm Exam	40%	25%
Final Exam	N/A	40%

Grade Computation (Letter grade conversion):

- A = 92-100%
- B = 83-91%
- C = 75-82%
- D = 67-74%

EMS Testing via Platinum Group

MXC Paramedic students will have access to Platinum Group's EMS Testing. These computerized adaptive exams will allow students to frequently practice taking exams to help prepare them for the cognitive portion of the National Registry of Emergency Medical Technicians (NREMT) exam as well as practice the skill of taking exams. The student will be able to download an application by phone, tablet, or use a laptop/desktop. The cost for this product is in addition to the tuition, books, uniforms, and other program expenses.

It is the policy of Platinum Educational Group that users of this program are not allowed to copy any of its content at any time. *The content contained in this message is the property of Platinum Educational Group. "You are not permitted to copy, duplicate, transmit or utilize any other method of collecting and saving the contents of this message. If it is discovered that the contents of this message are made public, access*

to this site may be terminated. If access is terminated the parties will not be entitled to any refund (Platinum Educational Group)."

*Platinum Educational Group has a stance of ZERO tolerance for any copying of content on its site. If you are in violation of this policy, you may be reprimanded and lose professional points, and this violation will be reflective as part of your affective domain evaluation. If you are terminated from EMS Testing, then you will be given a zero for the test as all didactic testing is done on EMS Testing. **This is academic dishonesty which violates CCC policy. You will not be able to take further didactic examinations and will result in termination from the program.***

GRADING AND EVALUATION POLICIES FOR 222/224

The clinical evaluation tools measure the competency of the clinical skills. Practical and didactic courses are an integral learning experience. The student must successfully complete **BOTH** didactic (221/223) and practical (222/224) courses to progress to the next level in the program. ***Students must complete all courses in order to complete the program.***

To successfully complete the practical courses, the student must maintain a **minimum** overall average of 75%. Students who have less than 75% at the mid-term of the course will be placed on Academic Probation. Students receiving less than 75% overall average at end of the semester will not be allowed to proceed to the next semester.

Practical Final Exams – Students are expected to demonstrate a minimum level of competency by successful completion of practical exams at the end of the semester. Students who are unsuccessful in passing a practical exam will be afforded the opportunity to retake **only one** (1 of the 3) of the practical exam stations on the same day of the exams. Students successfully completing the re-take exam are considered passing and the final exam grade will be calculated with a 75% for that retake.

Students who were unsuccessful in the retake exam or two or more practical exam stations, are considered failing for the overall final exam grade. ***Students who fail the final practical exam will be dismissed from the program for that program year with a failing grade for the course. There will not be any remediation during the exam or after the completion of any stations on the exam day.*** All students will receive feedback and allow to review their practical exams during scheduled student conferences after the exam. If a student has an unexcused absence on the day of the practical exam (s) (determined by the administrative program personnel), the student may or may not be able to take the exam later. Supportive documentation of an excused absence is required the next scheduled class day.

Grades for EMT 222/224 will be calculated as follows:

Fall Semester – 222	Midterm	Final	Spring Semester -- 224	Midterm	Final
Quizzes /assignments	N/A	10%	Quizzes /assignments	N/A	10%
PCR	15%	15%	PCR	15%	15%
MIDTERM EXAM	75%	25%	MIDTERM EXAM	75%	25%
CLINICAL EVALS	P/F	P/F	CLINICAL EVALS	P/F	P/F
PROFESSIONAL POINTS	10%	10%	PROFESSIONAL POINTS	10%	10%
FINAL EXAM	N/A	40%	FINAL EXAM	N/A	40%

Written Assignments - All work is to be original composition by the student. Any compromise of academic integrity can result in dismissal from the paramedic program. Any assignment not turned in at the beginning of the class on the due date, will receive a 10-point deduction for every **CALENDAR** Day it is late. If the assignment is not received within 48 hours of the due date, the assignment will not be accepted.

Patient Care Reports (PCR) - Patient Care Reports (PCR) are to be completed on patients actually cared for or an assignment given to the student. Reports are due as prescribed in the classroom by the practical coordinator. Each report will be graded and computed as a component of the lab/clinical grade. Due dates for PCR's and protocol for submitting are provided at the beginning of the semester.

Run Reviews (RR) - Run Reviews will be required from the student during EMS 227. Run reviews are to be completed only on patients cared for by the student during program clinical experiences. Due dates for run reviews will be published with the calendar at the start of the semester. **No** run review will be considered for grading within 7 days before the date of the final examination for each semester.

Lab Competencies- The student will be responsible for documenting their minimum lab competencies in Platinum Planner in addition to their clinical/field skills. All students must periodically review their Progress Report in Platinum Planner to determine their progress at any point during the program. **Lab entries must be submitted in Platinum Planner within 72 hours of the completion of the lab. Failure to comply will result in the loss of professional points and/or no credit for the competencies that were performed during that lab session. It will be up to the student to make up these competencies with an instructor at another time outside of lab hours. All students must complete the minimum required competencies listed as “prior to field internship,” or “during the clinical/field experience” in the Student Minimum Competencies before the start of the internship. Failure to complete these competencies will prevent the student from starting the internship and may lead to an incomplete grade and/or dismissal from the program.**

Clinical Evaluations – Successful completion of EMT 222 and 224 include the expectation that all clinical time is complete, and each experience is evaluated by the clinical preceptor as “satisfactory” at a minimum. Unsatisfactory clinical evaluations will be handled on an individual basis. Clinical evaluation forms are to be submitted **within**

72 hours of the end of the clinical. All minimum patient care experiences (STUDENT MINIMUM COMPETENCY) must be documented in Platinum Planner before the end of the internship. Failure to comply will result in a loss of a professional point and/or no credit for the clinical/field opportunity.

Professional Points- Please refer to Appendix D.

STUDENT MINIMUM COMPETENCY- Minimum requirements for labs and clinical skills, must be met before a student can proceed to the 227 internship. Failure to properly document all labs, clinical skills, and contacts in sufficient time prior to the internship will prevent students from moving on to the internship. It is the students' responsibility to document patient contacts with enough lead time for the lab and/or clinical coordinator to approve them in Platinum Planner before the end of the semester.

PLATINUM PLANNER

Platinum Planner is an online web application tool for clinical and lab documentation management. This application will allow students to enter all lab skills, scenarios, clinical rotations, and view their individual portfolios while in the program. The program coordinators will inform students of the minimum number of competencies that are needed for each skill or assessment at the beginning of the program. These minimum required competencies have been approved by the Region 11 Curriculum Review Committee, the Medical Director, and endorsed by the program's Advisory Committee. Is it up to the student to make sure that they submit all of their documentation within 72 hours of completing these competencies, and have successful completion of all required competencies. Failure to submit documentation and/or evaluations in a timely fashion will result in the loss of professional points, and possible forfeiture of the lab/clinical opportunity. For clinical rotations, the individual evaluations completed by the student and on-site preceptor has to be completed and submitted in class within the same time period. Staple or place a paperclip on ALL completed evaluations prior to submission. ***For every clinical evaluation, you will have to upload the digital copy of a completed evaluation form with your documentation prior to submission.*** This will ensure that the student has an electronic copy on file.

If there are any technical issues, please contact the Practical or Clinical Coordinator as soon as possible. There are times when the student may have to call Platinum Group for technical assistance if the coordinators cannot resolve the issue.

WELLNESS CENTER

Malcolm X College has several student resources on and off campus. One of the departments that is accessible is the Student Wellness Center. The purpose of this department is to provide resources that include shelter, food, financial assistance, immigration, medical, and emotional support. The program will invite the Wellness Center to speak to the students during orientation, and as needed throughout the program. It is in everybody's interest that each student is able to function well as a student and in life. The discussions that you have with the Wellness Center personnel is

confidential and will be protected by FERPA, and students do not have to disclose this information to the program or the college ([City Colleges of Chicago - Malcolm X - Wellness Center \(ccc.edu\)](http://www.citycolleges.edu)).

SUPPORTIVE INTERVENTION TEAM (SIT)

SIT conducts behavioral threat assessments for persons who might pose a safety risk to themselves or others. SIT is a collaboration among key College departments and engages the College's resources to:

- Investigate concerning behavior and assess the level of threat
- Develop and implement an intervention plan for the safety of all
- Identify sources of support for the person of concern
- Provide ongoing support and monitoring

Reporting a Student or Employee of Concern

In an emergency: CONTACT SECURITY IMMEDIATELY by pressing the Blue Light on any of the security phones located throughout the building or by calling (312) 850-

7168. Threats toward others and suicidal threats and/or gestures always constitute an emergency.

In a non-emergency: Notify SIT using the online **Person of Concern Report Form**. Submit the form as soon as possible but no later than 24 hours after learning of the concerning situation. DO NOT USE THIS FORM TO REPORT AN EMERGENCY ([City Colleges of Chicago - Malcolm X - Supportive Intervention Team \(SIT\) \(ccc.edu\)](http://www.citycolleges.edu)).

AFFECTIVE DOMAIN

According to Bloom's taxonomy, the affective domain of the learning environment pertains to emotions, feelings, and attitudes. The student must adapt to professional standards, and display certain professional characteristics throughout the program (refer to Appendix D). The student will be evaluated in each category periodically during the Fall, Spring, and Summer semesters while in the program. Instructors, coordinators, preceptors, proctors, and clinical site personnel will provide feedback to the faculty to ensure that students have met all expectations.

As with the cognitive and psychomotor evaluations, the affective domain for each student will also be considered when determining the student's overall status in the program. The affective domain will be based on both quantitative and qualitative criteria each semester, and throughout the remainder of the program. Students who are not passing the affective domain standards during each semester may be subject to dismissal. There will be a summative affective domain evaluation near the completion of the field internship in EMT 227 (explained in the 227-internship handbook).

Periodic Quantitative Grading of the Affective Domain

As mentioned in the grading criteria for each semester, professional points will count for 10% (or 10 percentage points) of each student's total grade per course. All students will start each course with 10 professional points as part of your grade. EMT 221 and 222 are courses offered in the Fall semester, and EMT 223 and 224 are offered in the Spring semester. For each semester, students must receive a minimum percentage of **75%** (or 7.5 out of 10), for each course per semester.

Course	Maximum Professional Points	Total Professional Points	Minimum Passing Affective Domain Score
EMT 221	10	20	15/20 (75%)
EMT 222	10		

Course	Maximum Professional Points	Total Professional Points	Minimum Passing Affective Domain Score
EMT 223	10	20	15/20 (75%)
EMT 224	10		

Examples of loss of professional points include (but non-exclusive):

- Academic Dishonesty
- Drug or alcohol use
- Failure to maintain experience log-in Platinum ED
- Failure to maintain Drug Cards
- Failure to submit assignments on time
- Tardiness
- Unexcused absences
- Disruptive/unprofessional behavior in classroom (includes untimely use of cell phones, pagers, etc.)
- Failure to follow uniform policy
- Failure to turn in clinical evaluation forms in on time
- Any behavior that demonstrates lack of respect to peers, clinical/field personnel, or faculty

Periodic Qualitative Evaluation of the Affective Domain

Students will be evaluated throughout the program using a standardized affective domain evaluation tool. Each student per semester must receive a minimum score of 75%. The following table is a breakdown of how the student will be graded.

Professional Characteristics	Grade	Minimum Required per Semester
Integrity	"Competent" Or "Not Competent"	75% (9 out of 12 competent)
Compassion		
Accountability		
Respect		
Empathy		
Self-Motivation		
Appearance/Personal Hygiene		
Self-Confidence		
Communications		
Teamwork & Diplomacy		
Patient Advocacy		
Cultural Competency		

Each quality will be defined in Appendix D in the back of this Student Handbook.

Students will receive periodic counseling prior to any disciplinary action, unless the act of a student is deemed by the program to be extremely disruptive to the point of jeopardizing one's continuation in the program. There will be a formal documented plan to counsel the student and provide any resources (i.e., resources from the Wellness Center or Student ACCESS Center) necessary to ensure that students will succeed in the program.

Summative Evaluation of the Affective Domain

Near the end of the program (during the internship), students must demonstrate that they are competent to be professional entry-level paramedics. The student must demonstrate improvement in all characteristics of the affective domain tool throughout the program. If the evaluation of the student does not meet the standards of the affective domain (i.e. has always been late to class or clinicals, has not improved which indicates lack of time management skills, loss of multiple professional points), then the student will fail the affective domain evaluation and will not be allowed to complete the program.

Unacceptable behavior may lead to behavioral probation (a behavioral probation letter may be issued to the student) or dismissal from the program. It is strongly recommended that students use the Wellness Center if one needs any form of support as soon as possible.

A student's acceptance into the paramedic program can be rescinded at any time prior to the first day of the paramedic program for behavioral concerns (i.e., during the information session, orientation, or lack of submission of required documentation, etc.).

TYPES OF PROBATION FORMS

There will be two types of probations issued to students.

1. An ***academic probation*** will be issued if the student at any point during the program falls below at 75% (minimum passing grade). Students who have a grade below a 75% during the Midterm will receive an academic probation letter, but this notice can be issued anytime during the program.

If a student fails to maintain a 75% by the end of the Fall, Spring, or Summer semesters, then the student will be dismissed from the paramedic program. It will be at the determination of the program director and medical director if the student will be allowed to re-enter following the program's re-entry policy (pages 32-33). If the program feels that the student's academic performance is not meeting the program requirements, then the student will initially be given a verbal warning with documentation. Any further poor academic performance will be followed by a written warning, academic probation, and dismissal from the program. The student can be placed on academic probation at any time due to grades below 75%. It will be at the discretion of the program director and medical director if the student will be allowed to follow the program's re-entry process (pages 32-33).

2. A ***behavioral probation*** notice will be issued to students if the program's staff notice signs of professional concerns during class to include, labs, clinical, field experience, or field internship activities. Please refer to pages 13-14 and the Affective Domain section on pages 26-28 of the student handbook. If there is an issue with a student's behavior, the paramedic program staff will meet with the student to discuss the concern behavior and corrective measures that need to be employed. If the program feels that the student's actions could have been avoided, then the student will initially be given a verbal warning with documentation. Any further occurrences will be followed by a written warning, behavioral probation, and dismissal from the program. It will be at the discretion of the program director and medical director if the student will be allowed to follow the program's re-entry process (pages 32-33).

DRUG SCREENING

Students admitted to the Malcolm X College Paramedic Program are required to successfully pass a urine drug screen prior to admission into the clinical area. Malcolm X College is committed to maintaining a drug-free learning and work environment. A positive drug screen may be grounds for dismissal from the program.

GENERAL INFORMATION

Health Insurance

All students in the Paramedic program are required to maintain personal accident and sickness insurance in order to be allowed in clinical units. In the event you become injured or ill while participating in clinical or during the field internship (EMS 227) it will be your responsibility to utilize your own health coverage. It is highly recommended that any student who has been injured or exposed to a communicable disease during clinical or field training immediately receive medical attention. The cost of this medical care is the initial responsibility of the student, but City Colleges of Chicago may cover expenses that are not covered by the student's insurance policy. The student's health insurance documentation will be submitted by the student to a secure electronic system (i.e. Castle Branch). Failure to maintain current health insurance throughout the program will result in the inability to attend clinical or field rotations, and may result in dismissal from the program. As a student, you must notify the Clinical Coordinator within three calendar days if there is a change in your health insurance via email. You must submit the new health insurance into Castle Branch immediately.

Those students not covered by an existing family policy are encouraged to take advantage of the available Malcolm X College Insurance Plan. Brochures and applications for this plan are available from the Enrollment Services office.

Injury or Lab/Clinical-Related Illness

After proper personal care has been conducted and a(n) instructor or preceptor has been notified, proceed to receive medical attention from a qualified healthcare provider at a licensed medical facility. The student must complete a *Student Accident Health Form (will be posted on Brightspace for all students)*. If the injury or illness occurs on campus, you will need to report the incident to MXC Security staff and attach a copy of the College Security Department Report. In any case, you will need a copy of the Attending Physician Report if medical treatment has been provided. Please submit these forms and medical documentation immediately to your lead instructor.

Physical Exam / Immunization Verification

It is the requirement of the EMS Medical Directors Consortium and clinical sites that all students have a physical examination **PRIOR** to contact with any patient. It is the student's responsibility to bear this cost through their personal health insurance and to provide physician verification of the following requirements:

1. Tetanus immunization within ten (10) years
2. Rubella and Rubeola titer indicating immunity to both diseases and an MMR vaccination
3. Proof of COVID vaccination (must present a COVID Vaccination Card)
4. Varicella (chicken pox) titer indicating immunity to the disease
5. Hepatitis profile demonstrating proof of Hepatitis B antibodies, or a Hepatitis B vaccination and titers drawn
6. Hepatitis B antigen (as needed)
7. Will need (2) negative QuantiFERON Gold results (not the TB two-step test) during the course of the program
8. Negative 10-panel Urine drug screen (testing must follow the Chain-of-Custody protocol).

9. Seasonal Flu Vaccine (September/October of the program year).
10. The Paramedic Program and clinical sites may request additional vaccinations later.

You must inform the paramedic program director and the clinical coordinator at least six weeks prior to the start of the program if you are unable to obtain the vaccinations or titers due to religious or personal beliefs. Failure to obtain these immunizations will prevent you from going to clinical sites and on CFD rides. For this reason, you will not be able to complete the clinical/field experience /internship portion of the program, and this will prevent you from fulfilling the requirements to sit for the National Certification Exam.

All of the above requirements along with the forms you received at orientation must be submitted by Orientation Day in order to remain in the program (unless another date is documented). These documents must be submitted in Castle Branch, the Program's Online Documentation Management System.

EMT Licensure

In order to remain in the Paramedic Program and take the state exam, the student must maintain a current Illinois EMT-B License. Evidence of this license must be on file in the EMS Office of Malcolm X College along with a current CPR Healthcare Provider card. It is the responsibility of the student to complete the state mandated continuing education requirements and to submit to IDPH for any extensions required.

The paramedic classes may provide a portion of the EMT-B continuing education hours as approved by IDPH. For further information regarding EMT-B status, contact the Regional EMS Coordinator of IDPH (contact information can be obtained from MXC EMT department).

Criminal Background Check

All paramedic students who enter the Program will have to order a criminal background check using Castle Branch.

Paramedic Internship – EMS 227

The Paramedic Internship is offered during the summer semester. An additional handbook will be provided to the students at the start of the summer semester to address policies and expectations specific to the internship.

Specialty Card Certifying Courses

During the Program, the Program may offer Pediatric Education for Prehospital Providers (PEPP), Advanced Cardiac Life Support (ACLS), and International Trauma Life Support or Prehospital Trauma Life Support (ITLS/PHTLS) certification courses through the continuing education department. Fees for these courses may apply as per the CE department listing. Successful completion of the certifying courses is not a requirement for successful completion of the course, however at the instructor's discretion exams may be counted towards a grade.

Paramedic Certification Exam (National Registry)

The Program will approve those enrolled students who have successfully completed all three semesters of the program for the National Registry of Emergency Medical

Technicians (NREMT) examination. After the successful completion of the program, the program director will approve the candidate on the NREMT website to sit for the written exam. Once approved, the candidate will go to the NREMT website and pay the exam fee.

Prior to approval, all of the following components must be completed:

- (1) Successful completion of EMT 221, 222, 223, 224, and 227
- (2) Recommendations by internship field preceptors, internship resource hospital coordinator and the Program Medical Director.
- (3) Students must complete the minimum number of competencies as described in STUDENT MINIMUM COMPETENCY MATRIX.

If the candidate does not successfully complete the initial testing arrangement, it will be the candidate's responsibility to arrange subsequent testing dates with the NREMT agency. In the event that you fail the cognitive exam three times, current IDPH rules and regulations, NREMT requirements, and Region 11 policies will be followed. Remedial education will align with NREMT standards.

REQUIREMENTS FOR PROGRAM COMPLETION

The program graduate will successfully complete each of the five courses, 221, 222, 223, 224, and 227, with a grade of "C" or better (see grading scale). The design of the curriculum requires demonstration of mastery of **both** practical and didactic content for each semester before being allowed to continue to the next semester and field internship. Students must complete the minimum number of competencies as described in Student Minimum Competency Matrix (SMC's). Students must have a completed internship field preceptor final evaluation clearance form. In addition to success in the didactic, practical, and field internship portions of the program, students also must pass the affective domain portion of the program and demonstrate a standard professional demeanor during class, lab, clinical/field, and field internship. Therefore, students must successfully complete all components; didactic, psychomotor, and affective domain of each course taken concurrently to graduate.

EMS REGION 11 PROGRAM RE-ENTRANCE POLICY

If you have been approved by the program and medical directors to re-enter the paramedic program in the 2nd or 3rd semester, you must submit the following documentation in Castle Branch within two weeks of the start of re-entry as a registered student:

- *All updated immunizations listed in the Physical Exam/Immunization Verification section*
- *An updated healthcare provider release form*
- *An updated medical record form*
- *10-panel drug screen (completed within one week of re-entry)*
- *Recent QuantiFERON result (within 90 days of program re-entry)*
- *If it is within the flu season, an updated flu vaccination*

- *An updated IDPH EMT license*
- *An updated AHA BLS CPR certification*
- *An updated government ID*

I. Definitions:

First semester EMT 221 and EMT 222
 Second semester EMT 223 and EMT 224
 Third semester EMT 227 Field Internship

II. Re-entry to first semester

The normal application process established by the college and Medical Director's Consortium (MDC) must be followed.

III. General guidelines for re-entry to second or third semester

A. A written request of intent to re-enter the paramedic program must be filed with the Paramedic Program Director within 30 days of notification of failure of the semester.

B. The MDC will review this request. If acceptable, a meeting will be scheduled with the Medical Director and EMS Coordinator of the current program's host hospital and the Paramedic Program Director to determine what portion of the program needs to be repeated in addition to those delineated below. This decision will be written in memorandum form to the student by the Host Hospital MD. A copy will be placed in the student's permanent file at the college.

C. Re-entry to the second and third semester is based on space availability

IV. Specific requirements for re-entry to second or third semester

A. Specific requirements for re-entry to second semester

1. Successful completion of the midterm written and practical for first semester.
2. Successful completion of the final written and practical for first semester.

B. Specific requirements for re-entry to third semester

1. Successful completion of section IV A above.
2. Successful completion of the midterm written and practical for second semester.
3. Successful completion of the final written and practical for second semester.

V. There is no guarantee of re-enrollment in the next cohort, the MDC and College are under no obligation to grant re-enrollment re-entry.

CITY COLLEGES OF CHICAGO'S VETERAN'S READMISSION POLICY

CCC Policy Handbook language:

Veterans Readmission Policy - Limited Admission Programs Higher Education Act of 2008 – Public Law 110-315 ensures entitlement to readmission of military service members returning from active duty who have completely withdrawn from Malcolm X College.

Limited Admission Programs include:

- Basic Nursing
- Dental Hygiene
- EMT /Paramedic
- Health Information Technology
- Medical Assisting
- Mortuary Science
- Nursing AAS
- Pharmacy Technology
- Phlebotomy
- Physical Therapy Assistant
- Practical Nursing
- Radiography
- Respiratory Care
- Surgical Technology

2. Readmission requirements apply to those students who perform service under Federal authority under a call to order to active duty.

3. Readmission requirements apply to those students who have completely withdrawn from an institution.

4. Readmission requirements do not apply to a service member's absence from class to attend training.

5. The service member who is eligible for readmission will be readmitted into the next class or classes in the service member's program beginning after the service member provides notice of his or her intent to reenroll to the director and registrar.

6. The cumulative length of absences due to service must not exceed five years.

7. A service member's eligibility for readmission terminates upon the occurrence of a dishonorable or bad conduct discharge.

Non-Attendance Due to Military Service In accordance with Illinois Statute (330 ILCS 60/5.2) a service member enrolled in courses and unable, because of his or her military service, to attend classes on a particular day or days has the right to be excused and to reschedule a course examination administered on the missed day or days. The student and instructor are to determine if the student will be able to successfully complete the

course due to missed classes or if the student needs to withdraw due to military service. A copy of military leave orders must be presented to each instructor prior to the student's absence(s). Successful completion of the course(s) remains the sole responsibility of the student. For additional information please visit Malcolm X College's Veterans Services Center <https://www.ccc.edu/colleges/malcolm-x/departments/Pages/Veterans-Services.aspx> If a student's military service requires them to take a leave of absence (more than 30 consecutive days of active duty), the student should withdraw due to active military service. In accordance with the Higher Education Act 2008; Public Law (110-315), the service member is entitled to be readmitted in the next class or classes in their program after giving notice to re-enroll. Student may contact program director for additional information.

See EMS Region 11 program re-entry policy.

ATTENTION: The program reserves the right to modify this handbook anytime during the program. Students will be notified of any changes or updates to the handbook.

APPENDIX A

SIGNATURE PAGE

I HAVE READ AND UNDERSTAND:

Signing this document acknowledges that I have received, read and understand the Malcolm X College Paramedic Student Handbook as well as the Malcolm X College Student Handbook. I further understand that I am required to abide by all the rules and regulations contained within the handbook. I understand that violation of any of the rules may subject me to disciplinary action or dismissal from the Paramedic Program.

During my clinical/field experience, I understand that I am to abide by any of the additional rules or regulations of the institution and departments that I am visiting.

I understand and agree that the hospitals or Chicago Fire Department are in no way fiscally responsible for my personal illness or emergencies, and I have provided copies of my medical insurance to the Paramedic Program.

NAME _____

DATE _____

Revised 07/2024

APPENDIX B

GRADE RELEASE FORM

I _____ consent to the release of my grades, affective domain evaluation forms, student conference sheets, and any vital student records during the tenure of my enrollment in the paramedic program to the Paramedic Program's resource hospital and EMT 227 instructors. This will allow the instructors to form a summative evaluation of my progress during the program, and this evaluation may be reported to CoAEMSP and CAAHEP in the future.

Student Signature _____

Today's Date _____

APPENDIX C

PERSONAL DEMOGRAPHICS DISCLOSURE FORM

I, _____, will disclose personal demographic information to MXC's paramedic program for the sole purpose of submitting data to the National Registry for testing or the Illinois Department of Public Health to obtain a state license. This includes your entire social security number, date of birth, school student ID number, IDPH license number, and other pertinent information that these agencies will need to process your license or certification. The administration team at Cook County Health EMS office will also need this information for these purposes.

The Paramedic Program and the CCH EMS personnel will be discrete with protecting your personal demographics and abide by all FERPA and privacy policies to maintain them.

NAME _____ DATE _____

APPENDIX D

AFFECTIVE DOMAIN CHARACTERISTICS

Integrity

Examples of professional behavior include, but are not limited to: consistent honesty; being able to be trusted with the property of others; can be trusted with confidential information; complete and accurate documentation of patient care and learning activities.

Compassion

Acts to support others who are suffering, actively listens to patients and families and demonstrates concern.

Accountability

Takes responsibility for actions, complete assignments, open to constructive feedback.

Respect

Examples of professional behavior include but are not limited to: being polite to others; not using derogatory or demeaning terms; behaving in a manner that brings credit to the profession.

Empathy

Examples of professional behavior include, but are not limited to: showing compassion for others; responding appropriately to the emotional response of patients and family members; demonstrating respect for others; demonstrating a calm, compassionate, and helpful demeanor toward those in need; being supportive and reassuring to others.

Self-Motivation

Examples of professional behavior include, but are not limited to: taking initiative to complete assignments; taking initiative to improve and/or correct behavior; taking on and following through on tasks without constant supervision; showing enthusiasm for learning and improvement; consistently striving for excellence in all aspects of patient care and professional activities; accepting constructive feedback in a positive manner; taking advantage of learning opportunities.

Appearance/Personal Hygiene

Examples of professional behavior include but are not limited to: Clothing and uniform is appropriate, neat, clean and well maintained; good personal hygiene and grooming.

Self-Confidence

Examples of professional behavior include but are not limited to: Demonstrating the ability to trust personal judgement; demonstrating an awareness of strengths and limitations; exercises good personal judgement.

Communications

Examples of professional behavior include but are not limited to: speaking clearly; writing legibly; listening actively; adjusting communication strategies to various situations.

Teamwork & Diplomacy

Examples of professional behavior include, but are not limited to: 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.

Patient Advocacy

Examples of professional behavior include but are not limited to: not allowing personal bias to or feelings to interfere with patient care; placing the needs of patients above self-interest; protecting and respecting patient confidentiality and dignity.

Cultural Competency

Maintain awareness of the assumptions and biases related to cultural issues and how they may affect patients, peers, and all others involved in the delivery of medical care. Seeks to learn about others' cultural identities and looks at how one's own background and social environment have shaped the individual. Provides culturally competency, equitable, and medically appropriate care to each and every patient no matter their background.

APPENDIX E- Important Contact Information

Harry Meyers BSN, EMT-P- Paramedic Program Director (hmeyers@ccc.edu)

Rick Conner, EMT-P- Full-time Faculty/Lead Instructor of Paramedic program (rconner25@ccc.edu)

Chris Easley, NREMT-P- Clinical Coordinator and Co-Lab Instructor of the Paramedic Program
(ceasley2@ccc.edu)

Lucas Steffen, NREMT-P-Lab Coordinator (lsteffen@ccc.edu)

EMS Office Number: (312) 850-7410

STUDENT MINIMUM COMPETENCIES Endorsed by the Advisory Committee on 04/19/2022

Minimum number of procedures and assessments expected by MXC paramedic students during laboratory, clinical/field experience, and capstone experience:

TABLE 1. Age-Related Assessments and Management

SMC Age-Related Pathology/Complaint	Column #1- "Formative" Patient Interaction during Clinical/Field Experience (Program Evaluation Only).	Column #2- Patient Exposure during Clinical/Field Experience and Field Internship (reported to CoAmesp)	Total Contacts	Minimum Competencies by Age (any combination of columns 1 and 2)																		
	Candidate will have to perform a patient assessment, provide interventions (if needed) and assist with a patient management plan with <u>some assistance</u> under preceptor evaluation	Candidate conducts a patient assessment and management plan for evaluation of each patient with <u>little to no assistance</u> from preceptor (s).																				
				<table border="1"> <thead> <tr> <th>Minimum Number of Contacts</th> <th>Patient Age Range</th> </tr> </thead> <tbody> <tr> <td>2 (simulation permitted)</td> <td>Neonate (birth -30 days)</td> </tr> <tr> <td>2</td> <td>Infant (1 month-12 months)</td> </tr> <tr> <td>2</td> <td>Toddler (1-2 years)</td> </tr> <tr> <td>2</td> <td>Pre-schooler (3-5 years)</td> </tr> <tr> <td>2</td> <td>School-Ager (6-12 years)</td> </tr> <tr> <td>2</td> <td>Adolescent (13-18 years)</td> </tr> <tr> <td></td> <td>Adult (19-65 years)</td> </tr> <tr> <td></td> <td>Geriatric (66+ years)</td> </tr> </tbody> </table>	Minimum Number of Contacts	Patient Age Range	2 (simulation permitted)	Neonate (birth -30 days)	2	Infant (1 month-12 months)	2	Toddler (1-2 years)	2	Pre-schooler (3-5 years)	2	School-Ager (6-12 years)	2	Adolescent (13-18 years)		Adult (19-65 years)		Geriatric (66+ years)
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2	School-Ager (6-12 years)																					
2	Adolescent (13-18 years)																					
	Adult (19-65 years)																					
	Geriatric (66+ years)																					
Pediatric (The patient must have a known pathology or complaint.)	15	15	30																			
Adult	30	30	60																			
Geriatric	9	9	18																			
TOTAL	54	54	108																			

Any category in red indicates that the patient contacts have to be real patients with a known complaint/pathology in any patient environment.

STUDENT MINIMUM COMPETENCIES Endorsed by the Advisory Committee on 04/19/2022

Table 2. Pathology/Complaint (Conditions)

SMC by Pathology or Complaint	Simulation (prior to field internship)	Column #1- "Formative" Patient Interaction during Clinical/Field Experience (Program Evaluation Only).	Column #2- Patient Exposure during Clinical/Field Experience and Field Internship (reported to CoAmesp)	Total Contacts
		Candidate will have to perform a patient assessment, provide interventions (if needed) and assist with a patient management plan with <u>some assistance</u> under preceptor evaluation	Candidate conducts a patient assessment and management plan for evaluation of each patient with <u>little to no assistance</u> from preceptor (s).	
Trauma	Minimum of (1) pediatric and (1) adult trauma simulated scenario must be successfully completed PRIOR TO field internship	18	9	27
Psychiatric/Behavioral	Minimum of (1) psychiatric simulated scenario must be successfully completed PRIOR TO field internship.	12	6	18
Obstetric Delivery w/Newborn Care	N/A	2 (simulation permitted)		
Complicated Obstetric Delivery	Minimum of (2) complicated obstetric delivery simulated scenarios must be successfully completed PRIOR TO field internship including a prolapsed cord and a breech delivery.	2 (simulation permitted)	2 (simulation permitted)	6

STUDENT MINIMUM COMPETENCIES Endorsed by the Advisory Committee on 04/19/2022

Table 2. Pathology/Complaint (Conditions)

SMC by Pathology or Complaint	Simulation (prior to field internship)	Column #1- “Formative” Patient Interaction during Clinical/Field Experience (Program Evaluation Only).	Column #2- Patient Exposure during Clinical/Field Experience and Field Internship (reported to CoAmpsp)	Total Contacts
Distressed Neonate (birth to 30 days)	Minimum of (1) distressed neonate following delivery simulated scenario must be successfully completed PRIOR TO field internship.	2 (simulation permitted)	2 (simulation permitted)	4
Cardiac Pathologies or complaints	Minimum of (1) cardiac-related chest pain simulated scenario must be successfully completed PRIOR TO field internship.	12	6	18
Cardiac Arrest	Minimum of (1) cardiac arrest simulated scenario must be successfully completed PRIOR TO field internship.	2 (simulation permitted)	1 (simulation permitted)	3
Cardiac Dysrhythmias	N/A	10	6	16
Medical Neurological	Minimum of (1) geriatric stroke simulated scenario must be successfully completed PRIOR TO field internship.	8	4	12
Respiratory	Minimum of (1) pediatric and (1) geriatric respiratory distress/failure simulated scenario must be completed PRIOR TO field internship.	8	4	12
Other Medical	Minimum of (1) geriatric sepsis simulated scenario must be successfully completed prior to field internship.	12	6	18
TOTAL		88	46	134

STUDENT MINIMUM COMPETENCIES Endorsed by the Advisory Committee on 04/19/2022

Table 3. Skills				
Recommended Motor Skills Assessed and Success	Column #1- Successful Formative Individual <i>Simulated</i> Motor Skills Assessed in the Lab (Program will evaluate and retain records)	Column #2- Minimum Successful Skills Assessed on a <i>Patient</i> in Clinical or Field Experience or Field Internship (reported to CoAmesp)	Total Contacts	Column #4- Cumulative Motor Skill Competency Assessed on Patients during Clinical or Field Experience or Field Internship
		<i>Simulation permitted for skills w/ asterik</i>		
Establish IV Access	2	25	27	Report Success Rate from column 2; successful attempts divided by total attempts
Administer IV Infusion Medication	2	2*	4	
Administer IV Bolus Medication	2	10	12	Report Success Rate from column 2; successful attempts divided by total attempts
Administer IM injection	2	2	4	
Establish IO Access	4	2*	6	
Perform PPV w/BVM	4	10*	14	
Perform oral endotracheal intubation	2	10*	12	Report Success Rate from column 2; successful attempts divided by total attempts
Perform endotracheal suction	2	2*	4	

STUDENT MINIMUM COMPETENCIES

Endorsed by the Advisory Committee on 04/19/2022

Table 3. Skills				
Recommended Motor Skills Assessed and Success	Column #1- Successful Formative Individual <i>Simulated</i> Motor Skills Assessed in the Lab (Program will evaluate and retain records)	Column #2- Minimum Successful Skills Assessed on a <i>Patient</i> in Clinical or Field Experience or Field Internship (reported to CoAmesp)	Total Contacts	Column #4- Cumulative Motor Skill Competency Assessed on Patients during Clinical or Field Experience or Field Internship
		<i>Simulation permitted for skills w/ asterik</i>		
Perform FBAO removing using McGill Forceps	2	2*	4	
Perform cricothyrotomy	2	2*	4	
Insert supraglottic airway	2	10*	12	
Perform needle decompression of the chest	2	2*	4	
Perform synchronized cardioversion	2	2*	4	
Perform defibrillation	2	2*	4	
Perform transcutaneous pacing	2	2*	4	
Perform chest compressions	2	2*	4	
TOTAL	36	87	123	

STUDENT MINIMUM COMPETENCIES

Endorsed by the Advisory Committee on 04/19/2022

Table 4. Field Experience & Field Internship	
Field Experience	Field Internship
Conducts competent assessment and management of prehospital patients with assistance while acting as a TEAM LEADER or TEAM MEMBER	Successfully manages the scene, performs patient assessment (s), directs medical care and transport as TEAM LEADER with minimal to no assistance (reports to CoAemsp)
30	20

“To be counted as a Team Lead, the Paramedic student must conduct a comprehensive assessment, establish a field impression, determine patient acuity, formulate a treatment plan, direct the treatment, and direct and participate in the transport of the patient to a medical facility, transfer of care to a higher level of medical authority, or termination of care in the field. For the capstone field internship to meet the breath of the paramedic profession, team leads must include transport to a medical facility and may occasionally include calls involving transfer of care to an equal level or higher level of medical authority, termination of care in the field, or patient refusal of care. Capstone field internship team leads cannot be accomplished with simulation.”

CoAEMSP INTERPRETATIONS OF THE CAAHEP 2015 STANDARDS AND GUIDELINES (page 23)

Table 5- EMT Skills Competency

EMT or Prerequisite Skill Competency (must document reasonable evidence of motor skill competency)
Insert NPA
Insert OPA
Perform oral suctioning
Perform FBAO-adult
Perform FBAO-infant
Administer oxygen by nasal cannula
Administer oxygen by face mask
Ventilate an adult patient with a BVM
Ventilate a pediatric patient with a BVM
Ventilate a neonate patient with a BVM
Apply a tourniquet
Apply a cervical collar
Perform spine motion restriction
Lift and transfer a patient to the stretcher
Splint a suspected lone bone injury
Splint a suspected joint injury
Stabilize an impaled object
Dress and bandage a soft tissue injury
Apply an occlusive dressing to an open wound to the thorax

Table 5- EMT Skills Competency

EMT or Prerequisite Skill Competency
(must document reasonable evidence of motor skill competency)

Perform uncomplicated delivery

Assess vital signs

Perform a comprehensive physical assessment

Perform CPR- adult

Perform CPR- pediatric

Perform CPR- neonate