

Health and Public Safety Division  
Emergency Medical Services

**Paramedic Programs**

Technical Diploma: 31-531-1

Associate Degree: 10-531-1



**Student Reference Guide**

**2024-2025**

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## **Overview**

Welcome to the Western Technical College Paramedic Program. We look forward to helping you fulfill your educational goals.

The policies, procedures, and information contained within this Student Reference Guide are supplemental to those Western policies, procedures, and information contained within the Western Technical College Student Handbook. As the policies, procedures, and information contained within the Western Technical College handbook apply to all Western Technical College students, Paramedic program students are encouraged to obtain a copy of the current student handbook from the campus shop. To access the Student Handbook online, visit the College web site at <https://www.westerntc.edu/sites/default/files/student-rights/documents/StudentHandbook.pdf>

**Refer to each individual program course syllabus for specific academic information, directions, and requirements for each course.**

## **College Mission, Vision, Values, and Culture**

### **Our Mission**

Western Technical College provides relevant, high-quality education, in a collaborative and sustainable environment, that changes the lives of students and grows our communities.

### **Our Vision**

Western Technical College is the college of first choice in our region.

### **Our Values**

We value the success of our students and hold ourselves accountable for providing excellence in student learning, based on the diverse needs of each student and built on a foundation of integrity, teamwork and respect.

- Learning
- Excellence
- Accountability
- Diversity
- Student Success
- Teamwork
- Integrity
- Respect

### **Our Culture**

Western strives to create a culture where people feel empowered to make a difference; where we are passionate about collaboration and student success; where we take equitable actions that respect our differences; and where we serve students, partners, communities, and each other from a place of unconditional positive regard.

## **Program Goal**

The Paramedic program's minimum expectation is to prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

## **Program Approval and Accreditation**

The Western Technical College Paramedic Program options are the Technical Diploma and Associate Degree, as granted by the Wisconsin Technical College System (WTCS). The Programs are approved jointly by the WTCS and the Wisconsin Department of Health Services (DHS).

The Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoA EMSP) Programs.

Commission on Accreditation of Allied Health Education Programs  
9355 – 113th Street North, #7709  
Seminole, FL 33775  
727-210-2350  
[www.caahep.org](http://www.caahep.org)

### **To contact CoAEMSP:**

8301 Lakeview Parkway  
Suite 111-312  
Rowlett, TX 75088  
214-703-8445  
Fax 214-703-8992  
[www.coaemsp.org](http://www.coaemsp.org)

## **Program Outcomes**

1. Prepare for incident response and EMS Operations.
2. Integrate pathophysiological principles and assessment findings for a variety of patient encounters.
3. Demonstrate paramedic skills associated with established standards and procedures for a variety of patient encounters.
4. Communicate effectively with others.
5. Demonstrate professional behavior.
6. Meet state and national competency requirements for paramedic credentialing.



## Success Abilities

Western believes in every student's potential to positively influence our community. Through extensive research, wide stakeholder involvement, and the stated expectations of the community, the College has refined its focus on student growth and success. To accomplish this, Western has incorporated aspects of soft-skills, employability skills, and college and career readiness skills in the creation of our *Success Abilities*. These *Success Abilities* are integrated throughout the curriculum with student assessment occurring as appropriate to the technical program.

**Western prepares students for success in a free-enterprise society through human experiences that integrate:**

### Living Responsibly

Challenges you to adapt to change, respect yourself and others, value the environment, accept ownership of your actions, and grow your community. You will be successful as you:

- Develop Resilience
- Embrace Sustainability
- Foster Accountability

### Refining Professionalism

Challenges you to think and communicate as a professional, value collaboration and diversity, and behave ethically. You will be successful as you:

- Improve Critical Thinking
- Practice Effective Communication
- Participate Collaboratively
- Act Ethically

### Cultivating Passion

Challenges you to find your purpose and be curious, practice self-reflection, and genuinely connect with others. You will be successful as you:

- Expand a Growth Mindset
- Increase Self-Awareness
- Enhance Personal Connections

## Paramedic Core Courses Full Time Program

Course Number		Semester Credits
	<b>FIRST YEAR FALL</b>	
10-531-911	EMS Fundamentals	2
10-531-912	Paramedic Medical Principles	4
10-531-913	Adv. Patient Assessment Principles	3
10-531-914	Adv. Prehospital Pharmacology	3
10-531-915	Paramedic Respiratory Management	2
10-531-916	Paramedic Cardiology	4
10-531-931	Paramedic Portfolio 1	2
10-890-106	Strengths Seminar	1
	<i>Semester Total</i>	<b>21</b>
	<b>FIRST YEAR SPRING</b>	
10-531-918	Adv. Emergency Resuscitation	1
10-531-920	Paramedic Trauma	3
10-531-921	Special Patient Populations	3
10-531-930	Medical Emergencies	3
10-531-932	Paramedic Portfolio 2	2
	<i>Semester Total</i>	<b>12</b>
	<b>FIRST YEAR SUMMER</b>	
10-531-922	EMS Operations	1
10-531-934	Capstone	2
10-531-933	Clinical/Field Experience	3
	<i>Semester Total</i>	<b>6</b>
	<b>PROGRAM TOTAL</b>	<b>39</b>

## Part Time Program

Course Number		Semester Credits
<b>FIRST YEAR FALL</b>		
10-890-106	Strengths Seminar	1
10-531-911	EMS Fundamentals	2
10-531-912	Paramedic Medical Principles	4
10-531-913	Adv. Patient Assessment Principles	3
<b>FIRST YEAR SPRING</b>		
10-531-914	Adv. Prehospital Pharmacology	3
10-531-915	Paramedic Respiratory Management	2
10-531-931	Paramedic Portfolio 1	2
<b>FIRST YEAR SUMMER</b>		
10-531-916	Paramedic Cardiology	4
10-531-918	Adv. Emergency Resuscitation	1
10-531-932	Paramedic Portfolio 2	2
	<i>First Year Total</i>	<b>23</b>
<b>SECOND YEAR FALL</b>		
10-531-919	Paramedic Medical Emergencies	3
10-531-920	Paramedic Trauma	3
10-531-921	Special Patient Populations	3
10-531-924	Paramedic Clinical/Field 2	3
<b>SECOND YEAR SPRING</b>		
10-531-922	EMS Operations	1
10-531-923	Paramedic Capstone	2
	<i>Second Year Total</i>	15
	<b>PROGRAM TOTAL</b>	<b>39</b>

The program design is such that these courses are taken simultaneously in each semester as noted above. In other words, the courses may not be taken separately or on a part time basis unless enrolled in the part time program. Also, the courses must be taken sequentially, first trimester first, second trimester second and third trimester third.

## Course Descriptions

The program courses provide an opportunity for students to develop the knowledge, skills and understanding required for employment in the paramedic profession.

Course Name	Course Description
EMS Fundamentals	This course provides the paramedic student with comprehensive knowledge of EMS systems, safety, well-being, legal issues, and ethical issues, with the intended outcome of improving the health of EMS personnel, patients, and the community. The students will obtain fundamental knowledge of public health principles and epidemiology as related to public health emergencies, health promotion, and illness/injury prevention. Introducing students to comprehensive anatomical and medical terminology and abbreviations will foster the development of effective written and oral communications with colleagues and other health care professionals.
Paramedic Medical Principles	This course addresses the complex depth of anatomy, physiology, and pathophysiology of major human systems while also introducing the paramedic students to the topics of shock, immunology, and bleeding.
Advanced Patient Assessment Principles	This course teaches the paramedic student to integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. By utilizing a structured and organized assessment process with knowledge of anatomy, physiology, pathophysiology, life span development, and changes that occur to the human body with time, the students will learn to develop a list of differential diagnoses through clinical reasoning, along with the ability to modify the assessment as necessary to formulate a treatment plan for their patient.
Advanced Prehospital Pharmacology	This course provides the paramedic student with the comprehensive knowledge of pharmacology required to formulate and administer a pharmacological treatment plan intended to mitigate emergencies and improve the overall health of the patient.
Paramedic Respiratory Management	This course teaches the paramedic student to integrate complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages. Specific knowledge pertaining to the respiratory system is also provided to ensure the student is prepared to formulate a field impression and implement a comprehensive treatment plan for a patient with a respiratory complaint.
Paramedic Cardiology	This course teaches the paramedic student to integrate assessment findings with principles of cardiovascular anatomy, physiology, epidemiology, and pathophysiology to formulate a field impression and implement a comprehensive treatment plan for a patient with a cardiovascular complaint.

Paramedic Portfolio 1 and 2	This course provides the student with the opportunity to enhance his or her learning through the practice of paramedicine in simulation or in the health care environment. The experiences will be in simulation or with actual patients under the supervision of instructors or approved preceptors. Students will also participate in formal high-fidelity human patient simulator experiences and assessment as a part of this course.
Advanced Emergency Resuscitation	By teaching Advanced Cardiac Life Support (“ACLS”) and Pediatric Advanced Life Support (“PALS”) methodologies and protocols, this course prepares the paramedic student in the integration of comprehensive knowledge of causes and pathophysiology into the management of shock, respiratory failure, respiratory arrest, cardiac arrest, and peri-arrest states with an emphasis on early intervention to prevent respiratory and/or cardiac arrest if possible.
Paramedic Medical Emergencies	This course teaches the paramedic student to integrate assessment findings with principles of anatomy, physiology, epidemiology, and pathophysiology to formulate a field impression and implement a comprehensive treatment plan for a patient with a medical complaint.
Paramedic Trauma	This course teaches the paramedic student to integrate assessment findings with principles of anatomy, physiology, epidemiology, and pathophysiology to formulate a field impression and implement a comprehensive treatment plan for an acutely injured patient.
Special Patient Populations	This course teaches the paramedic student to integrate assessment findings with principles of anatomy, physiology, epidemiology, and pathophysiology to formulate a field impression and implement a comprehensive treatment plan for patients with special needs. Gynecological emergencies, along with special considerations in trauma are also included within this course.
EMS Operations	This course is provides the paramedic student with the knowledge of operational roles and responsibilities to ensure patient, public, and EMS personnel safety.
Paramedic Capstone	This course provides the student with a final opportunity to incorporate their cognitive, psychomotor, and affective skills through labs and scenario-based practice and evaluations prior to taking the National Registry examinations. Technical skills attainment (TSA) for each student will be compiled and/or documented within this course as required by the DHS-approved paramedic curriculum. Students will also participate in a field capstone internship as identified by CoAEMSP accreditation in which the student must be provided with an opportunity to serve as team leader in a variety of pre-hospital advanced life support emergency medical situations.
Clinical/Field Experience	This course provides the student with the opportunity to enhance his or her learning through the practice of paramedicine in field and health care environment experiences with actual patients under the supervision of instructors or approved preceptors. Successful completion of this course requires the student to meet all clinical/field requirements leading up to the paramedic field capstone phase of education.

## Key Contacts

### Faculty

Tim Kolonick	Faculty Clinical Coordinator	<a href="mailto:kolonickt@westerntc.edu">kolonickt@westerntc.edu</a>	608-785-9897	Sparta 133A
Lance Luther	Faculty	<a href="mailto:lutherl@westerntc.edu">lutherl@westerntc.edu</a>	608-785-9238	Sparta 133E

### Administration

Deb Slaby	EMS Coordinator Paramedic Program Chair	<a href="mailto:slabyd@westerntc.edu">slabyd@westerntc.edu</a>	608-789-4761	Sparta 104C LaCrosse K 206
Kevin Dean	Health and Public Safety Dean	<a href="mailto:Deank@westerntc.edu">Deank@westerntc.edu</a>	608-789-4765	Kumm 211 Sparta 104D

### Support Staff

Sheila Schendel	Health and Public Safety Administrative Assistant	<a href="mailto:schendels@westerntc.edu">schendels@westerntc.edu</a>	608.789.4747	Sparta Main Office 104
Marc Thompson	EMS Program Technician	<a href="mailto:thompsonm@westerntc.edu">thompsonm@westerntc.edu</a>	608-785- 9248	Sparta 123 Kumm 023A

### Program Counselors

Western Welcome Center Phone: 608-785-9200

If you have a problem not directly related to course material, or a personal problem affecting your ability to be successful in college, the counselors at the Welcome Center can help. Counselors can also help you with interest surveys and career planning if you should decide the paramedic program is not a good fit for you.

Margaret Ho is the Paramedic program advisor and is the best person to connect you to any resources needed. Her email is [hom@westerntc.edu](mailto:hom@westerntc.edu)

### Emergency Contacts

If someone needs to reach you in an emergency (for example, day care, parent, spouse, kids etc.) make sure they have a copy of your schedule and some way to contact you. You may also give them the program administrative assistant contact information.

## Resources

### Program Textbooks

Textbooks are selected for the program and have been evaluated and are considered current and relevant to the practice of paramedicine. Course textbooks and electronic resources assist the student in learning course material and are valuable reference material throughout the program.

Students need to demonstrate an ability to read critically and use textbooks to support and enhance classroom, lab, and clinical experiences.

### **Peer Tutors**

The tutor can assist you with learning and practicing skills. Peer tutors are available in individual courses based on need. If you feel that this would help you succeed, please contact your course instructor to request this service. Students may serve as peer tutors.

### **Learning Commons (Student Success Center, Room 201)**

Assistance is also available at Western's website, or you can input this website address directly <http://www.westerntc.edu/learning-commons>

The Learning Commons offers help in the fundamentals of math, science, and English skills to support you in any class. It is also the place to hone your "student skills" as a reader, note taker, or test taker. In addition, there is an online writing center at Western to assist you with editing tips.

### **Requests for Accommodation Related to a Disability**

Please review the syllabus for each course and consider the requirements expected of you in the classroom and labs. See the instructor for clarification if needed. If you find that you need support services or reasonable accommodations for a disability please see the staff in Access Services, located in the Student Success Center- Room 202. The phone number is 608-785-9524. Disabilities must be documented according to the guidelines listed on the Access Services website:

<https://www.westerntc.edu/guidelines-professional-reports-documenting-disabilities>

**College Wide Services:** There are several resources available to assist students. The following is a list of possible services that may be helpful to you during the program.

- Paying for college
  - Go to <https://www.westerntc.edu/paying-for-college> for help with financial aid, scholarships, military connected students, and tuition.
- Student Life
  - Go to <https://www.westerntc.edu/student-life> for information on athletics, government clubs and organizations, dining services, and the wellness center.
- Welcome Center
  - GO to <https://www.westerntc.edu/student> services for help with career services, childcare, counseling, disability services, health and wellness and multicultural services.
- Western's Library
  - Go to <https://www.westerntc.edu/western-library> to learn about the help and resources available at the Western library.
- Western's Campus Shop
  - Go to <https://www.westerntcbooks.com> to shop for new and used textbooks, western apparel, school supplies and more.
- Student Housing
  - Go to <https://www.westerntc.edu/housing> to learn about Western's residence hall.
- Student Employment Services
  - Go to <https://www.westerntc.edu/handshake> to learn about Handshake, an on line employment connection for employers looking to hire you.

## Professional Resources

Wisconsin EMS Association State EMS organization	26422 Oakridge Drive Suite 100 Wind Lake WI 53185	(414) 431-8193 <a href="http://www.wisconsinEMS.com">www.wisconsinEMS.com</a>
Wisconsin Dept. of Health Services		<a href="http://dhs.wisconsin.gov/ems/">http://dhs.wisconsin.gov/ems/</a>
Wisconsin Technical College Systems Board (WTCSB) -		<a href="http://www.wtcsystem.edu/">http://www.wtcsystem.edu/</a>
National Registry of EMT's	PO Box 29233 Columbus, OH 43229-0233	(608) 888-4484 <a href="http://www.nremt.org">www.nremt.org</a>
National Association of EMT's		<a href="http://www.naemt.org">www.naemt.org</a>

## Medical Care

As students of Western, you do have access to the Student Health Center at the Health Science Center (located at the corner of Badger and 13<sup>th</sup> Street). There is a nominal office visit fee, but this is low-cost access to medical services, available to you. Appointments are recommended; please call (608) 785-8558.

## Student Accident Insurance

If you are taking degree, credit classes this term, you have been enrolled in the Wisconsin Technical College Systems Mandatory Accident Only Insurance Plan. This coverage is secondary to any other insurance coverage you may already have and is a reimbursement plan with no deductibles that can be used to cover out-of-pocket costs for medical expenses.

This Accident Only Insurance Plan covers the student when an accident occurs while on campus, attending a practicum program, or attending a recognized student group activity approved by Western Technical College. Coverage is in place while on school premises when school is in session and during college-approved activities. Coverage is in place to and from a Western Technical College sponsored event, including classes, within the state of Wisconsin, and up to 2 hours from the Wisconsin state border.

Students are responsible for processing their own claims.

## To Create an Account and Print an Insurance ID Card

1. Go to <https://www.gallagherstudent.com/students/> and select "Wisconsin Technical Colleges – Western Technical College" from the dropdown menu.
2. On the left-hand side of the page, you will find the link to Account Home
3. Scroll down to "Create Account" information. Your Student ID is the last 7 digits of your Student ID number, and your email address is your student email address.
4. Select "Authorize Account" located to the left of your screen under Account Information and enter your Student ID number along with your date of birth.
5. Once your account has been authorized, select "Account Home" and click on "Generate ID Card".

## To Access Student Accident Only Insurance Plan Information:



1. Go to <https://www.gallagherstudent.com/students/> and select “Wisconsin Technical Colleges – Western Technical College” from the dropdown menu.
2. On the left-hand side of the page, you will have the following links to choose from:
  - a. My Benefits and Plan Information – includes a Schedule of Benefits and [FAQ](#)
  - b. Other insurance products
  - c. Discount and wellness
  - d. Claims company
  - e. Resources and links

Any questions regarding the Student Accident Insurance can be referred to the Student Life Office (Kumm Center, Room 100 or 608-785-9445).

### **EMS Club**

All Paramedic students automatically become members of the EMS Club. Meetings are scheduled based on need. Representatives are also responsible for attending student government meetings. Student president and officers are elected each fall semester.

## **Key Program Policies and Procedures**

### **Tobacco/Smoking**

No use of tobacco products is allowed on Western Technical College property.

### **Withdrawal from the Program**

If withdrawal from the program becomes the course of action for the student, it is up to the student to decide upon their options. The student is advised to consider the choice carefully and gather all pertinent facts which may shape the eventual decision. The program faculty will readily assist the student in understanding the intent, mechanism, and options available.

The student may withdraw from the program by completing the necessary paperwork and meeting with faculty. It is mandatory for the student to inform the Registrar’s office of the decision, which affects his/her enrollment in the college. The student should also determine the period for reimbursement of any fees paid.

### **Program Course Repeat Policy**

Each course drop, withdrawal or failure will count as a course enrollment. A student seeking to enroll in a program course for a second time must initiate a student success plan with program faculty prior to enrollment. Enrollment in a course for a second time is on a space-available basis. If approved, the EMS Coordinator will meet with the student to develop a return to program plan that will outline any required competency testing from prior coursework.

Students will not be allowed to enroll in a course more than twice without appealing to the Dean of Health and Public Safety for course re-entry (See Program Re-entry Appeal Process).

**It is YOUR RESPONSIBILITY to keep your program requirements up to date.**

### **Immunizations**

- TB (Mantoux Test) - You must have two negative results for the past two years. If you have not had two negatives in the last two years, you will have to follow the 2-step process. This involves inserting tuberculin under the skin and then reading it 48-72 hours later. One week following the reading, it will need to be inserted and read again to assure there was not a false negative. This can be done at your provider's office, the County Health Department, your place of employment or UW-L Student Health Center located in the Health Science Center in LaCrosse.
- Hepatitis B Series- It is your choice whether to have the series. If you elect to have the Hepatitis B series, you need to start the series, but you do not have to complete the series in order to submit the immunization form. You need to submit the remaining dates when the series is complete.
- Understand that in order to return this by the mandatory dates (expiration date) you should begin collecting the information and receiving the vaccination right away in case you need more lab tests. For example, if you have trouble finding your records but know you had the vaccination, then you may need a titer.
- It is recommended that you have a seasonal flu vaccination. Although it is not a requirement at all agencies, many facilities are asking for either proof of this immunization, declination of the flu vaccine form, and/or students need to wear a mask when at clinical. Please note that if a facility does require a vaccination and you decline the vaccination, you could be prevented from attending clinical, which may result in you being withdrawn from the clinical course, and therefore, the program. Western Technical College **cannot** guarantee clinical placement.
- COVID Vaccinations- COVID-19 vaccination is not required to attend classes at Western Technical College, however your clinical site may require proof of completion of COVID-19 vaccination to attend their sites.

### **CPR Certification**

You are required to maintain the *American Heart Association—Basic Life Support (BLS) Provider* CPR certification and provide a copy of the card. Note: Until you graduate, you are required to be certified as a BLS Provider. If it is due to expire prior to the end of the program, it must be renewed before it expires.

### **EMT Licensure**

You must provide your instructor with a copy of your current State of Wisconsin EMT Licensure.

### **Health and Safety Orientation**

Students are **REQUIRED** to complete the annual Health and Safety Orientation training and test as a condition to participate in clinical activities. Please check the Blackboard site for directions. If your assigned clinical agency requires additional training, you will also be required to complete their training in order to be cleared for attendance at that site.

## **Health and Safety**

Students in the Paramedic program are exposed to health risks related to the environment in their learning experiences. Clinical experiences are held in medical centers, clinics, ambulances and various clinical locations. Entering the Paramedic program is a choice, and students need to be aware of possible health risks in clinical settings. Students enrolled in the Paramedic program have potential for exposure to communicable diseases or may sustain injuries in the clinical setting.

## **Student Responsibilities to Prevent Potential Exposure**

It is your responsibility to know, understand and comply with Standard Precautions.

In this program, you will use standard precaution procedures at all times in the lab and clinic/field. You will also clean and sanitize the classroom lab and equipment after use. You will be shown how to prevent the spread of blood-borne pathogens. Your practice of sanitary procedures is the first line of defense in preventing infection!

## **Temporary Training Center Permit**

While enrolled in the Paramedic program, students maintain a Temporary Training Center Permit through the authority granted to Western Technical College and its Medical Director as a Wisconsin DHS-approved Paramedic level EMS training center. As a result, students may practice at the Paramedic level only with a Western Technical College approved Paramedic level preceptor at a Western Technical College approved site or facility. If, at any time the student is considered to be an unsafe practitioner or violates policies, the student's Temporary Training Center Permit will be revoked, and the student cannot continue in the program. Such revocation/dismissal from the program may occur for any of the following reasons:

- Failure to follow Western Technical College policy or procedure
- Failure to follow local protocols
- Operating outside the DHS approved Paramedic scope of practice
- Performing skills or administering medications before approved to do so by Western staff
- Failing classroom ACLS, PALS, PHTLS testing (written or practical)
- Failing any clinical course
- Continued "unsatisfactory" performance in any clinical evaluation topic area
- Refusal to perform appropriate, approved skills or assessment as directed by preceptor
- Unsafe or dangerous act or omission (regardless of whether a patient is actually harmed)
- Discussion of any patient records outside the area of clinical
- Coming to class or clinical sites under the influence of alcohol or drugs
- Removal or theft of property of the school, hospitals, or ambulance service
- Clinical hours not met during specified time frames
- Cheating on tests, or forging of any clinical documents
- Inappropriate use of social networking sites as it relates to Western or clinical/field sites
- Use of electronic communication devices in clinical or field settings unless approved by the preceptor

## **Obtaining a Paramedic - Training Center Permit**

- Students will have to apply for a training permit through E-Licensing and will have to upload all documentation through that system.
- Turnaround time is anticipated to be three to four days, although administrative rule does provide for up to 60 business days to process.

- The course instructor will provide training permit application information to the student required for the application (the E-Licensing course number provided to you by your instructor).
- The student must hold a training permit prior to being admitted into clinical or field experiences.
- Training permits are non-renewable. Unsuccessful students will need to apply again given participation in another course offering.
- Criminal histories are accepted for review if they are current within the last six months.

### **EMT Refresher**

Successful completion of courses in the Paramedic program can substitute for the EMT refresher training during the licensure period in which it is completed.

### **Computer Literacy**

The faculty requires that all students entering Paramedic courses have the Microsoft Office Suite products available either on their personal computer or allow time on campus to use these programs for all course/clinical assignments. The Microsoft Office Suite products consist of Word, Excel, and PowerPoint Publisher.

The faculty require that all students enrolled in Paramedic courses have the ability or knowledge to receive and transmit email, open and save files in Word and PowerPoint, and have the ability to download course forms from Blackboard.

### **Copying Course Materials**

Students are responsible for providing their own copies.

## **Communication**

### **Cancellation of classes**

Closings will be communicated to radio and television stations and via student email, the website ([www.westerntc.edu](http://www.westerntc.edu)) Western's official Facebook page ([www.facebook.com/westerntc](http://www.facebook.com/westerntc)) and official Twitter account ([www.twitter.com/westerntc](http://www.twitter.com/westerntc)). Students and employees may also sign up for emergency text messaging notification at [www.westerntc.edu/contact/MassNotificationSignup.asp](http://www.westerntc.edu/contact/MassNotificationSignup.asp). If there is no announcement, the assumption is that school is in session as usual.

### **Individual Class Cancellations**

If the weather does not warrant closing the college, but an instructor is unable to make it to campus, individual classes may be cancelled. The instructor will attempt to notify students via e-mail, phone calls, or on the Western Technical College website:

<http://www.westerntc.edu/currentstudents/Cancellations.aspx>

### **Email**

The official form of documented communication between Western students and faculty is the Western e-mail system. As Paramedic program students will receive clinical assignments, updates from instructors and other important information through their Western student e-mail accounts, it is imperative that students familiarize themselves with their Western student e-mail account as soon as possible.

Please check your Western e-mail regularly. If you have difficulties activating your account, please contact the Western HELP Desk at (608) 789-6266.

**\*\*All email accounts are accessible from any internet connection.**

### **Professional Communication Expectations**

Professional and respectful communication is an expectation of the program and the healthcare field. The following guidelines are to be used with phone and e-mail communication with your course and clinical instructors. Violation of these guidelines is a breach of expected professional behaviors.

#### **Phone Etiquette**

- State who you are (if calling someone new, state you are a paramedic student)
- State reason for the call.
- Leave a call back number(s) and/or E-mail.
- State times that you are available for a call back.
- Speak clearly and professionally.

#### **Electronic Communication**

Check Western student e-mail daily and respond promptly for requests for information from instructors.

- Email will be our primary means of offsite communication with you.
- Use complete sentences.
- Use proper spelling, grammar, and punctuation.
- Avoid slaing and “texting” abbreviations.
- Send attachments in Word or pdf. Confirm compatibility with instructor.
- Maintain confidentiality of students, faculty, patients, clients, and clinical instructors.
- Use a title in the subject line.
- Use please, thank you, your welcome, etc.

#### **Cell phone Etiquette**

- ALL PHONES WILL BE STORED DURING CLASS, LAB, and CLINICAL HOURS. You may check your phone during breaks only!
- Occasionally faculty will allow the use of phones for classroom or lab activities or assignments

\*\* If there is an emergency that requires you to have your phone on, please speak to the instructor before class

Students are expected to email their initial course instructor the following information by the end of the first week of the program:

- Mailing address
- Telephone number
- Emergency Contact information
- Other email

Students are responsible for having and maintaining up to date contact information and emergency contact information for the duration of the program. **Students are required to submit changes**

**of personal information, i.e., name, address etc. to the EMS Administrative Assistant during normal business hours.**

### **Blackboard On-Line Learning System**

To supplement the face-to-face interaction provided in the classroom and at clinical/field sites, Western also utilizes a web-based, interactive learning environment named Blackboard. Some mandatory content for technical studies will be posted on the Blackboard system along with other course resources and other information. As with student email accounts, Blackboard access and use will be required of Paramedic program students. This will require you to log in to the site to access course materials.

A Guide to Using Blackboard is a complete online tutorial to help you login to Blackboard, change your password, locate miscellaneous areas in Blackboard, check your grade, open a chat room, reply to the discussion board, attach a file to an email, open an attachment from an email, open a file from an email or the Internet, or save a file from an email or the Internet.

If you are having trouble logging in or using Blackboard's features, please contact the PC Service Helpdesk at (608) 789-6266 or [pcservice@westerntc.edu](mailto:pcservice@westerntc.edu).

### **Communication Channels**

The communication process starts with the student. The student has a lead instructor to discuss situations/issues the student wishes to address.

If the issue is not resolved at the student/lead instructor level, then the student may contact the Program Chair to further discuss the issue.

If the issue is not resolved at the program chair level, the student should contact the EMS Coordinator.

Policies for a grievance procedure are further explained in the Western Student Handbook.

## **Required Course Materials and Equipment**

### Textbooks

All textbooks and access codes previously sold in the Cavalier Campus Shop (bookstore) are now exclusively available online at <https://westerntc.ecampus.com/>

Western's online bookstore provides an easy to shop by schedule ordering platform, up to date package tracking, stress-free rental returns, end of semester buyback, and same day shipments of most titles with an average delivery time of 3-4 days depending on the student's location. Textbook options include new, used, rental, and digital textbook access via eCampus' s dashboard.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping.

Additional questions? The eCampus website has important information. Please visit <https://westerntc.ecampus.com/help/help-desk>

**Textbooks are required. Students should bring the appropriate textbooks to class.**

### Required Equipment

- Stethoscope
- Penlight
- Watch with second hand or timer
- Trauma shears
- Uniform as required by Western Technical College for clinical and field experience
- Calculator
- Protective Eyewear

## **Course Grading Information**

### **Didactic Sections**

There are three grading domains. A passing grade must be achieved in each domain to pass each course.

The affective domain measures the student's attitudes, behaviors, and professional attributes, as well as classroom conduct. Passing is appropriate classroom behavior, professional ethics, and adherence to policy. Significant behavioral issues may result in failure of the affective domain.

The cognitive domain is the student's knowledge as demonstrated by written exams and assignments.

The psychomotor domain is the student's ability to perform skills and tasks learned in the program. The student must pass each skill following practical examination policy. Failure to pass all skills will constitute failure of the psychomotor domain.

A student must have a final grade of at least 78% to pass each course. Students who do not achieve a numerical average of at least 78% must repeat the course and achieve the minimum grade requirement.

Students are expected to achieve 78% or better on all written examinations. Only one exam failure (less than 78%) will be allowed for each course. Upon failure of a second written exam (less than 78%), the student cannot progress in the course.

Students must achieve 78% or better on the final comprehensive written exam for each course.

Students who obtain grades of D or F in any paramedic program course will not be permitted to continue in the Paramedic program without an approved contract for re-entry.

Final course grading criteria.

**55%-Average of all module exams**

**5%-Average of quizzes**

**5%-Assignments**

**25%-Final comprehensive exam**

**10%-Professional Behaviors**

Students must pass the following certification courses:

- Advanced Cardiac Life Support
- Pediatric Advanced Life Support
- Prehospital Trauma Life Support

### **Comprehensive program evaluation**

Students will be required to successfully complete comprehensive program testing in the cognitive (knowledge), psychomotor (skills), and affective (behavior) domains. This testing will be completed in the Capstone course.

There will be a cumulative/comprehensive written exam given in the Capstone course that all students must pass. The exam is required by the accrediting body to assure learning has taken place in all didactic areas. If a student does not meet the minimum score of 78%, one re-test will be allowed. If the student is not able to pass the exam on the second attempt, he/she cannot progress in the program.

### **Classroom Lab Practical Examination**

Classroom lab testing is evaluated as satisfactory/unsatisfactory based on point values and critical criteria. A student who receives an unsatisfactory grade in the lab component of any course may not continue in the paramedic program.

The student who is unable to pass a practical examination will have the opportunity to take a second examination of the same content. Students are only allowed one re-take of any practical examination. This includes skills, scenarios, and oral exams. Students who fail a re-take of any practical exam will not be allowed to continue in a course.

### **Retaking a Practical Examination**

Prior to re-testing classroom practical examinations:

- ✓ The student will review the practical examination score sheet and discuss with the program instructor the reason for unsatisfactory grade
- ✓ The student will be allowed to practice the skill or review content prior to the re-test.
- ✓ During the time between the initial examination and the “retake,” the student will be required to submit and complete a personal learning plan that may include working with a tutor or classmate, meeting with the instructor, practicing specific scenarios or skills, and meeting with the Learning Commons personnel to assist in preparing for the retake examination.
- ✓ Details of that plan will be created between student and faculty and put in writing in Student Success Plan format.



- ✓ In the case of any examination other than the program final, the retake must occur within one week of the return of the initial examination.
- ✓ In the case of the final examination, the retake must be within four weeks of the end of the term.
  - \* In the interim period, the student will carry an incomplete grade for the course. This grade will only be removed upon successful completion and passing of the practical examination and course.
- ✓ Failure to retake the practical exam in the allotted time will result in the conversion of the incomplete to a Failed grade.
- ✓ Students are only allowed to re-take one practical exam per course.
- ✓ Upon failure of the second practical examination, the student will receive an “F” for the course.
- ✓ Student will not be able to progress with coursework in the program due to “courses must be successfully completed prior to completing sequential courses in the program.”

### Skills Acquisition and Approval Ladder

Step	Description
<b>Read</b>	Read assignments and review notes. Attempt to come into lab ready to go with a general understanding of what will be covered that day.
<b>Demonstration</b>	The instructor will demonstrate the skill in the lab.
<b>Lab Practice</b>	You will practice the skill in lab with a partner(s).
<b>Practice with a Partner</b>	During available times, practice some skills with a partner. This is a good time to develop questions for clarifications with the instructor.
<b>Peer Check</b>	Have a partner <i>peer check</i> you as you perform the skill. <b>Message to the Peer:</b> Be meticulous in your assessment. Offer constructive criticism so that the peer learns the correct method. <i>If the skill is completed correctly, sign the skills sheet in the Peer Check section.</i>
<b>Individual Skills Examination</b>	You will complete a practical exam with an instructor or teacher’s assistant (TA) on the skills found in your skills check sheets book. Please be fully prepared. If you do not pass, the instructor will indicate what you missed and clarify information. You will need to schedule an appointment for an additional skills exam on another day.
<b>Practical Exams</b>	Practical exams will incorporate patient assessment, treatment plans and skills into a single session of hands-on scenario format or oral exam.
<b>Clinical and Field Practice</b>	Once in the clinical/field setting, you will arrange with your clinical preceptor to perform specific skills. If supervised, you may perform any skills within paramedic scope you have completed in the program prior to clinical/field assignments.

The Western Paramedic Program utilizes the modified grading scale below. A percentage of 78% or above is the required passing grade for each course.

**A= 90-100**

**B=80-89**

**C=78-79**

**D= 50-77**

**F= below 50**

### **Platinum Planner**

Platinum Planner is an online web application tool for clinical and lab documentation. This application will allow students to enter all lab skills, scenarios, clinical rotations, and view their individual portfolios while in the program. All students are required to complete a Paramedic Psychomotor Competency Portfolio of all skills and patient care contacts completed in lab, clinical rotations and field experiences that show their progression of learning and becomes a part of their permanent education file. This is a prerequisite to graduation. The program faculty 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 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 at the end of each course.

### **Clinical**

Clinical and field experience grading is detailed in the clinical and field guidebooks. Students must demonstrate competency in skills prior to performing skills in the clinical setting.

All skills may only be performed under the supervision of the instructor or an approved preceptor who is licensed at Paramedic level or above. Detailed information will be given to the student prior to scheduled clinical and field experiences.

Although there is an hour assignment to the clinical and field components, students must meet the minimum competencies for each skill and assessment. If a student has not met the required competencies in their required hours of clinical or field experience, he/she will have to perform additional clinical or field experience until the competencies are met. **See the EMT Paramedic Clinical and Field Guidebooks.**

All required clinical and field competencies must be successfully completed by assigned timelines and prior to taking the National Registry exam.

In addition to cognitive and psychomotor evaluations, the student's professional behavior will be evaluated in every course.

## Professional Behaviors Grading Rubric

<b>Integrity</b>		
Your Score: _____	92- 100	Always honest; leads by example and models exemplary behaviors regarding integrity. Consistently turns in paperwork that is complete and accurate prior to due date.
	83- 91	Consistently honest, able to be trusted with property and confidential information, complete and accurate documentation and assignments are submitted by due date.
	75- 82	Minor infraction of complete and accurate submissions by due date.
	<75	Major infraction of one or more areas above, not meeting minimum course criteria.
<b>Empathy</b>		
Your Score: _____	92- 100	Seeks out opportunities to serve in the community, when the situation arises can provide contact information on assistance agencies. Has the ability to set troubled patients at ease and actively listens to their problems and concerns.
	83- 91	Able to show compassion and responds appropriately while maintaining professional demeanor. Demonstrates a strong desire to advocate for the patient.
	75- 82	Shows compassion for others, responds appropriately to emotional responses by others, demonstrates respect for others, and is supportive and reassuring.
	<75	Is deliberately or intentionally disrespectful of others, makes fun of others, is condescending or sarcastic to others, clearly uncomfortable dealing with emotions of patients or classmates.
<b>Self- Motivation</b>		
Your Score: _____	92- 100	Assignments are completed and submitted ahead of due dates, reminds other students of deadlines. Supports faculty in upholding the rules and standards of the program. Takes seriously the opportunities to provide feedback to fellow students and seeks opportunities to obtain feedback. Assists faculty in arranging and coordinating activities.
	83- 91	Occasionally submits assignments ahead of due dates. Volunteers for additional duties and consistently strives for improvement in all aspects of patient care and classroom activities. Seeks out a mentor or faculty member to provide constructive feedback and seeks continuous opportunity to be involved in additional learning.
	75- 82	Takes initiative to complete assignments by due dates and improve or correct knowledge or behavior. Takes on and follows-through on tasks without constant supervision. Shows enthusiasm for learning and improvement, in professional activities and patient care. Accepts constructive feedback in a positive manner and takes advantage of learning opportunities.
	<75	Consistently fails to meet established deadlines. Unable to demonstrate intrinsic motivating factors and requires extra motivation from instructors. Fails to improve after corrective feedback has been provided. Requires constant supervision to complete tasks.
<b>Appearance &amp; Personal Hygiene</b>		
Your Score: _____	92- 100	Uniform is always worn and is above average. Grooming and hygiene are impeccable. Hair is worn in appropriate manner for the environment and student is free of excessive jewelry. Makeup and perfume or cologne usage is discreet and tasteful.
	83- 91	Clothing and uniform are above average. Grooming and personal hygiene is good or above average.
	75- 82	Clothing is appropriate, neat, clean and well-maintained. Good personal hygiene and grooming.
	<75	Inappropriate clothing or uniform worn to class or clinical settings. Poor hygiene or grooming habits.
<b>Self-Confidence</b>		
Your Score: _____	92- 100	Stands by and can defend personal choices and decisions when appropriate. Actively seeks to improve on weaknesses and seeks to assist classmates in developing their self-confidence.
	83- 91	Demonstrates the ability to trust personal judgment and demonstrates an awareness of strengths and limitations. Exercises good judgment and often serves as a mentor for classmates.
	75- 82	Needs encouragement before trusting personal judgment. Is aware of strengths but does not readily recognize weaknesses, sometimes makes poor personal choices.
	<75	Does not trust personal judgment, is unaware of strengths and weaknesses. Frequently exercises poor personal judgment.

<b>Communications</b>		
Your Score: _____	92- 100	Demonstrates superior speaking and writing abilities. Models active listening skills and is able to modify communication strategies easily in various situations. Can effectively communicate with all in various settings. Assists classmates in improving speaking and writing abilities. Models' appropriate behaviors for conflict resolution if needed.
	83- 91	Speaks clearly, writes legibly, listens actively, and adjusts communication styles to fit varied situations. Needs only slight direction in conflict resolution.
	75- 82	Needs direction to write or speak clearly at times. Knows how to actively listen although is sometimes unable to model good listening skills. Able to identify alternative communication strategies for situations, yet still developing the skill of making this transition smoothly.
	<75	Unable to speak or write clearly. Unable to correct this behavior despite intervention by instructional staff. Does not actively listen, interrupts frequently or asks irrelevant questions. Resistant to learning new communication strategies. Unable to follow appropriate conflict resolution steps when needed.
<b>Time Management</b>		
Your Score: _____	92- 100	Early or punctual nearly 100% of the time. Completes tasks and assignments prior to the due date and does not require reminding. Assists classmates with reminders about due dates and upcoming assignments.
	83- 91	Consistently punctual and ready to begin class or clinical prior to the actual start time. Completes tasks and assignments by due date (or, occasionally in advance) without reminders.
	75- 82	Consistently punctual for class, completes most assignments and tasks on time.
	<75	Frequently late to class or clinical sites and needs time upon arrival to be ready to begin. Frequently late on assignment submission, requiring reminders about due dates. May blame others if a due date is missed.
<b>Teamwork &amp; Diplomacy</b>		
Your Score: _____	92- 100	Places the success of the team above self-interest, takes a leadership role and uses sound management skills. Involves all appropriate team members in the decision-making process. Suggests and implements changes to benefit the team and seeks ways to keep communications and dialogue going.
	83- 91	Supports and holds up the team by shouldering additional responsibilities. Actively seeks to include all members of the team in decision-making processes where appropriate. Welcomes change and remains flexible, to keep open lines of communication.
	75- 82	Places the success of the team above self, does not undermine the team or its members. Helps and supports other team members, shows respect for all. Remains flexible and open to change and communicates well with others to resolve conflict.
	<75	Acts for personal interest at the expense of the team or manipulates others. Appears non-supportive, is resistant to change. Refuses to work or cooperate with others to work out solutions.
<b>Respect</b>		
Your Score: _____	92- 100	Serves as a "peacemaker" in volatile situations. Able to tolerate abusive language or disrespect from patients without reacting negatively in response. Models solid respectful and ethical behavior even when outside of the classroom or off the job.
	83- 91	Is polite even when a situation is not going in their favor. Always uses respectful language when describing situations even when not in public areas. Models' good professional behavior.
	75- 82	Is polite to others, does not use derogatory or demeaning terms or statements. Occasional use of unprofessional language or terminology is corrected after it is addressed.
	<75	Disrespectful of authority, argumentative, and/or use of inappropriate words or behaviors for professional expectations. Deliberately undermines others in words or actions to provoke others. Unable to act in a professional manner when required.

<b>Patient Advocacy</b>		
Your Score: _____	92- 100	Models' patient advocacy and is able to defend the need to advocate for patient rights. Seeks out opportunities to help classmates learn the principles of patient advocacy. When/if the opportunity presents itself can be called upon to follow through on an advocacy issue even if it means during their "time off".
	83- 91	Does not allow personal bias or feelings to interfere with patient care despite strong negative feelings or bias towards a patient or situation. Actively advocates for patient rights, protects privacy and confidentiality.
	75- 82	Seldom allows personal bias or feelings to show while performing patient care. Places the needs of the patient above self-interest. Protects patient confidentiality and privacy.
	<75	Has difficulty dealing with patients due to personal biases or feelings. Not always able to place the needs of the patient first. Demeans or degrades patients with words or deeds. Frequently takes shortcuts during patient care because it is "faster" or "easier".
<b>Careful Delivery of Services</b>		
Your Score: _____	92- 100	Performs accurate patient assessment and skills independently and is able to correct mistakes by self-reflection. Assists in monitoring fellow students in completion of their skills and tasks with an ability to appropriately identify and verbalize opportunities for improvement in their practices.
	83- 91	Can be trusted to complete patient assessments and skills independently, or with only minor supervision. Does not need to be reminded to do routine checks. Follows all rules, regulations, policies and procedures appropriately and without reminding.
	75- 82	Can perform entry level assessments and skills a majority of the time. Follows standards, policies and procedures on a consistent basis. Is familiar with supplies and equipment used after learning it.
	<75	Unable to perform assessment and skills at an entry-level. Requires constant monitoring or reinforcement to perform. Does not demonstrate that time is spent practicing outside of the classroom. Unfamiliar with required rules, regulations, policies and procedures.

Average Score of Categories Evaluated \_\_\_\_\_

### **Community Engagement Assignment**

Your participation in the community through volunteer service is important both now and once you embark on your career.

- ✓ All students will be expected to participate in at least 16 hours of volunteer service.
- ✓ Volunteer service can be found on Western's UGetConected platform found at [www.westerntc.edu/Ugetconnected](http://www.westerntc.edu/Ugetconnected). Students should find opportunities related to the EMS field and/or involve direct interaction with others. If you are unsure if your experience will fit these guidelines then you should seek prior approval from your instructor. For more information on how to use UGetConnected at Western Technical College, go to <https://www.westerntc.edu/volunteering>. Note: every Western student can log into UGetConnected by using their Western student ID and Western password.
- ✓ Each student is required to keep a log of his/her own hours and activities on UGetConnected [www.westerntc.edu/Ugetconnected](http://www.westerntc.edu/Ugetconnected).
- ✓ You must complete a reflection of the experience, attach to your UGetConnected volunteer resume, and hand in to your instructor.
- ✓ The volunteer service activities are required to complete the program and will be due in the Capstone course.

## **Grade Review**

If a student wishes to have a grade reviewed for an exam or an assignment, he or she must contact the instructor and make arrangements to discuss the grade within five (5) business days (Monday through Friday) of the date that the grade is posted. This is to ensure that issues are addressed in a timely manner for the benefit of both students and faculty.

## **Technical Skills Attainment (TSA)**

The Technical Skills Attainment (TSA) project is a major system wide initiative required by the federal government under Carl Perkins IV legislation. WTCS programs will assess the attainment of program outcomes to ensure graduates have the technical skills needed by employers. The assessments are approved by the System Office and implemented by districts. They will be linked to industry standards and meet state criteria including validity, reliability, and fairness.

## **Professional Behaviors**

Students are held accountable to policies set forth by the college and the program. Every attempt will be made to ensure that students understand these policies, however, it is the student's responsibility to ask questions if additional clarification is needed.

Consistent and effective professional behaviors are expected in the classroom, labs, and clinical settings at all times. Behaviors that do not conform to these expectations will be considered a breach of professional behaviors. When a breach of professional behavior occurs, it will be brought to the student's attention and addressed appropriately (see below).

The procedure for handling breaches of professional behavior is as follows:

**First Offense:** The problem is identified, and the student is made aware of the concern. The breach of professional behavior is documented using any written or verbal form (email, handout, or verbal discussion). This documentation is shared with the student and the student is encouraged to discuss the reasons for the behavior and possible consequences of the behavior. The student is encouraged to remediate the issues with the course instructor.

- The student will be connected with college resources if applicable to help remediate circumstances related to the behavior.
- Other program faculty may be informed to determine if the problem requires monitoring across the program or can be identified as an isolated circumstance.

**Second Offense:** Repeated or additional breaches in program policy or professional behavior requires development of a formal student success plan to help the student take the necessary steps to demonstrate change. In addition, the second offense will directly impact the student's grade.

- A **10%-point reduction** is applied to the student's overall course grade.
- The student and course instructor identify what course of action must be taken to resolve the concern and to prevent further occurrences. The plan and consequences of the failure to demonstrate improvement are identified in a student success plan which is entered into the student record and shared with the EMS Coordinator.

- A method of tracking concerns across all program settings (class, lab, clinical) is initiated to ensure that the problem is addressed and corrected by the student in all program settings.
- The student may be required to meet periodically with one or more of program instructors, program chair, EMS coordinator, or program counselor or other college resources to address and document progress or lack of progress related to professional behaviors.
- Failure to remedy the behavior as detailed in the student success plan, failure to meet deadlines and expectations outlined in the Student Success Plan, or further breaches in program policies or professional behaviors may result in a recommendation for a change in program status.

**Third Offense or failure to comply with Student Success Plan:** Problems are ongoing and have not been resolved. This student has not demonstrated acceptable levels of improvements in the identified behaviors established by the student and program faculty. The program faculty feels the student is not competent, safe, or professional to provide paramedic level care at this time.

- **An additional 10%-point** reduction is applied to the summative grade for the course.
- Paramedic program may recommend the student exit or modify participation in the program level and establish a plan for this change. Participants in this step include- student, program chair, EMS Coordinator and Dean.
- If the student's status in the program changes, he or she may request re-entry into the paramedic program. This petition would follow the Health and Public Safety/Program Re-Entry Process. See Division Policy section of this handbook.

### **Student Progress Report**

A Progress Report is used to communicate a concern to a paramedic program student. While a Progress Report does not mean a student will be unsuccessful in the program, it is a serious matter and must be resolved in a timely, satisfactory fashion.

Progress Reports are issued to:

- Communicate an area of concern regarding student performance in a course (including attendance issues).
- Identify ways and means by which a student may improve an area of concern.
- Communicate the area of concern to others involved in the student's education and progression (i.e., program counselors, and other involved instructors). This communication will allow other staff members to assist the student in meeting the requirements and resolving the area of concern.
- Provide documentation of the area of concern and specific instructor requirements.
- Unsuccessful remediation of the concern identified in the progress report may result in the initiation of a Student Success Plan which will provide documentation of the student's plans to address the concern.

### **Student Success Plan**

- A Student Success Plan will be initiated when a student's test grade and/or cumulative grade is below 78%, or when other issues are identified that may affect a student's success.
- A student success plan will be initiated in a clinical course for performance issues.

- The student is expected to comply with the Action Plan for Success section of the Success Plan or may risk jeopardizing their standing in the program, as determined by the Associate Dean or Dean of Health and Public Safety.
- In instances where there is unsafe practice of medicine, the student's temporary license may be revoked.

## Course Expectations

### Communication

The primary means of communication with you will be through Western E-mail. Any messages sent to you via E-mail are considered formal contact and you are responsible for this information.

#### Check your email daily!

1. All faculty have voicemail that they check often. You may use this as a means of communication.
2. For specifics on communication, refer to that section in this document.

### Assignments

#### Written Assignments

1. The student's name must be written on all assignments.
2. Assignments with multiple pages must be stapled together.
3. All written assignments must be typed, double spaced and have 1-inch margins.
4. All cited references within the body of a paper and for the reference page will be typewritten using APA format. Use the following resource to learn about correct APA format.

[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

#### Late assignments

1. Late assignments will have 5% deducted automatically plus 2% for each additional day the assignment is late including weekends and holidays.
2. Assignments received later than 5 days past the due date will be graded an automatic 0.

#### Spelling

1. 0.5 points will be deducted for misspelled medical terminology that is stated or implied in assignments.

### Psychomotor Portfolio

Each student will complete a psychomotor competency portfolio of their work which contains concrete evidence of learning and growth in the paramedic program.

There are benchmark times throughout the program when the instructor, student, and preceptors will meet to review and evaluate the student. If there are benchmarks not met at the appropriate stage of instruction, a student success plan would be initiated to address the deficiency and plan steps for improvement and student success.

The portfolio is divided into three phases:

1. Classroom/Laboratory



2. Hospital Clinical
3. Field Clinical

Psychomotor education begins in the classroom skills lab component, where psychomotor learning takes place. The skills lab component is the setting for educational imprinting, cognitive integration, frequent drilling and autonomic development of psychomotor skills. The scenario lab component provides students a contextual opportunity to demonstrate what they have learned in a simulated environment based upon the psychomotor skills established in the skills lab. Once students have demonstrated skill competence in the simulated environment, they progress to assessing and treating real patients in the clinical phase with adequate supervision.

For many students, the clinical phase provides the first opportunity to interact with a sick or injured patient at the Paramedic level. The clinical phase in a student's education includes "planned, scheduled, educational student experience with patient contact activities in the hospital setting" The field experience component will include "planned, scheduled, educational student time spent on an EMT unit, which may include observation and skill development. The field experience component is where the student builds his/her skills, learns scene choreography to include taking over more and more of the call, how to approach the patient and patient management. This progressive process is best taught in the field on an EMS unit and culminates in team leadership. Near the end of the field experience component, the student should be functioning at or near to the team leadership role. The key point is that a specified number of team leads must be accomplished in the clinical component.

The primary purpose of the clinical component is for the student to demonstrate an acceptable ability to manage all aspects of an EMS call and make appropriate Paramedic-level decisions in order to provide appropriate patient care. The clinical component is where Paramedics hone their craft, establish competence and confidence in patient care delivery and oversee the integration of additional EMS team members.

### **Attendance**

1. Regular attendance is essential to learning the Paramedic role. Students are expected to attend all classes and scheduled clinical. Students cannot miss more than 10% of any course.
2. Each unexcused absence will result in a 10-percentage point grade reduction.
3. Each event of tardiness will result in a 5-percentage point reduction.
4. All missed class time will be made up through a variety of ways to include research papers, reports, presentations, or any other method deemed appropriate by the lead instructor.
5. In the event of an emergency and the student is unable to attend class, it is the student's responsibility to notify the instructor and to fulfill the requirements of class on time. All missed work will be due on the first day the student returns to class.
6. Absence from class will be unexcused if the student does not seek and gain permission for the absence. The request must be made in advance through phone call, in person, or email to the lead instructor. Any graded learning activities, quizzes, or tests administered during the unexcused absence will result in a zero score. The consequences

of an unexcused absence may be waived if the lead instructor determines that the reason for missing class involved extreme hardship.

## Lab and Classroom Practices

### Skills Practice

**Any invasive procedures should only be performed under direct supervision of an instructor or teaching assistant.**

Students should attend to their health and wellness needs, so that they arrive to classes rested and alert; attentive behavior is essential to safety. Students should demonstrate conscientious work habits, including receiving all instructions and pacing self. Since paramedicine is best learned “hands on”, you will practice intervention and assessment procedures with other students and taking turns to be “the patient”; it is important to communicate clearly to your student peers and direct any concerns, questions, or discomfort to the instructor.

### **Dress/Attire**

Western Paramedic program students must adhere to the following requirements in the classroom and clinical/field setting:

- |                          |  |
|--------------------------|--|
| Pants                    | • Students will wear EMS duty pants (navy or black)  |
| Polo Shirt               | • Students will wear polo shirt with Western EMS program logo  |
|                          | • If long sleeve shirt is worn underneath the polo shirt, it must be black in color.   |
| Boots                    | • Students will wear black duty boots  |
| Outer Wear               | • Any outerwear must be black or navy blue and have a Western Technical College logo or <b>no writing at all.</b>                  |
|                          | • Fleece is not allowed in the clinical setting.   |
| Professionalism          | • No other agency clothing is allowed to include ID badges   |
|                          | • All clothing must prevent the exposure of excessive bare skin when bending, kneeling, sitting, squatting, moving, or lying down. |
|                          | • Western ID badges will not be worn on the pants or below the waist.  |
|                          | • No hats may be worn unless approved by the instructor/preceptor or required in the clinical department. i.e., OR                 |
| Accessories and Body Art | • Wedding rings which do not present a safety hazard.  |
|                          | • Tattoos are ok if not offensive. Facial tattoos are highly discouraged and will be addressed on a case-by-case basis.            |
|                          | • Piercings:   |
|                          | Ears: one post earring in each earlobe   |
|                          | Nose: Single small stud in nose  |

- Grooming
  - Bathe as needed to avoid body odor
  - Nails short, rounded and clean
  - Only clear nail polish
  - Conservative use of cosmetics
  - Hair neatly cut and styled
  - Long hair is pulled up off the shoulder and pulled back from the face
  - Mustache/Beard neatly trimmed
- Other
  - Agencies may have additional requirements.
  - i.e., OR and other specialty units

Students inappropriately dressed will be dismissed from the classroom or clinical setting and the dismissal will count as an unexcused absence from the class or experience. The lead instructor must approve any exceptions.

### **Classroom Behavior**

The nature of “occupations” implies active involvement and performance-based learning requires “hands on” approaches. Therefore, students are expected to actively engage in all learning activities.

An active learner is prepared for classes. This includes studying for exams, formulating questions and completing assignments, as well as reviews or topic investigation that an instructor may include. Class materials should be organized and available, so that the student is ready to participate when class begins.

Classroom demeanor should be attentive, open-minded and respectful. Questions and discussion are invited, with mindfulness kept to the class schedule and all students having opportunity to participate.

Talking during lectures or talking while classmates are actively involved in a classroom discussion, and you are not, will not be tolerated.

Cell phones are to be turned off or on silent/vibrate during lectures and labs, unless specifically directed for technology use in class. Please do not engage in text messaging or E-mail exchanges during class. Answering of a phone during lecture or lab will only be allowed for anticipated medical needs and should be cleared with the instructor prior to the beginning of class.

**Use of these devices is considered a disruption to the class. 5 points will be deducted from your overall grade each time you are found using electronic communication devices during class.**

**Students taking pictures, both still and video, in lecture, or lab is prohibited. Students wishing to take photos, videotape or audiotape class presentations must obtain permission from the course instructor.**

If you complete tasks early, it is incumbent upon the student to use “down time” wisely (e.g., practice skills, work ahead, assist peers, etc.).

Breaks will be offered at designated intervals.

At times, photos or videos may be taken in class to facilitate learning and may continue to be used in paramedic coursework for educational purposes. Students may be invited to volunteer for photos/video intended for marketing. You will be asked to sign a release in these cases.

At the close of a course or program, you may be asked to complete evaluations of your learning experience. Input from these evaluations helps the faculty to continually improve the program. Participation in discussion and lab activities is expected.

The classroom atmosphere must be maintained as a learning environment. Any disputes, personality conflicts or problems shall be brought to the attention of the instructor for resolution with a minimum of disruption to the flow of the course.

Students are expected to treat equipment with care. Each student is responsible for maintaining equipment as would be expected of a paramedic in a working environment. If you use equipment, it must be returned to the same place you took it from. If the equipment is found to be untidy, students will be kept after class to correct the situation.

Treat the classroom property with respect and care (e.g., no feet on furniture, use trash and recycle receptacles as labeled, turn out lights when leaving, etc.).

You are expected to clean up any messes that you have created in the classrooms and labs.

The schedule and assignments are subject to change depending upon the progress of the class.

Casual visitors are not permitted in the classroom. Exceptions of guest speakers and subjects for lab experiences are by permission and/or invitation of the instructor.

### **Exercise Equipment at Sparta**

Students may use the exercise equipment located on the second floor with the following guidelines:

1. Must not be in use by an already scheduled class.
2. Must be used during normal hours of operation.
3. Students must be in pairs if using the exercise equipment.
4. Students must let faculty know when they will be using exercise equipment and check in with faculty when they are done.

## **Final State of Wisconsin EMT Paramedic Licensure Testing**

Upon successful completion of the Paramedic program core courses, students shall be eligible to take the National Registry of Emergency Medical Technicians written test to obtain licensure as a

Paramedic within the State of Wisconsin. The National Registry examination used for licensure in the State of Wisconsin consists of a written test. Written tests are offered at a computer-based testing facility (Pearson Vue) around the state. Additional information regarding the testing process and its associated requirements will be provided to Paramedic program students by the lead instructor as the date of core course completion nears. Students may refer to the National Registry's website (<http://www.nremt.org>) for additional information. There are additional fees for written exams.

### **State Licensure**

- To function as an EMT Paramedic at any level you **MUST** obtain a state license. The license application is completed electronically through E-Licensing. [http://dhs.wisconsin.gov/ems/License\\_certification/index.htm](http://dhs.wisconsin.gov/ems/License_certification/index.htm)
- It is **your responsibility** to complete the license application to the State of Wisconsin. You cannot submit the application until you receive written notification of your successful completion of the entire National Registry exam process.

## **Health and Public Safety Division Policies**

### **Health and Public Safety Division Body Art or Piercing Policy**

In the Health & Public Safety Division, a student may display no body art or piercing that might be considered offensive. Most employment settings have policies that are generally broad; however, they do reserve the right to deny employment and student clinical/practicum/fieldwork placement if body art or piercings are found to be offensive to those in that setting.

The wearing and displaying of jewelry in the health care or public safety setting is generally limited to wrist watches and wedding rings or small non-dangling earrings. The purpose of this limitation is related to infection control, safety and public perception of the employees while they are on duty. Education programs (Early Childhood Ed, Foundation of Teacher Education), or Human Services Associate programs may allow additional wearing of jewelry as outlined within the program's practicum or fieldwork handbook or guidelines.

If a Western student has significant visible body art and/or piercings, we are unable to guarantee that the student will be able to be placed for the multiple clinical/practicum/fieldwork experiences that most programs require. You may be asked to cover the body art with clothing or dressings or remove the piercings in order to complete your rotation. If your program has a more restrictive policy on body art or piercings, it will be enforced. It is your decision whether or not to enter the program based on the uncertainty of being accepted at those sites.

### **Health and Public Safety Division Confidentiality Policy**

The clinical/practicum/internship or fieldwork experience requires students to read and use health or educational records of clients, patients or children. All Western Technical College students should hold information concerning the identity, diagnosis, prognosis, condition, family situations, care or treatment of their clients, patients or children in confidence.

Information systems may not be used to access confidential information that is not essential for completion of professional/student activities. This obligation of professional confidentiality must be carefully fulfilled not only regarding the information in the person's charts and records, but also with regard to your activities and behavior outside of your Western course. Do not discuss such information with others unless it is required directly for the treatment or care of the client, patient or child. Discuss the above information within the following parameters:

1. Only in appropriate places (i.e., out of earshot of other clients or staff not caring for the client). Places that are inappropriate are public areas such as the cafeteria, parking ramp, elevators, stairwells, break room, community and your home.
3. Only discuss names, diagnosis, etc., with people directly caring for the client, patient, or child. Examples of inappropriate people would include client family members, facility staff not directly caring for the client, neighbors, your family members, friends, classmates and news reporters.

4. Information transmission must be kept within the facility. Client information may not be copied by you or staff and taken out of any facility. Information should not be transmitted to or from, or stored within, any form of personal technology (e.g., personal computers, laptops, cell phones, cameras, tablets, iPods, Smartwatch, etc.). Use of any social media (e.g., Facebook, YouTube, Twitter, Snapchat, Instagram, etc.) which mentions, depicts or photographs clients or clinical sites by name or care/treatment given to any persons will not be tolerated.
5. Any intentional or accidental violation of these confidentiality provisions, by you or others, must be reported to the faculty member instructing the class or to Health and Public Safety Division administration, Kumm 211, La Crosse campus. Any violation of this confidentiality policy may result in clinical/practicum or fieldwork disciplinary probation, dismissal from the course and/or program or college discipline related to a Student Code of Conduct violation. It may also bring about legal consequences for the student by parties involved.

### **Program Course Repeat Policy**

Each course drop, withdrawal or failure will count as a course enrollment. A student seeking to enroll in a program course for a second time must initiate a student success plan with program faculty prior to enrollment. Enrollment in a course for a second time is on a space-available basis.

Students will not be allowed to enroll in a course more than twice without appealing to the Dean of Health and Public Safety for course re-entry (See Program Re-entry Appeal Process). General Procedure:

1. The student is required to complete a student re-entry success plan with the course instructor and/or program chair.
2. The faculty member provides the associate dean with a copy of the student success plan.
  1. If the student is enrolled in a program course for the second time, but has not developed a success plan, the associate dean will direct admissions to drop student from the course.
  2. program may require a student to demonstrate competency skills with a passing grade of a "C" or better prior to re-enrollment in a course.

### **Health and Public Safety Division Drug Screening Policy**

Western Technical College does not currently require its students to undergo drug screening as a condition for participating in clinical\* experiences. Students may, however, be assigned to a clinical site that requires drug screening as part of its contractual agreement with Western. This may include all students participating in clinical at the site or it may be a program- or area specific requirement.

If a student does not comply in a timely manner with a clinical site's request for drug screening or if their screening is positive, they may be denied placement by that facility. Being denied a clinical rotation will result in the inability to complete the program or failure of the course. \*For

the purpose of this policy, the term “clinical” is interchangeable with the terms fieldwork, internship, and practicum.

### **Latex Exposure Policy**

Western Technical College cannot provide a latex-free environment within the classrooms, labs, or clinical settings. Since students may be exposed to various amounts of latex products, students who have a latex sensitivity or latex allergy will be required to provide the instructor with a doctor’s written statement stating they are safe to continue in the program with varying exposure to latex products. As a result, a latex sensitivity or latex allergy may prevent a student from continuing in a Health and Public Safety division program.

### **Health and Public Safety Division Influenza Vaccine or Immunization Refusal Policy**

The Health and Public Safety Division has clinical agreements with outside agencies which require students to demonstrate evidence of immunity or vaccination to specific diseases (e.g., Influenza, varicella, tuberculosis, etc.).

If a student does not comply with this requirement, they may be denied clinical placements. It is the prerogative of a clinical site to deny students who are unable to demonstrate their immunity or vaccination status. Being denied a clinical rotation will result in the inability to complete the program or failure of the course.

Some sites may allow a student to participate in a clinical experience without an influenza vaccination. At these sites, the student may be required to wear a mask at all times when at the agency. Should an Influenza outbreak occur, students without verification of Influenza vaccination may be immediately denied access by the placement site, which will result in the inability to complete the program or failure of the course.

Procedure:

1. Students will demonstrate their immunity and vaccination status by uploading verification documents to their online medical document manager.

2. If a student cannot submit evidence of immunity or vaccination (due to medical circumstances), the clinical coordinator or the authorized school representative will contact sites used by the program (up to two per rotation) inquiring as to the student’s eligibility for clinical placement. Acceptance for clinical placement during one rotation does not guarantee subsequent clinical placements.

3. If after two sites are contacted and are not able to accept the student for placement, the student will be unable to complete the clinical portion of the class/program and will fail the course or not be able to complete the program. The student cannot enroll in subsequent courses in which clinical education is a pre/co-requisite.

\*For clarification purposes, the term “clinical” can be used interchangeably with the term’s “internship”, “practicum” or “fieldwork”.



## Needlesticks Policy

Student accident insurance covers testing performed on students who are stuck with a needle in a clinical setting. This testing can cost hundreds of dollars. The insurance does not cover testing of the patient who was stuck with the needle. Some organizations cover the cost to test the patient, but some will not. If the patient is not tested, the student must be treated as if they are infected- this treatment is expensive and costs the insurance company more than if the patient had been tested and determined to not be infected with HIV, hepatitis or other diseases.

Do the other Technical Colleges pay to have the patient tested if the organization will not pay? The consensus of the Risk Managers in attendance at the April 2012 DMI Risk Managers meeting was that if the organization refuses to pay, the College will pay for the testing on the patient.

Would the insurance company be willing to pay for the patient testing? No.

In the event of a needle stick involving a Western student, Western will work with the clinical site. If the site is unwilling to pay for the testing, Western will cover the cost.

Any intentional or accidental violation of these confidentiality provisions, by you or others, must be reported to the faculty member instructing the class or to Health and Public Safety Division administration, Kumm 211, La Crosse campus. Any violation of this confidentiality policy may result in clinical/practicum or fieldwork disciplinary probation, dismissal from the course and/or program or college discipline related to a Student Code of Conduct violation. It may also bring about legal consequences for the student by parties involved.

## Technical Standards Criteria Policy

It is the intent of Western Technical College to fully comply with Section 504 of the Rehabilitation Act of 1974 and the Americans with Disabilities Act (ADA) of 1990.

In order to assist students to successfully complete our programs, Western Technical College has developed a set of objective technical standards criteria. Students will be asked to review the technical standards for the program of choice, and then sign a form stating whether or not they are able to meet the technical standard abilities, with or without accommodations, as stated in this document. **If a student enters a program with falsification of records related to their ability to meet these requirements, he/she may face disciplinary action.** All documents will be kept on file with the College.

For students with a disability, reasonable accommodation is available. Reasonable accommodation allows individuals with disabilities to gain equal access and have equal opportunities to participate in Western Technical College courses, services, activities, and use of the facilities. An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others, if making it requires a substantial modification in an essential element of the curriculum/clinical site, if it lowers academic standards, or poses an undue administrative or financial burden. To be eligible for disability-related services/accommodations, students must

have a documented disability. This documentation must be provided by a licensed professional, qualified in the appropriate specialty area.

In accordance with ADA and Section 504 requirements, accommodation requests require the approval of Western's Access and Language Services. All requests for special accommodations must be approved as soon as possible. In some programs, accommodations must be approved by an outside agency or clinical site. Delays in beginning a course/program may occur while this process is arranged. The prospective student must provide documented proof of the need for the special accommodation.

**Accommodations allowed, without disability documentation:** supportive back brace or other supportive brace that does not impede required movement or interfere with infection control policies, hearing aids, glasses, and/or contacts. Other student-suggested accommodations will require the approval of the Access and Language Services Manager.

If you are a person with a documented disability and would like to request accommodations, please contact Kris Follansbee, Manager of Access and Language Services, [follansbeek@westernnc.edu](mailto:follansbeek@westernnc.edu) or (608) 785-9875. It is recommended that you contact Kris at least three weeks prior to the start of the course so an accommodation plan can be made. However, programs with clinical components may take longer than three weeks for accommodations to be in place.

The Essential Functions and Program Specifications for the Paramedic Program are printed in the program online overview. **(Place link here)** All students are asked to read and verify that they are aware and capable of performing the essential functions. A change in your ability to perform any of the essential functions, which include pregnancy, must be reported to your instructor within 24 hours, as well as provide medical documentation stating you are medically cleared and/or describes your restrictions.

### **Pregnancy Statement**

It is strongly recommended that students voluntarily inform their instructor if they are pregnant. Our primary concern is the safety of you and your baby. Depending on the program, there may be potential risks you should be aware of, and which you may want to discuss with your healthcare provider in order to determine if you should continue in your program at this time. After discussion with your instructor, some adjustments (if any) might be made in class activities to promote your comfort and safety. The choice of continuing is yours; however, we want to ensure that your choice is fully informed, and that you know we are here to support you during your pregnancy.

### **Background Check Policy and Procedure**

Students applying to Health and Public Safety Division programs are required to complete a Background Check process. Students with an arrest (with charge pending) and/or a conviction as noted in the Background Check record may be barred from engaging in the required clinical placements. Failure to disclose an arrest (with charge pending) and/or a conviction that subsequently appears on the Department of Justice record may also bar the student from clinical

placements. It is the clinical sites' prerogative to accept or deny clinical rotations to students with an arrest (with charge pending) and/or a conviction.

It is the policy of the Health and Public Safety Division to notify a student with an arrest (with charge pending) and/or a conviction that s/he may not be able to complete the required clinical experiences to earn a degree. The student shall be required to read and sign the *Disclosure of Possible Bar from Clinical Experiences* waiver.

If the student chooses to begin/continue his/her education, the student with a conviction is not guaranteed a clinical site or ability to find employment.

Acceptance for clinical placement during one rotation does not guarantee subsequent clinical placements.

**Arrests or Charges after Background Check Completed.** If a student is arrested or has new charges following the completion of the Background Check, the student must report them to the Associate Dean of the program within five (5) working days. Failure to do so may result in dismissal from the program.

### **PROCEDURE:**

1. If a student has a positive Background Check, the authorized school representative will contact two clinical sites used by the program (or potential clinical sites if rotations occur later in the program).
2. The Associate Dean (for the program the student has applied for admission), or designee will meet with the student to discuss the results of the clinical site(s) decision. The student will be advised as to his/her options.
3. It will be the student's decision whether or not he/she will begin/continue in the program.
4. If the student chooses to continue, or if the program cannot contact at least two clinical sites at the time of program admission, the student and Associate Dean will sign the [\*Disclosure of Possible Bar from Clinical Experiences Waiver\*](#).
5. For each clinical rotation, the program will contact up to two clinical sites that meet the program competencies. If the site(s) deny the student for clinical education based upon the results of the background check, the student cannot continue with the clinical education portion of the program or subsequent courses in which clinical education is a prerequisite.

\*For clarification purposes, the term "clinical" can be used interchangeably with the term's "internship", "practicum" or "fieldwork".

### **Standards of Conduct in the Use of social media Policy**

Social media creates opportunities for students to communicate in a public forum. Just as there are guidelines for respectful face-to-face communication, so, too, there are standards of conduct for the use of internet tools such as Facebook, Instagram, Snapchat, Twitter, and YouTube. All engagement in social media is bound by Western Technical College's [Computer Use Policy](#), [Student Code of Conduct](#) and other generally established policies governing student behavior (e.g., program handbooks, course syllabi, clinical training site guidelines, employer policies, etc.), as well as the Terms of Use of the specific social media site being used. Disregard of these standards will be considered a violation of the [Student Code of Conduct](#).

Because the technology that drives web communication changes rapidly, this policy may be adjusted to reflect issues that may arise in its management and implementation or for any other reason that supports the College's priorities.

### **Guidelines for Individual Use of social media**

These include, but are not limited to, the following:

- Students must adhere to the principles of patient/client privacy and confidentiality in safeguarding identifiable patient/client information as it relates to social media.
- Students should represent their own views and be professional and accurate in their communications.
- Students should not misrepresent when they are speaking for themselves or Western, other organizations, educational institutions, clinical sites, or employers.

### **Guidelines for Site, Page, or Account Creation**

Any student or student group at Western Technical College that wishes to create a site, page, or account that could be affiliated with the College, must notify the Marketing & Communications Department beforehand to ensure that the proper development steps have been taken.

### **Academic Integrity Policy**

Western Technical College is committed to upholding academic integrity in all modes of learning. Faculty, students and staff are all responsible for ensuring the integrity, fairness, and honesty of the intellectual environment. Academic integrity violations, include, but are not limited to, cheating, plagiarism, falsification and other forms of dishonest or unethical behavior, and are considered a violation of the Student Code of Conduct.

### **Academic Dishonesty Definitions:**

Violations of academic integrity include, but is not limited to, the following behaviors:

- Cheating – using or attempting to use materials, information or communications without permission of the instructor. Examples include, but are not limited to:
  - ◆ Copying or allowing another person to copy a test paper, assignment, report or any other graded material
  - ◆ Using external aids of any kind (e.g., notes, books, electronic devices, and information from others) or a test, quiz or other graded assessment without permission of instructor.
  - ◆ Taking a test for someone else or having someone else complete a test or graded assessment in one's place
  - ◆ Using, buying, selling, stealing, soliciting or copying any contents of an examination, quiz or other graded assessment without authorization of instructor
- Plagiarism – intentionally or unintentionally representing another person's work as one's own. Examples include, but are not limited to:
  - ◆ Quoting, paraphrasing or summarizing another's work or ideas without properly acknowledging or citing the source of the work
  - ◆ Submitting another person's work as one's own, including purchasing another's work to submit as one's own

- Unauthorized Collaboration – sharing information or aiding another person during an examination or in preparing academic work without prior authorization of instructor
- Fabrication – using invented, altered, forged or falsified information in academic work or documentation whether in hard copy or electronic format
- Multiple submission – the submission of the same work or substantially the same work to more than one class, and/or submission of prior academic work submitted for credit at a different institution
- Academic Misconduct – other forms of dishonesty or inappropriate conduct. Examples included, but are not limited to:
  - ◆ Requesting an academic benefit such as requesting an extension, excused absence, or other benefit based on false information or deception
  - ◆ Knowingly and willingly damaging the efforts or work of other students
  - ◆ Accessing student or faculty records or files without authorization
  - ◆ Misrepresenting oneself as a student or faculty member to obtain protected information or other academic or personal benefit

**Academic Integrity Procedure:**

To ensure a fair and timely resolution to any academic integrity allegations, the following process shall be implemented:

1. Course level process - Faculty notifies the student of the suspicion of academic dishonesty and offers to discuss the matter in person, by phone or via email
  - a. If student accepts responsibility – faculty determines appropriate outcome (see below), notifies student of outcome, and documents via [Academic Integrity Report](#)
  - b. If student denies allegation – faculty reviews all information to determine if a violation of academic integrity occurred, determines appropriate outcome (if applicable), notifies student of outcome and right to appeal decision to academic dean (along with appropriate contact information), and documents via [Academic Integrity Report](#)

Upon notification to the student of an allegation of academic dishonesty, the student is prohibited from withdrawing from the course while the allegation is being considered. Students found to be in violation are prohibited from withdrawing from the course at any time. Attempting to withdraw will result in a violation of the Student Code of Conduct and be referred to the Dean of Students office for resolution.

Outcomes will be at the discretion of the instructor and may include, but is not limited to, one or more of the following:

- Verbal or written warning to the student
- Student Success Plan
- Deduction of points or assigning a failing grade or score for the work or assessment in question
- Assigning a failing grade for the course (with prior consultation of academic dean)

Students found to be in violation of the academic integrity policy have the right to appeal the process. The appeal is limited to failure to notify student of allegation, failing to provide student opportunity to discuss allegation, failing to follow the published academic integrity process, or other specific error or omission that may have influenced the outcome.

The appeal for a course level academic integrity allegation must be made in writing to the academic dean or designee within five (5) calendar days of student receiving notification of outcome of violation. The dean or designee will make a final decision after full review and consideration of the process and related information. The student and instructor will be notified in writing of the decision. The decision of the dean or designee is final.

OR

2. College level process - Repeat academic integrity violations and/or allegations that include possible violation of other Student Code of Conduct standards will be referred to the Dean of Students to be addressed through the Student Code of Conduct procedure.

At the college level process, outcomes for allegations referred to the Dean of Students may include, but is not limited to, one or more of the following:

- Verbal or written warning
- Non-academic probation
- Community service assignment
- Suspension or dismissal from program (with consultation of academic dean)

The appeal for an academic integrity allegation addressed by the Dean of Students must be made in writing to the Office of the Vice President for Student Services and Engagement within ten (10) calendar days of student receiving notification of outcome of violation. A vice president will make a final decision after full review and consideration of the process and related information. The student and instructor will be notified in writing of the decision. The decision of the vice president is final.

### **Student Code of Conduct Policy**

Western Technical College provides education and training to the residents of the Western District. As a learning organization, Western monitors student conduct and encourages positive behaviors in support of a positive teaching and learning environment, as well as Western's values (<http://www.westernnc.edu/aboutwestern/mission.aspx>). A student is defined as any person who attends and/or is enrolled in any classes or programs at the college.

In the classroom and in all aspects of college life, our goal is to provide the best opportunity for student success for all. Aspects of college life range from attending classes to being a representative of the College in the community and beyond. The College will take action to prevent and stop any negative behavior that inhibits learning. The following actions and/or behaviors shall be considered violations of the Student Code of Conduct and will subject any student or student organization to possible conduct sanctions:

1. Physical or verbal abuse of any person.
2. Disruption of the normal operation of the College, including behavior which prevents or interferes with a program, even or classroom instruction.
3. Endangerment of the health, safety or rights of any person.
4. Theft or damage to College property or property of any person on campus.
5. Unauthorized entry or use of a College facility.
6. Use, possession, or distribution of drugs, alcohol, firearms, explosives, dangerous chemicals, or other weapons; being under the influence of alcohol or drugs; and/or use of tobacco on campus property.
7. Academic dishonesty such as plagiarism or cheating (see Academic Dishonesty Definition in Student Handbook).
8. Unethical or immoral use of technology in the District.
9. Failure to comply with reasonable request of College officials acting in the performance of their duties and/or failing to positively identify one's self to a College official when requested to do so.
10. Violent or threatening behavior such as, but not limited to, sexual assault, sexual harassment, domestic violence, dating violence, and stalking.
11. Engaging in actions which intimidate, harass, threaten, coerce, or otherwise endanger any person.
12. Bullying, such as aggressive and continual behaviors of making threats, spreading rumors, attacking someone physically or verbally, and/or purposefully excluding a person from learning opportunities whether in person or through technological means.
13. Retaliation (any adverse action whether physical, verbal or psychological) toward an individual or group who initiated a complaint with the College.

Should alleged violations of the Student Code of Conduct arise, a hearing procedure will be followed in accordance with the College guidelines and/or the Nonacademic Code of Conduct Hearing Process. If determined that a violation did occur, conduct sanctions may range from referral for counseling support in situations where students need support services to suspension or expulsion from the College in situations where serious violations arise. In keeping with the mission of the College, any action taken will reflect an opportunity for the student to learn conduct that is more conducive to a positive learning environment.

### **Student Drug/Alcohol Testing Policy**

As per the Western Technical College Alcohol and Drug Policy for Employees and Students (C0105), Western is committed to maintaining a drug-free learning and work environment.

To ensure a safe and effective learning and work environment, and to provide a tool for faculty and staff to use in identifying and responding to situations where student drug and/or alcohol use is suspected, a drug/alcohol testing policy has been created.

Any student at Western who appears to be impaired or under the influence of alcohol or a controlled substance may be required to submit to drug and/or alcohol testing (paid for by the College) under the following circumstances:

1. If a faculty or staff member has reasonable cause to believe that the student is impaired or under the influence of a controlled substance(s), abused prescription drug(s), alcohol, or other mind-altering substance(s).
2. If a student is involved in an accident or incident where safety precautions were violated by a careless act resulting in injury to a person or damage to equipment.

### **Program Records Policy**

The Division requires programs and/or courses to maintain program and student records in accordance with the standards required by each accreditation and/or regulatory agencies standards.

### **Transferability of Credits Policy**

While Western allows credits for prior learning, many of the Health & Public Safety Division programs are regulated and accredited, and that may prevent or limit the transferability of some credits. Each case will be reviewed individually by program faculty according to current curriculum, and based upon the program's regulatory and/or accreditation requirements.

### **Program Course Repeat Policy**

Each course drop, withdrawal or failure will count as a course enrollment. A student seeking to enroll in a program course for a second time must initiate a student success plan with program faculty prior to enrollment. Enrollment in a course for a second time is on a space-available basis. Students will not be allowed to enroll in a course more than twice without appealing to the Dean of Health and Public Safety for course re-entry (See Program Re-entry Appeal Process).

### **General Procedure:**

1. The student is required to complete a student re-entry success plan with the course instructor and/or program chair.
2. The faculty member provides the associate dean a copy of the student success plan.
3. If the student is enrolled in a program course for the second time, but has not developed a success plan, the associate dean will direct admissions to drop student from the course.
4. A program may require a student to demonstrate competency skills with a passing grade of a "C" or better prior to re-enrollment in a course.



## **Program Dismissal Policy**

### **General Policy**

- Students may be dismissed from a program for:
  - Violation for the Western Student Code of Conduct
  - Actions that significantly endanger patient safety (which includes but is not limited to alcohol/drug usage or sexual misconduct) will be dismissed from the course, program and /or clinical/internship site immediately.
  - Jeopardizing patient confidentiality or clinical/fieldwork or internship relationships.
  - Violation of program or facility specific policies.
  - Receiving a total of three or more non-passing grades (“D”, “F”, or “W”) in program core and/or science courses.
- Students may appeal their dismissal to the Dean of Health and Public Safety for program re-entry. Please refer to Program Re-Entry Appeal Process listed in the [Student Planner](#).

### **Program Re-entry Appeal Process Policy**

#### **Procedure:**

Students failing or dismissed from a Health and Public Safety Division program may appeal to the Dean of Health and Public Safety. Students will follow the re-entry process and recognize that the Dean reserves the right to deny the student program re-entry.

Students requesting program re-entry are required to follow the following process:

1. Write a letter of intent requesting re-entry into the program that includes:
  - The student’s professional goals.
  - An examination of the student’s choices and behaviors that prevented successful completion of courses/program.
  - The student’s plan for change and improvement for program success.
  - Contact information: name, program, student ID number, address, phone and email.
2. Mail letter of intent to: Dean of Health and Public Safety, Room K211, Western Technical College, 400 North Seventh Street, PO Box C-0908, La Crosse, WI 54602-0908.
3. The Division will contact student to schedule an appeal meeting with the Dean of Health and Public Safety.
4. The student will be notified of the Dean’s decision by letter (email or USPS).

Program re-entry is always dependent on space availability. In situations where re-entry is granted, the Dean will often refer the student to meet with program faculty to develop a program success plan. The success plan may include (but is not limited to the following):

1. Additional courses for remediation.
2. Competency demonstration.
3. Required meetings with Western faculty or staff.

### **Performance and Practice of Clinical Skills Policy**

Students who are enrolled in Health and Public Safety Division courses that require the student to practice skills as identified by the program on student partners, invasive or otherwise, shall be required to read the *Liability Waiver and Direct Supervision Agreement*. This agreement will be in effect for all courses within the program that require students to practice or perform skills on each other, or perform skills that may incur risk to the student (sharp handling, instrument handling, lifting etc.). Administration of the agreement and management of the signed agreements will be done at the program level.

#### *Liability Waiver and Direct Supervision Agreement*

In consideration of my participation in the Paramedic Program, I hereby release Western Technical College, its officers, employees and agents from any and all liability arising out of my participation. I understand the health and safety concerns involved, and I accept and assume all risk for any harm, injury, or damages that may befall me, foreseen and unforeseen, as a result of my participation. Further, I agree not to practice or perform clinical skills as identified by the program, invasive or otherwise, with a student partner without the direct supervision and/or consent of the instructor.

### **Student Employment at Clinical\* Site Policy**

Any agreement a student may enter into with a clinical affiliate for employment purposes is not a requirement of the program and is a separate agreement between the clinical\* site and the student in an employer/ employee relationship. Any student employed while he/she is still enrolled in a program in the Health and Public Safety Division may not receive payment for his/her clinical\* time. Paid time can NOT count as clinical time.

\*Note: for purpose of this policy, the term “clinical” is interchangeable with the terms fieldwork, internship, and practicum.

## **Hands-on Learning and Accommodation Policy and Procedure**

### **POLICY**

All programs within Western's Health and Public Safety Division contain a peer-based, hands-on (i.e., "participation") learning component. These experiences are intended to provide repeated opportunities for students to practice, receive instructor feedback, and adjust their performance on a variety of fundamental skills, procedures, and/or interventions prior to demonstrating competency on a graded practical. Furthermore, peer-based hands-on learning provides students with the real-life experience necessary to become proficient in skills they will be expected to perform as healthcare or public safety professionals. Peer-based, hands-on learning also allows students to experience a procedure or intervention for themselves, helping them gain a better understanding of the patient or client experience.

Some students may have pre-existing physical, mental, and/or emotional condition(s) or disability(ies) (visible or invisible) that preclude them from fully participating in peer-based, hands-on learning activities. In instances where the student has not previously sought evaluation for accommodation, it is the responsibility of program faculty to refer the student to Access Services to determine if accommodation is warranted and, where possible, to find a suitable alternative means to assess proficiency and competency. For example, students may be able to get hands-on experience and demonstrate competency using simulation (i.e., mannikins, virtual reality), discipline-specific equipment, and/or other appropriate teaching aides.

The procedure that accompanies this policy is **not** intended to provide a mechanism for students to opt out of performing hands-on skills, procedures, techniques, and/or interventions using peers as "patients", "clients", and/or "persons in need" based on personal preference. Rather, in accordance with the Americans with Disabilities Act, it is intended to reduce and/or eliminate barriers in the learning environment by providing students who have a physical, mental, and/or emotional condition(s) and/or disability(ies) documented by Access Services with the opportunity to learn, practice, and be assessed on skills and/or interventions using, when possible, an acceptable alternative method. The procedure outlines the process for communication between program faculty, students, and Access Services regarding evaluation, approval, and documentation of accommodation for peer-based, hands-on learning.

## **PROCEDURE**

### **I. Program Handbooks**

Program and Clinical/Fieldwork/Internship handbooks are the primary source of information and expectations for Health and Public Safety program students. Therefore, each program's handbook(s) must clearly define the purpose, expectations, and importance of communication regarding hands-on learning activities (i.e., "participation") that involve using peers as "patients", "clients", and/or "persons in need". The following sections outline these expectations and provide faculty with clear and consistent expectations to be incorporated, as appropriate, into each program's handbook(s).

#### **A. Purpose**

The purpose of hands-on learning activities (i.e., "participation") that utilize peers acting as "patients", "clients" or "persons in need" is to learn, practice, and demonstrate procedures, techniques, and/or interventions that students will be expected to perform proficiently and competently as a healthcare or public safety professional. It is also important, when appropriate, that students experience each procedure and/or intervention themselves so that they better understand the patient or client experience.

#### **B. Expectations**

##### **1. Skills Acquisition**

Students are expected to learn and demonstrate competency in all program-specific skills prior to entering the clinical/fieldwork/internship setting. The following hierarchy clarifies the process of incorporating peer-based learning activities into the skills acquisition ladder:

- a. Learn (textbooks, handouts, class notes, etc.)
- b. Instructor explanation and demonstration
- c. Practice with peer and provide feedback (student and faculty)
- d. Competency assessment (peer-based, faculty graded)

##### **2. Participation**

- a. Unless a documented accommodation is on file with Access Services (see below), all students are expected to participate in the hands-on skills acquisition process as both the "practitioner" and the "patient", "client", or "person in need".
- b. Faculty are expected to appropriately accommodate, when possible, emergent student needs, such as but not limited to, illness, injury (physical, mental, and/or emotional), pregnancy, etc.

## II. Accommodation

### A. Student responsibility

1. Students who anticipate or later realize the need for accommodations in peer-based, hands-on learning activities should meet with Access Services as soon as possible, ideally before the start of their program and/or course, to discuss their accommodation needs.

2. Students are encouraged to meet with the Program Chair during their first term in the program to discuss potential accommodation(s) that may be needed as they progress through their courses, program, or clinical/fieldwork/internship experience. Doing so ensures that approved accommodation(s) can be reviewed and adjusted as necessary to support your successful completion of the program.

**NOTE:** Accommodation(s) granted by Western's Access Services do not automatically carry over into clinical/fieldwork/internship setting. Therefore, early communication with the Program Chair will ensure that accommodations are discussed with clinical preceptors.

3. Students should meet with Access Services as needed each term to review and update their accommodation(s). This includes adding, changing, or removing accommodations based on their current coursework and/or clinical/fieldwork/internship experiences.

4. Students should be aware that, despite the best efforts of faculty and the institution, there may be instances where accommodations requested by students may not be fully implemented by community partners providing clinical, fieldwork, or internship experiences. In such cases, if a student is unable to modify or forgo specific accommodations, it may impact their ability to complete these requirements and graduate from the program. Students are encouraged to discuss any concerns or potential alternatives with both Access Services and their program faculty to explore possible solutions.

### B. Faculty responsibility

When a student requests or is granted accommodations by Access Services:

#### 1. Faculty must not:

- a) Require or pressure students to participate in peer-based, hands-on learning activities before the student has consulted with Access Services.
- b) Request or demand a detailed explanation of the student's condition or the reasons it affects their participation in hands-on learning activities with peers.
- c) Request or accept a medical note documenting the student's physical, mental, or emotional condition and/or disability, in accordance with Western's Excused Absence Policy.

#### 2. Faculty must refer students requesting accommodation to Access Services.

- a. To ensure all students receive the appropriate support they need, all requests for specific accommodation(s) related to a physical, mental, or emotional condition, and/or disability, must be referred to Access Services for proper evaluation, approval, and documentation of accommodation(s).

- b. Faculty are encouraged to address emergent student needs, such as those related to injury or illness, whenever possible. These needs may require only temporary or short-term accommodation(s) that faculty can manage within their course.

**NOTE:** Although emergent needs for accommodations are typically short-lived and may be managed directly by faculty, consulting with or referring the student to Access Services ensures that accommodations are appropriately assessed, and the student's educational experience remains equitable. However, regarding **pregnancy**, faculty must refer the student to the Title IX coordinator.

3. Faculty must abide by accommodation(s) granted by Access Services.

**NOTE:** An approved accommodation **cannot** fundamentally alter the requirements of a course and/or program.

- a. If there are questions or concerns regarding whether an approved accommodation fundamentally alters the requirements of a course, faculty must contact Access Services for clarification. Any deviation from the original accommodation plan approved by Access Services must be documented and placed in the student's file.
- b. Faculty must include their Dean/Associate Dean in all communication regarding requests for and/or granting of accommodations that have the potential to fundamentally alter the requirements of a course and/or program.
- c. When accommodation involves substituting or exempting from peer-based, hands-on learning, faculty must make a good faith effort to find a suitable and safe alternative method for practice and assessment.

**NOTE:** If a suitable and safe alternative cannot be found, the faculty must inform their Dean/Associate Dean and Access Services and work jointly to prepare a response to the student.

- d. When accommodation(s) in the clinical/fieldwork/internship environment are determined to be necessary, the program's Clinical/Fieldwork/Internship Coordinator must make a good faith effort to find a placement for that will honor the student's established accommodations.

**NOTE:** If a suitable placement site cannot be found, the student must be willing to, if possible, modify and/or forgo their accommodation to complete the clinical/fieldwork/internship required to graduate from the program. If that is not possible, the faculty must inform their Dean/Associate Dean and Access Services and work jointly to prepare a response to the student.

4. To prevent discrimination, faculty must refrain from expressing personal opinions, making comments, or assuming a student's ability to complete the program or work in a specific field based on their condition(s), disability(ies), or accommodation(s).

C. Access Services responsibility

1. Access Services will evaluate students' requests for accommodation, obtain necessary supporting documentation, and establish/communicate appropriate accommodation(s) to students and program faculty.

2. Access Services will collaborate with program faculty, when necessary, to determine and document whether an approved accommodation fundamentally alters the course and/or program requirements or affects participation in clinical/fieldwork/internship experiences.

**Western Technical College  
Paramedic Program Agreement**

By providing my initials, I verify that I have read and understand each policy described within the Student Reference Guide.

- Initial \_\_\_\_\_ Standards of Conduct in the Use of Social Media
- Initial \_\_\_\_\_ Body Art or Piercing Policy
- Initial \_\_\_\_\_ Confidentiality Policy
- Initial \_\_\_\_\_ Academic Dishonesty and Student Code of Conduct  
More information can be found at: [http://www.westerntc.edu/student\\_handbook/StudentHandbook.pdf](http://www.westerntc.edu/student_handbook/StudentHandbook.pdf).
- Initial \_\_\_\_\_ Influenza Vaccine or Immunization Refusal Policy
- Initial \_\_\_\_\_ Needle Stick Policy
- Initial \_\_\_\_\_ TB Policy
- Initial \_\_\_\_\_ Pregnancy Policy
- Initial \_\_\_\_\_ Program Records Policy
- Initial \_\_\_\_\_ Transferability of Credit Policy
- Initial \_\_\_\_\_ Background Check Policy and Procedure
- Initial \_\_\_\_\_ Course Repeat Policy  
More information can be found at: [http://www.westerntc.edu/student\\_handbook/StudentHandbook.pdf](http://www.westerntc.edu/student_handbook/StudentHandbook.pdf).
- Initial \_\_\_\_\_ Program Dismissal Policy
- Initial \_\_\_\_\_ Program Re-Entry Appeal Process
- Initial \_\_\_\_\_ Performance and Practice of Clinical Skills
- Initial \_\_\_\_\_ Student Employment of Clinical Site Policy
- Initial \_\_\_\_\_ Paramedic Programs Statement of Professional Behaviors
- Initial \_\_\_\_\_ Hands on Learning Policy

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Date





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