

# **EMERGENCY MEDICAL SERVICES**

## **STUDENT HANDBOOK**



**GORDON COOPER TECHNOLOGY CENTER**

**One John C. Bruton Blvd**

**Shawnee, OK 74804**

**PHONE 405-273-7493 FAX: 405-273-6354**

**[www.gctech.org](http://www.gctech.org)**

# GCTC Emergency Medical Services Handbook

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## **Gordon Cooper Technology Center Mission**

Training, Services and Economic Development

## **Gordon Cooper Technology Center Vision**

To be the premier provider of training and services; leading to empowered citizens, thriving families, vibrant communities, and economic prosperity.

## **EMS Programs Mission**

To continually produce entry-level EMS professionals who can successfully discharge their duties as an independent part of the healthcare community; thus making a difference in many lives.

## **Disclaimer**

This handbook is designed to address specific issues as they relate to Gordon Cooper's EMS Classes. This handbook is not intended to be all-inclusive. For issues not directly addressed by this handbook please refer to the GCTC District Policy Manual.

## **Civil Rights Policy**

Gordon Cooper Technology Center, in compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and Title IX of the Education Amendments of 1972, does not discriminate on the basis of race, ethnicity, religion, national origin, age, gender, disability or veteran status in any of its policies, practices, or procedures. These equal opportunity provisions include, but are not limited to admission, employment, financial aid, and student services.

Compliance officers may be contacted at the school: One John C. Bruton Blvd., Shawnee, OK 74804 or by phone at (405) 273-7493.

Compliance officers are:

Assistant Director of Adult Education Carol Valentine (Extension 211)

Operation Director Gary Heiden (Extension 251)

## **Accreditation**

Gordon Cooper Technology Center and its Paramedic Program is accredited by the North Central Association and the Oklahoma Department of Career and Technology Education.

North Central Association  
Arizona State University  
P.O. Box 871008  
Tempe, OZ 85287-1008  
(800)525-9517 ext. 6913  
www.advanc-ed.org/oklahoma

Oklahoma Department of Career and  
Technology Education  
1500 West 7<sup>th</sup> Ave.  
Stillwater, OK 74074  
(405) 377-2000  
www.okcareertech.org

## **GCTC Emergency Medical Services Handbook**

### **Advanced Placement, Transfers, Experimental Learning and Credits**

Gordon Cooper Technology Center does not offer advanced placement for the Paramedic program, however Seminole State College does offer some advanced placement options for those students wishing to obtain an applied science degree as a paramedic.

Students desiring to transfer from another state approved program must be in “good standing” with the transferring institution. Transfers will be handled on a case by case basis to determine the most appropriate program entry point. In the unlikely event that a suitable entry point cannot be determined, the student will be required to start at the beginning of the program.

Gordon Cooper Technology Center does not currently offer any experimental courses. In the event that Gordon Cooper Technology center does offer an experimental course as an option within the Paramedic program curriculum students will be informed of this option prior to their enrollment in the course. Students that enroll in any experimental learning courses will receive full credit for those courses.

Gordon Cooper does not issue college credits for courses completed within the Paramedic program. Through a cooperative agreement with Seminole State College students may apply for acceptance into Seminole State College and receive college credit for their coursework in the paramedic course. Upon the successful completion of the Paramedic program Seminole State College will award 38 credit hours to each qualifying student.

### **Withdrawals, Dismissals and Refunds**

Students wishing to withdrawal from a course must do so in writing. Withdrawing from a course does not relieve any student from the financial agreements or obligations they may have with the school. All financial agreements or obligations must be fulfilled prior to re-enrollment or enrollment into another course. Failure to follow these guidelines will result in being placed in “poor standing” with the school.

Students may be dismissed from a course for failure to comply with Gordon Cooper Technology Center’s District Policies and Procedures, the EMS programs Student Handbook or the rules and guidelines outlined in the course syllabus. Students that have been dismissed in “good standing” will not be required to re-apply to the program/course, however they must submit a letter of “intent to return” prior to the application deadline. These terms and conditions will be valid for the 12 months following the student’s dismissal date, so long as any outstanding financial agreements or obligations have been settled prior to re-enrollment. Students dismissed in “poor standing” will be required to re-apply to the program/course, provide payment for full tuition and related program costs upon acceptance as well as return at the beginning of the program/course. These returning students must have fulfilled any and all previous financial agreements or obligations made to Gordon Cooper Technology Center prior to re-applying to the program/course.

Full refunds (less a \$10.00 processing fee) can be granted prior to the second class meeting. Refund requests after the second class meeting will not be processed, regardless of the students

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attendance. There are no refunds on books or supplies. Full refunds are issued if the class is cancelled by Gordon Cooper Technology Center. Please allow 2 weeks to process refunds.

### Admission Requirements

In general students are required to submit the following documents: Completed Application form, Copy of EMT-Basic Oklahoma State License (where applicable), Copy of current AHA Provider CPR card (where applicable), Two Reference forms mailed, faxed or included (returning students can provide a recommendation letter from their previous Gordon Cooper instructor in place of the two references), Completed Application Admission Essay (returning students can provide a recommendation letter from their previous Gordon Cooper instructor in place of the Admission Essay), Copy of valid state Driver's License, Copy of Social Security Card, Copy of H.S. Diploma, transcript or GED (or college transcript), Copy of current college Transcript or Testing (ie. Compass, ACT, ect.) results, Record of receiving first MMR immunization, Record of receiving second MMR immunization, Record of first Tuberculin Skin Test, Record of second Tuberculin Skin Test, Record of Chest X-Ray reading (only if positive Tuberculin Skin Test), Record of Hepatitis B series or completed Declination form, Record of Varicella Immunization or Letter from guardian, and a Copy of OSBI Background Check *results* (you must get results from OSBI).

In the event that a student is allowed to enroll with incomplete documentation he/she will be given a deadline of when these documents are due, shortly after the first class session. If the student fails to submit the documents by the assigned deadline they may be dismissed from the program, if they remain in the program they will not be able to attend any clinical rotations throughout the program. Students failing to complete the required clinical rotations will not be issued a completion certificate and will not be eligible to take the National Registry exam.

Paramedic applicants are required to complete an approved anatomy and physiology course as a co-requisite during Care I or prior to enrollment. See [Appendix A](#) for more information.

### Graduation/Completion Requirements

Student must complete the following requirements to be considered for completion or graduation. These requirements must be completed prior to the course end date:

- Complete all clinical hours.
- Complete required classroom and lab hours in accordance with the Student Handbook and/or course syllabus.
- Pass each module exam, mid-term and final with 80% or above.
- Pass the comprehensive course final exam with 70% or above.
- Complete all required clinical skill objectives.
- Complete and submit all required written and clinical documentation in accordance with the Student Handbook
- Complete all FISDAP entries in accordance with the Student Handbook.

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- Ensure that final EMS/Physician Internship Skills Evaluations have been submitted (Paramedic only).
- Meet all financial requirements.

### Technology in the Classroom

All of GCTC's EMS programs/courses rely heavily on the use of computers. See [Appendix C](#) for information about Course Compass. It is recommended that if a student does not possess basic computer skills that they complete an introduction to computers course prior to enrollment.

GCTC has computers available for student use in the classroom as well as other areas on campus. If a student needs additional access to computers they should make arrangements with their instructor or the contact the Health Programs Coordinator for further assistance.

### Attendance

Students are required to maintain 80% attendance in accordance with Oklahoma State Department of Health (OSDH) guidelines. Missing more than 20% of class will result in failure of the course or section. If an absence is anticipated, the student is to make a scheduling arrangement in advance with the instructor. *Important announcements are made at the beginning of class and may not be repeated.*

Some absences may be considered unavoidable and therefore eligible for make-up days. Consideration will only be given upon receipt of a valid written note or other form of approved notice on the day of the student's return to school, these "unavoidable" situations include:

- Illness (requires a note from a physician);
- Medical and dental appointments;
- Court appearance;
- Death in the family;
- Observance of a religious holiday; and
- Extenuating circumstances as determined by school administration.

A valid or notice will not excuse any absence, however if the absences is considered unavoidable the student will be given an opportunity to make-up the missed classroom hours. All absences count as absences, regardless of the reason. Students are required to submit/complete all missed assignments and tests on the day of the student's return to school. The 20 point deduction rule will go into effect immediately following the student's first day back at school (see [Grading Procedures](#)). Lab assignments must be scheduled for a make-up day and time. Students may not be given an opportunity to makeup missed quizzes or lab assignments due to tardies or absences.

Arriving in the classroom after the regular class time is considered tardy. If a student arrives 1-60 minutes late they are considered tardy. Students arriving more than 60 minutes late are considered absent. Three (3) tardies will constitute 1 absence.

Tardies and absences may be reflected in the students daily grade (where applicable).

### Curriculum

The EMS programs are of varying length and combine classroom and lab instruction with clinical and field experience. Each course of study meets the requirements of the Oklahoma State Department of Health, EMS Division. Successful graduates may apply for certification by the

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National Registry of Emergency Medical Technicians at their respective graduate level. Written certification exams are conducted through the National Registry of EMTs, Practical exams for Emergency Medical Responder and EMT-Basic courses are conducted by Gordon Cooper Technology Center. All other practical exams are conducted through the National Registry of EMTs. (See [Appendix D](#) for more information about the National Registry of EMTs) Students passing both written and practical portions of this test will be National Registered and eligible to receive an Oklahoma State License EMS.

### Grading Procedure

The following grade equivalency is established for all EMS classes

A 90-100	Tests/ Quizzes	60%
B 80-89	Assignments	20%
C 70-69	Lab Assignments	20%
D 60-59		
F Below 59		

Students are required to achieve 80% or higher on every exam. Students who make below 80% on two or more exams will not be able to successfully complete the program/course or section. Some programs/courses or sections require students to take a make-up exam for any exam below 80%. In these programs/courses or sections the maximum grade for any make-up exam is 80%. Students taking two or more make-up exams per program/course or section will not be able to successfully complete the program/course or section. All online timed quizzes and exams will receive a 1 point deduction for each minute a student goes over the time limit.

Students will receive a grade of satisfactory or unsatisfactory when checking off procedural skills. A satisfactory grade reflects a score of 100%. Students with an unsatisfactory score will be given 1 opportunity to retest the skill; students who fail the second attempt will not be able to successfully complete the program/course or section.

Students are required to complete all assignments, quizzes and tests on time regardless of attendance, clinical or work schedules. Late assignments, quizzes and tests will be accepted, however a 20 point deduction per day will apply. Assignments, quizzes and tests that are five or more days late will not be accepted. Students with more than 3 missing (or 0%) assignments will not be able to successfully complete the program/course or section.

Students with an average below 80% will not be allowed to participate in or attend any clinical rotations.

Students must *complete* the program/course or section with an 80% grade average.

Students are required to complete a comprehensive final exam with a score of 70% or higher.

Students are required to complete a final skills exam with a combined score score of 100% or higher. These skills are separate and independent from any National Registry Skills testing. The skills exam will consist of the following skills:

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<b>EMT- Basic</b>	<b>EMT-Intermediate</b>	<b>EMT-Paramedic</b>
Patient Assessment-Trauma	Patient Assessment-Trauma	Patient Assessment-Trauma
Patient Assessment-Medical	Ventilatory Management	Ventilatory Management
Cardiac Arrest/ AED	Intravenous Therapy	a. ETT
Spinal Immobilization (seated or supine)	Random Basic Skill	b. Dual Lumen
Bag-Valve-Mask Apneic Patient		Dynamic Cardiology
Random Skill (one on the following):		Static Cardiology
Long Bone		Oral Station
Joint Dislocation		Intravenous Therapy
Traction Splint		Intravenous Bolus Medications
Bleeding/Shock		Pediatric Ventilatory Management
Airway Adjuncts/Suction		Pediatric Intraosseous Infusion
Mouth to Mask		Random Basic Skill
Oxygen Administration		

*Students must be 18 years old to be eligible to apply for the National Registry Exam.*

## **Physical Requirements**

It is essential that students be able to perform a number of physical activities in the clinical portion of the program. At a minimum, students will be required to lift patients and equipment, stand for a few hours at a time and perform bending activities. The clinical experiences also place students under considerable mental and emotional stress as they undertake responsibilities and duties impacting patients' lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions. Individuals should give careful consideration to the mental and physical demands of the program.

## **Cheating/ Honesty**

Students are expected to exhibit honesty in the classroom, in daily work, in papers submitted to the instructor, and in quizzes and tests.

Cheating is defined as submitting work for academic evaluation that is not the student's own, copying answers from another student during an examination, using prepared notes, or materials during an examination, or other misrepresentation of academic achievement submitted for evaluation and a grade.

Cheating in any form (including unauthorized materials, information, or study aids in any academic exercise; plagiarism; falsification of records [including clinical records]; unauthorized possession of examinations; and the assistance of others in any such act) will result in dismissal

from the EMT program.

### **Student Behavior**

Students are expected to conduct themselves as good citizens at all times and shall adhere to all rules, regulations and policies formulated by the Administration and the Board. Students shall at all times respect the rights of fellow students and of District personnel and shall not provoke any other individual or inflict physical harm upon another, except in self defense (DP-145-A1).

Profane language or language that is sexually explicit will not be tolerated.

Sexual harassment is illegal and will not be tolerated at Gordon Cooper.

### **Classroom Dress Code**

EMS students are expected to dress professionally while on campus or at Gordon Cooper Technology Center functions. Students are not allowed to wear loose fitting clothing, low cut clothing, clothes with low cut arm openings or tank tops, sleeveless shirts are allowed as long as the shoulders are covered and the arm openings are small. This is for the students safety, we will be performing skills that will require students to be squatting, bending, stretching, pulling and lifting patients, manikins and other students. Maintaining a professional appearance at all times is required. Some programs/courses or sections require additional dress code requirements. Your instructor will inform you when and where these additional policies will apply. For more information refer to Gordon Cooper District Policy # DP-144-A2.

### **Drug and Alcohol Policy**

Gordon Cooper Technology Center Drug and Alcohol Policy Purpose:

Gordon Cooper Technology Center is committed to maintaining an environment free of the influence of illegal drugs and alcohol. This commitment provides for the health and safety of students, patients/clients, and faculty.

#### **Policy:**

Violations of any of the following requirements will result in failure to progress within the program in which the student is enrolled:

1. No student shall be under the influence, use, consume, possess, purchase, sell, dispense, distribute, manufacture or display illegal drugs or alcoholic beverages while on campus or in the clinical setting.
2. No student shall violate any federal or state criminal drug statute at any time.
3. No student will perform duties under the influence of prescription drugs (without a prescription), illegal drugs, or over the counter medication, which may affect the student's ability to perform safely or effectively.
4. Student(s) taking prescription medication or an over the counter medication, which may affect the ability to perform his/her duties safely and effectively, will be expected to discuss the situation with their instructor.

#### **Definitions:**

1. The term "under the influence" includes not only obvious impairment but also

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having a level of illegal drugs or alcohol in the body that would produce a positive result in a drug or alcohol screening test.

2. The term “illegal drugs” as used in this policy includes not only any drug which is not legally obtainable, but any controlled substance for which the student does not have a lawful prescription or which the student is using in a non-prescribed manner.
3. No student shall engage in any off duty involvement with illegal drugs, including but not limited to: cocaine, marijuana, heroin, or any hallucinogenic agent.

### Electronic Devices

The use of Electronic Devices such as cell phones, pagers, and portable music devices are not permitted in the classroom. Personal computers are allowed on a limited basis and only at the instructor’s discretion so long as they do not interfere with classroom instruction. If the instructor hears it or sees a student using one of these devices, the device will be confiscated from the student until the end of the class period. If the problem persists the student will face disciplinary action.

### Student Grievance Procedures

Grievances must be addressed within 5 days of the occurrence. Students must follow the steps below to file a grievance.

1. Contact the instructor and seek to solve the problem, if unresolved:
2. Contact the Health Programs Coordinator, if unresolved:
3. The grievance will be presented to the Student Grievance Panel, if unresolved:
3. Contact, in writing, the Director of Adult Education at Gordon Cooper Technology Center, if unresolved:
4. Contact, in writing, the Superintendent of Gordon Cooper Technology Center.

The Student Grievance Panel should consist of a mix of at least four and no more than six professionals from the following categories: Paramedic Supervisor/Director or equivalent, former Paramedic Student, field Paramedic, Registered Nurse, Physician/Physician Assistant, Certified Teacher, fire Chief, Captain or Lieutenant and no more than one person that holds a supervisory role in a non health related profession. Person’s named or those with a vested interest in the grievance are not allowed to sit on the panel and must excuse themselves. Panel members are required to sign a non-disclosure statement to ensure student’s privacy.

### Exposure Disclaimer

During the course of your EMS Program, students may be exposed to, or asked to participate in, situations that could possibly expose them to hazardous or infectious disease situations. Exposure may include the following:

1. Patients with infectious diseases; for example:
  - A. Hepatitis
  - B. AIDS
  - C. Meningitis

- D. Herpes
  - E. Tuberculosis
  - F. Influenza
  - G. Infectious mononucleosis
  - H. Common Childhood Diseases
2. Radiation from diagnostic procedure; e.g. portable x-rays.
  3. Violent, physically abusive patients; e.g. drug overdose patients.
  4. Fire or explosive situations; e.g. motor vehicle accidents.

It is required that before the EMS students begin the clinical portion of the program, they must show proof that they are adequately protected against common communicable diseases such as mumps, measles, rubella, chicken pox, tuberculosis, and hepatitis B. All possible precautions will be taken to limit the student's exposure to hazardous or infectious disease situations. Students may also be exposed to, or asked to participate in, situations that they may consider distasteful or offensive. It would be considered unprofessional and unethical to refuse to respectfully and properly treat these patients. Class materials, audio-visual materials and the clinical experience have been carefully reviewed by the EMS Instructor and are considered part of the EMS program.

Exposure may include:

1. Patients, films, slides or videos of people with severe injuries and bleeding.
2. Dead and decomposed human bodies.
3. Physically exhausting.
4. Lifting and carrying patients.

Students will never be forced or coerced into participating, attending, or viewing any event or audio-visual presentation they may find offensive or incapable of being a participant. However, students who do not participate in all aspects of the training program may not receive a passing grade in the section in which they are deficient.

If for some reason you are exposed to a needle stick or other means of transmission of an infectious disease, follow the facility protocol in which you are performing clinicals and contact your instructor. If this occurs on a weekend or after hours, contact your instructor on the next class day.

### **Student Organization-HOSA**

In order to develop not only the academic and technical skills necessary for a career in health, each student is encouraged to become actively involved in our student organization, HOSA (Health Occupations Students of America). The HOSA chapter activities are co-curricular and therefore become an integral part of the program. Through HOSA the student is given the opportunity for local, state, and national recognition. Students who become HOSA members will have the opportunity to participate in charitable projects, demonstrate their job skills at the State HOSA conference, and participate in activities designed to allow for each student's fullest development of abilities. Those placing first at the state conference will be eligible to represent the State of Oklahoma at the national HOSA conference.

HOSA dues will be \$15.00 per year, which includes state and national dues. Half of this fee is paid by the school for students enrolled in the Paramedic Program.

### **Tobacco Policy**

Gordon Cooper is a tobacco free campus during the day; tobacco use of any kind is strictly prohibited during the hours of 7:00 am-4:15 pm. Smoking is not permitted anywhere inside the facilities.

### **Clinical and Field Internship**

An important part in the development of becoming an Emergency Medical Technician is the clinical experience. During the hours of clinical observation and experience, the EMS student is a guest of the clinical institution (hospital, ambulance service or other setting) and must follow certain guidelines. The Emergency Department and pre-hospital setting are areas where intense medical care is provided to patients who may be in fragile psychological and physiological conditions. Because of this; the student must strictly adhere to the following policies:

- The student shall be courteous, considerate and respectful of all staff, patients, patient's family members and guests. Any deviation from this policy will result in immediate dismissal from the clinical site.
- The student must inform the preceptor of his/her whereabouts at all times during the scheduled clinical experience. It is the student's responsibility to seek out appropriate educational experiences and use clinical time for educational purposes pertinent to the program. Students are to engage in patient care, and assist staff when able.
- The student will not participate in any invasive or non-invasive procedure not specifically outlined in the clinical objectives for that area.
- Under no circumstances in any clinical area will the student offer advice to any patient, family member or visitor regarding medication, diagnosis, nurses, physician, physician's orders and/or treatment.
- Patient care experiences during the clinical session are strictly confidential.
- Students are expected to conduct themselves as good citizens at all times and shall adhere to all rules, regulations and policies formulated by the Administration and the Board.
- Profane language or language that is sexually explicit will not be tolerated.
- Sexual harassment is illegal and will not be tolerated.
- Students are only allowed to attend clinicals at approved clinical sites. Additional clinical sites will only be considered if they are a benefit to the entire program, no site will be considered for the convenience of a student or group of students. Due to the difficult nature of securing clinical sites, only the following clinical sites are approved:

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## EMT-Basic

React EMS – Shawnee  
EMSA – Oklahoma City  
Hughes County EMS -  
Holdenville  
MEDICUS – Seminole  
Chandler EMS – Chandler  
Unity North – Shawnee  
Holdenville General –  
Holdenville

## EMT-Intermediate

React EMS – Shawnee  
EMSA – Oklahoma City  
Shawnee Surg. Center-  
Shawnee  
Unity North – Shawnee  
Holdenville General –  
Holdenville  
Carl Albert Hospital-Ada

## EMT-Paramedic

React EMS – Shawnee  
EMSA – Oklahoma City  
Valley View EMS-Ada  
Midwest City EMS-MWC  
Saint Anthony’s-OKC  
Unity North – Shawnee  
Holdenville General –  
Holdenville  
Midwest Regional-MWC  
Carl Albert Hospital-Ada  
Valley View Hospital-Ada  
Davita Dialysis-Shawnee

## Skills Objectives

While in the clinical settings, the student shall only perform skills which are in the realm of the level at which they are receiving training as described by your program’s instructor and as directed and supervised by the RN, LPN, EMT, Paramedic or Physician in charge.

The student shall perform only skills that have been taught and tested successfully in the classroom or lab.

## Student Service Work Policy

Students are not to be substituted for regular staff. After demonstrating proficiency, students, with qualified supervision, may be permitted to perform procedures. Work by students in the clinical setting must be non-compensatory.

## Identification Badges

GCTC student I.D. badges must be worn and be visible during all clinical sessions. The badge is to be worn at all times when the student is in the clinical area. No pins or pictures are to be placed on the badge. GCTC student I.D. badges are to be worn only by current GCTC students while in the clinical setting or on campus. Abuse or falsification of any GCTC I.D. badge will result in immediate dismissal from the program.

## Clinical Attendance

The EMT student shall schedule all clinicals through FISDAP. (See [Appendix B](#) for more information about FISDAP) Students are not allowed to schedule clinicals directly through the clinical sites, nor are students allowed to attend any clinicals not scheduled through FISDAP in advance. Scheduling outside of FISDAP and attending clinicals without GCTC’s prior knowledge is a serious offence and will result in immediate dismissal from the program/course. If the student is unable to attend a scheduled clinical session, he/she is to contact the EMS

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Instructor or Health Programs Coordinator and the clinical site at least one hour prior to the start of their shift. Failure to follow this procedure will result in suspension or dismissal.

### Clinical Care Documentation

All students are required to complete and submit clinical paperwork for each patient contact and for each clinical rotation. EMT Basic students must submit their paperwork to their instructor or the Health Programs Coordinator within one week of the end of their course. All other courses require students to provide online documentation through FISDAP in addition to paper documentation. Failure to document and submit (both written and online) the proper clinical paperwork to your instructor or the Health Programs Coordinator within 7 days of the completion of your clinical rotation will result in disciplinary action. Clinical paperwork/online documentation submitted more than one week after the end date of a course or section will not be accepted. Students must complete the required number of clinical hours and clinical skills within the time frame allowed in order to receive a completion certificate and be eligible to take the National Registry exam.

### Pregnancy

A physician's statement is required for participation in clinical practicums due to the possibility of required heavy lifting and/or other potential patient situation.

### Clinical Dress Code

The student will strictly adhere to the following dress code during his/her clinical session.

1. Students will wear clean, neatly pressed black or dark blue colored slacks and a school issued clinical shirt. No other shirt/blouse can be worn during clinicals.
2. **No patches, insignias, hats, blue jeans, white pants, skirts, scrub suits or jogging suits are to be worn.**
3. No guns will be worn at any time.
4. Black shoes must be clean and shall not be canvas, high-heeled or sandal type (no open toed shoes).
5. T-shirts or sweatshirts are not allowed.
6. No excessive jewelry is allowed. (Wedding bands are permitted). Earrings are permitted only if plain and small (one pair only and not dangling). Male students are NOT to wear earrings. No other visible piercings are permitted. No necklaces are permitted. No medical insignias or pins are allowed on the uniform other than the student I.D. name badge and CPR pin.
7. A wristwatch with a second hand, a stethoscope and ink pen is required for all clinical settings.
8. The student will wear a GCTC name badge identifying the student's first and last name and EMS student status. The GCTC student identification tag must be worn visibly at all times on the right shirt pocket area.
9. Students shall practice good hygiene while in the clinical setting, being careful to exercise the following:
  - A. Teeth and breath-clean and fresh.
  - B. Body odor-absent with use of deodorant recommended.

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- C. Hair-neat, clean, controlled if necessary.
- D. Facial hair-fresh shaven or neatly trimmed.
- E. Hands/nails-clean, service length.
- F. Cosmetics-natural look without excessive makeup.
- G. Scents-no use of perfumes, colognes and other body fragrances.

### HIPPA Responsibilities

1. Effective April 4, 2004, the Federal HIPPA regulations govern the use and disclosure of Protected Health Information of an individual. It is the intent of the parties to comply with the applicable requirements of the HIPPA regulations in connection with this Agreement.
2. During the time the student is at the Facility and receiving clinical training involving Protected Health Information regulated by the federal HIPPA Privacy Regulations, the student will be considered a part of the workforce of the Facility, and the student may use Protected Health Information of the Facility for clinical teaching purposes.
3. The Facility will provide HIPPA awareness training on the policies of the Facility that directly impact the student's area of responsibility in the Facility. The Facility will provide to the School, if requested, documentation that the school's students receiving clinical training at the facility have received the appropriate HIPPA training from the Facility by producing a certificate or other evidence of completion.
4. The School will provide to the Facility, if requested, documentation that the students have received HIPPA awareness training from the School by producing evidence of completion.
5. If students need to bring Protected Health Information back to the School for teaching purposes at the School, the student must use a Limited Data Set to de-identify elements of information as required by HIPPA, and the School and the Facility will enter into a Data Use Agreement.

### Tuition Agreements

Students with delinquent tuition agreements will be dropped from the program without notice, grade or a completion certificate and therefore will not be eligible to take the National Registry exam.

### Refund Policy

- Full refund less \$10 processing fee prior to the second class meeting.
- No Refund after second class meeting regardless of student attendance.
- No refund on books and supplies.
- Full refund if the class is cancelled by GCTC.
- *Please allow 2 weeks to process refunds.*

### Financial Aid

For information about financial aid contact the Health Programs Coordinator, the Financial Aid Coordinator or refer to District Policy # DP-125-A1 thru A3

# Appendix A

# GCTC Emergency Medical Services Handbook

## EMT-Basic Program Information

### Description of the Profession

At the EMT-Basic level, coursework emphasizes emergency skills, such as managing respiratory, trauma, and cardiac emergencies, and patient assessment. This course is combined with time in an emergency room or ambulance. The program provides instruction and practice in dealing with bleeding, fractures, airway obstruction, cardiac arrest, and emergency childbirth. Students learn how to use and maintain common emergency equipment, such as backboards, suction devices, splints, oxygen delivery systems, and stretchers. Graduates of approved EMT-Basic training programs must pass a written and practical examination administered by the National Registry of Emergency Medical Technicians.

### Program Objectives

At the completion of this course, the student should be able to:

- The EMT-Basic student will be able to perform patient assessments
- The EMT-Basic student will be able to properly treat shock
- The EMT-Basic student will be able to safely use adjunct equipment
- The EMT-Basic student will be able to properly manage unconscious and conscious patients
- The EMT-Basic student will be able to properly immobilize and treat fractures and dislocations
- The EMT-Basic student will be able to properly treat traumatic injuries and triage multi-causality patients
- The EMT-Basic student will be able to safely perform lifting and moving techniques and light extrication
- The EMT-Basic student will be able to properly perform pre-hospital and emergency department procedures
- The EMT-Basic student will be able to properly document medical information

### Design of the Curriculum

The curriculum is a competency-based education program of clinical, didactic, and practical instruction integrated with a field internship in emergency care and services. This program will serve students seeking careers in emergency medical services. It will serve students entering the program immediately after high school as well as nontraditional students. The majority of students are typically nontraditional in that they have begun to pursue a career in a non-emergency medical services related field and are seeking a career change.

The program follows guidelines established by the Oklahoma State Department of Health Emergency Medical Services Division and the NHTSA. In addition to classroom and laboratory facilities located on the Gordon Cooper Technology Center campus, area health care facilities involved in the preparation of EMT-Basics in this program include Unity Health Center, Holdenville General Hospital, React Ambulance Service, Medicus Ambulance Service, Hughes County Ambulance Service, Chandler Fire Department and The Emergency Medical Services Authority of Oklahoma City.

## EMT-Intermediate Program Information

### Description of the Profession

At the EMT-Intermediate level, training requirements vary by State. The nationally defined levels (EMT-Intermediate 1985 and EMT-Intermediate 1999) typically require 30 to 350 hours of training based on scope of practice. Oklahoma only recognizes the EMT-Intermediate 1985 curriculum. In this Curriculum students learn advanced skills such the use of advanced airway devices, intravenous fluids, and some medications. Graduates of approved EMT-Intermediate training programs must pass a written and practical examination administered by the National Registry of Emergency Medical Technicians.

### Program Objectives

At the completion of this course, the student should be able to:

1. The EMT-Intermediate student will be able to properly perform advanced patient assessment
2. The EMT-Intermediate student will be able to properly use spinal immobilization devices or procedures
3. The EMT-Intermediate student will be able to properly use traction devices
4. The EMT-Intermediate student will be able to safely use BLS and ALS airway adjuncts
5. The EMT-Intermediate student will be able to safely place a peripheral IV
6. The EMT-Intermediate student will be able to properly document medical information
7. The EMT-Intermediate student will be able to demonstrate team leader characteristics

### Design of the Curriculum

The curriculum is a competency-based education program of clinical, didactic, and practical instruction integrated with a field internship in emergency care and services. This program will serve students seeking careers in emergency medical services. It will serve students entering the program immediately after high school as well as nontraditional students. The majority of students are typically nontraditional in that they have begun to pursue a career in a non-emergency medical services related field and are seeking a career change.

The program follows guidelines established by the Oklahoma State Department of Health Emergency Medical Services Division and the NHTSA. In addition to classroom and laboratory facilities located on the Gordon Cooper Technology Center campus, area health care facilities involved in the preparation of EMT-Intermediates in this program include Unity Health Center, Holdenville General Hospital, Carl Albert Indian Hospital, Shawnee Surgery Center, React Ambulance Service and The Emergency Medical Services Authority of Oklahoma City.

## Paramedic Program Information

### Description of the Profession

The most advanced level of training for pre-hospital care is the EMT-Paramedic. At this level, the caregiver receives training in anatomy and physiology as well as advanced medical skills. Most commonly, the training is conducted over 1 to 2 years and can result in an associate's degree. Such education prepares the graduate to take the NREMT examination and become certified as a Paramedic. Extensive related coursework and clinical and field experience is required.

Paramedics perform advanced assessments and provide advanced medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. Though they primarily provide care to emergency patients in an out-of-hospital setting, Paramedics are being utilized in other healthcare related areas. Paramedics possess the knowledge, skills, and attitudes consistent with the expectations of the public and the profession. Paramedics recognize that they are an essential component of the continuum of care and serve as linkages among health resources.

### Program Goals

The goal of Gordon Cooper Technology Center's Paramedic Program is to prepare competent entry-level Emergency Medical Technician-Paramedics in the cognitive, psychomotor, and affect domains. The program aims to:

- Enable the student to perform as a paramedic.
- Provide didactic instruction in the body of paramedic knowledge that will lead a student to hold competencies that will guide the student in lifelong learning as a health care professional.
- Provide clinical instruction that will provide the student with mastery of clinical competencies necessary to perform as a paramedic and will guide the student in lifelong learning as a health care professional.
- Provide a field internship that will develop a student's ability to apply mastered competencies, guided by mentors in real-time situations.
- Develop values that will prepare the student to be sensitive to the culturally based needs of all patients.
- Develop knowledge, competency, and awareness of one's abilities and limitations; the ability to relate to people; and a capacity for calm and reasoned judgment while under stress.
- Develop values that will prepare the student to independently process information to make critical decisions.

### Program Objectives

- The paramedic student will be able to establish and/or maintain a patent airway and oxygenate and ventilate patients.
- The paramedic student will be able to take a proper history and perform a comprehensive physical exam on any patient and communicate the findings to others.

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- The paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for trauma and medical patients, including neonatal, pediatric, and geriatric patients; patients of diverse backgrounds; chronically ill patients; and patients with common complaints.
- The paramedic student will be able to safely manage the scene of an emergency.

By the completion of the general course of study,

- The student must demonstrate the ability to safely administer medications.
- The student must demonstrate the ability to safely perform endotracheal intubation.
- The student must demonstrate the ability to safely gain venous access in patients of all age groups.
- The student must demonstrate the ability to effectively ventilate un-intubated patients of all age groups.
- The student must demonstrate the ability to perform a comprehensive assessment on pediatric, adult, geriatric, obstetric, trauma, and psychiatric patients.
- The student must demonstrate the ability to perform a comprehensive assessment and formulate and implement a treatment plan for patients with chest pain.
- The student must demonstrate the ability to perform a comprehensive assessment and formulate and implement a treatment plan for patients with dyspnea/respiratory distress.
- The student must demonstrate the ability to perform a comprehensive assessment and formulate and implement a treatment plan for patients with syncope.
- The student must demonstrate the ability to perform a comprehensive assessment and formulate and implement a treatment plan for patients with abdominal complaints.
- The student must demonstrate the ability to perform a comprehensive assessment and formulate and implement a treatment plan for patients with altered mental status.

### Design of the Curriculum

The curriculum is a competency-based education program of clinical, didactic, and practical instruction integrated with a field internship in advanced emergency care and services. This program will serve students seeking careers in emergency medical services. The majority of students are nontraditional in that they have begun to pursue a career in the emergency medical services field on a part-time, full-time, or volunteer basis before deciding on a full-time role in emergency medicine as an EMT-P.

The program follows guidelines established by the Oklahoma State Department of Health Emergency Medical Services Division and the NHTSA. In addition to classroom and laboratory facilities located on the Gordon Cooper Technology Center campus, area health care facilities involved in the preparation of EMT-paramedics in this program include Unity Health Center, Carl Albert Indian Hospital, Saint Anthony's Hospital, Midwest City Regional Hospital, Valley

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View Regional Hospital, Holdenville General Hospital, Valley View Ambulance Service, React Ambulance Service and The Emergency Medical Services Authority of Oklahoma City.

### **Cooperative Agreements**

Through a cooperative agreement with Seminole State College, students enrolled in Gordon Cooper Technology Center's Paramedic program can earn college credit towards an Associates of Applied Science degree. Students will be required to complete additional course work through Seminole State College and this course work can be completed during or after the regular coursework of the paramedic program. Special rules and pre-requisites may apply and students must enroll at Seminole State College to receive credit for the paramedic course. Contact Dale Donaho at (405) 273-7493 ext. 213 for more information.

### **Paramedic Course Sections**

The paramedic program consists of 1196 hours of training and is divided into five sections. Each section must be successfully completed for advancement to the next section. The one exception to this rule is the anatomy and physiology requirement. Students are allowed to complete the required anatomy and physiology section as a co-requisite with Care I. Student that have taken an anatomy and physiology course at a college or university are not required to attend the anatomy and physiology section of the program, so long as proper documentation of such course is provided in advance. The program sections are divided as follows:

#### **Care I**

124 hours of class/lab instruction. In this foundation course for the Paramedic Program, students will be introduced into the world of paramedicine, learn the roles and responsibilities of a paramedic, review medical, legal and ethical issues, and learn foundations in pathophysiology, pharmacology and medication administration. Students will not be required to participate in clinical rotations during this course.

#### **Care II**

Pre-requisite: Successful completion of Care I

160 hours of class/lab instruction. Students will learn the foundational aspects of respiratory system assessment and advanced airway management, patient assessment techniques, communications and documentation. Also included are trauma systems, pathophysiology, assessment, management of trauma emergencies.

#### **Care III**

Pre-requisite: Successful completion of Care II

216 hours of class/lab instruction and 96 clinical hours. This course covers the pathophysiology, assessment and management of cardiac, respiratory and medical emergencies and understanding of the electrophysiological principals of the heart as well as the ability to correctly interpret common EKG rhythms.

#### **Care IV**

Pre-requisite: Successful completion of Care III

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168 hours of class/lab instruction and 128 clinical hours This course will cover pathophysiology, assessment and management of special medical conditions. Included in this course are operational aspects such as, ambulance operations, rescue operations and, OSHA Certification Hazardous Materials Operations.

### **Internship (Physician and EMS)**

Pre-requisite: Successful completion of Care IV

This course will cover work-based experience and direct patient/client care at a clinical site. Included in this course are Physician Internship and EMS Internship clinical rotations. At this phase of training the paramedic students will have completed all of the required coursework and will be applying their combined knowledge to real situations. Paramedic students at this phase are expected to act a perform independently while under the supervision of a physician and a experienced paramedic. Students will apply theory, concepts and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions, particular occupation and the business/industry; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills and communication skills.

# Appendix B



### About FISDAP

Today, hundreds of educational programs across the nation are using FISDAP to document and measure students' experiences in field, lab, and clinical settings; evaluate skill performances; generate progress reports; gain or maintain accreditation; prepare students for certification exams; manage internship schedules; and FISDAP was conceived at the first National Association of EMS Educators (NAEMSE) symposium in San Antonio, in September of 1996. The project was initiated by faculty from Inver Hills Community College (IHCC). The IHCC faculty was frustrated by the unrealistic and uninformative hour-based requirements of previous EMS education programs. At the NAEMSE symposium, they discovered that many educators shared their frustration and, together, discussed how they might objectively measure students' experiential learning during internships.

Century College, Northwest Technical College, and Youngstown State University helped create the first data sets with a Microsoft Access database over a Novell network within the IHCC campus. Soon, more schools were expressing an interest in joining the effort. To increase the scope and flexibility of the project, IHCC applied for funding to expand FISDAP via the Internet.

In 1997, IHCC received a grant from the Minnesota State College and University System (MnSCU). IHCC worked with the founders of Headwaters Software Inc. to develop the Internet version of FISDAP.

The MnSCU grant funded FISDAP's first year of development and operation. When the MnSCU grant period ended, the community expressed a desire for the project to continue, and FISDAP became a fee-for-service system to cover maintenance and continual improvements. For more information, view our [pricelist](#).

We are proud of our grassroots history and are grateful to the [community](#) that continues to influence the growth of FISDAP. The development of many of our products, including the [FISDAP Scheduler](#) and [Evals](#), were catalyzed by FISDAP users who identified a common problem and worked with us to design a creative solution.

Today, hundreds of educational programs across the nation are using FISDAP to document and measure students' experiences in field, lab, and clinical settings; evaluate skill performances; generate progress reports; gain or maintain accreditation; prepare students for certification exams; manage internship schedules; and more.



**FAQs**

### Community

FISDAP was conceived at the first National Association of EMS Educators (NAEMSE) symposium in San Antonio, in September of 1996. The project was initiated by faculty from Inver Hills Community College (IHCC). The IHCC faculty was frustrated by the unrealistic and uninformative hour-based requirements of previous EMS education programs. At the NAEMSE symposium, they discovered that many educators shared their frustration and, together, discussed how they might objectively measure students' experiential learning during internships.

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We are proud of our grassroots history and are grateful to the community that continues to influence the growth of FISDAP. The development of many of our products, including the [FISDAP Scheduler](#) and [Evals](#), were catalyzed by FISDAP users who identified a common problem and worked with us to design a creative solution.

# Appendix C

## How to register if you have an access code

1. Click **Register** on the [CourseCompass](#) home page.
2. Click **Next** on the Before You Start page.
3. Enter your **course ID** and click **Find Course**.
4. Verify the course information and click **Access Code**.
5. Type or paste your access code in the space provided. Your code is a series of six words separated by hyphens.  
Click **Next**.

The screenshot shows the CourseCompass registration interface. At the top, the Pearson CourseCompass logo is displayed, with 'Powered by Blackboard' underneath. The main heading is 'Product Selection'. To the right of the heading are links for 'Fields are required', 'Video Tutorial', and 'Help'. Below the heading is a blue bar labeled 'Course ID' with a question mark icon. The text below reads: 'Your instructor will give you a Course ID. Enter it in the box.' There is a text input field containing 'Stevenson62733' and a 'Find Course' button. Below the input field is a 'Sample Course ID: Lastname63298'. The text below reads: 'The Course ID you entered matched the following course.' The course details are: 'Course: Stevenson62733 – Introductory Chemistry 2', 'End Date: Feb 7, 2009', 'Instructor: J. Stevenson', and 'Instructor's Email: jstevenson@bcu.edu'. Below this is another blue bar labeled 'Enrollment Options' with a question mark icon. The text below reads: 'You can access your course using an access code, or you can buy online.' There are two radio buttons: 'Access Code' (selected) and 'Buy Now'. Under 'Access Code', there is a section for 'Enter Your Access Code' with six input boxes separated by hyphens. Below the input boxes is a checkbox labeled 'Switch to a single box for pasting your access code'. To the right of the input boxes is a yellow box with the text 'Example SIMPLE-FRILL-TONLE-WEIRS-CHOIR-FLEES'.

6. Review the license agreement and click **I Accept**.

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7. On the Access Information page, indicate whether you already have a Pearson account.
  - If not, select **No** and follow the instructions to create your login name and password.
  - If you have an account, select **Yes** and enter your login information.
  - If you aren't sure, select **Not sure**. Enter your email address and click **Search**.
    - If you have an account, your login information will be sent to your email address within a few moments. Change your selection to **Yes**, and enter your login name and password as directed.
    - If you do not have an account, change your selection to **No** and follow the instructions to create your login information.

**Note: A login name can be up to 64 characters long. A password can be up to 32 characters long and must contain at least one number and one letter.**

8. Click **Next**.
9. On the Account Information page, if you are creating a new Pearson account, enter the appropriate information in the fields provided:
  - a. Personal Information: Enter your first name, last name, and an email address that you check regularly.
  - b. School Location: Select your school's country from the drop-down list. If your school is in the U.S., enter the zip code or postal code. From the resulting drop-down list, select your school's name. If your school is not listed, select **Other**, and then enter your school name, city, and state.
  - c. Security Question: To ensure the privacy of your account, select a security question from the drop-down list and then enter the answer

If you already have an account, verify that the information in the prefilled fields is correct.

Click **Next**.

Review the Confirmation & Summary page information. Print the page to keep a record of your login name, the email address used on your account, and your registration transaction information, in case you need to contact Customer Support. You will also receive an email message that contains your login name and password.

**Note: For more help with registration, visit the [Pearson Customer Technical Support site](#).**

## Getting Started

Now that you've [registered for CourseCompass](#), you can get up and running quickly by learning how to:

- [Compare system requirements to your computer setup](#)
- [Log in to CourseCompass and enter your course](#)
- [Enroll in another course](#)

Note: If you want more information about using CourseCompass, [take a tour](#) or download the [Student Quick Start Guide](#).

### Compare system requirements to your computer setup

Before you start working in CourseCompass, make sure your computer meets or exceeds the [minimum system requirements](#).

### Log in to CourseCompass and enter your course

After you register and enroll in your course, you can log in to CourseCompass and start working.

To enter CourseCompass and your course:

1. Go to [www.coursecompass.com](http://www.coursecompass.com) and click **Log In**.
2. Enter the **login name** and **password** you created during registration.
3. On the My CourseCompass page, click your course's name to begin working.

To exit your course and CourseCompass, click the Log Out button in the top-right corner of the window.

### Enroll in another course

#### *If you are currently enrolled in a course*

If you are already taking a Pearson course in CourseCompass, you already have an account. You can enroll in another course quickly by providing a new access code or by buying access online for some courses.

1. Log in to CourseCompass.
2. On the My CourseCompass page, click **Enroll in Another Course** in the **Courses** area.
3. Enter the course ID you received from your instructor for your new course, and click **Find Course**. The course ID identifies your instructor's CourseCompass course materials. It is not related to the course number assigned by your school.
4. Follow the instructions to **either**:
  - [Use a student access code](#)
  - [Purchase access online](#)

To use a student access code:

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1. Make sure the course name is correct and click **Access Code**.
2. Enter your student access code and click **Next**.
3. Accept the license agreement.
4. Enter your account password and click **Next**.
5. Confirm or update your name, email address, and school information.
6. Confirm or update your account security question and answer. Click **Next**.
7. Print the Confirmation & Summary page to keep a record of your registration and enrollment information, your login name, and the email address used for your account.
8. Click **Log In Now** to access your new course.

Note: You can also [take a tour](#) to learn how to register by entering an access code online.

### To purchase access online for some courses:

1. Click **Buy Now**.
2. Click the **Buy** button next to the course materials you want to buy. (You might see options with or without an online ebook, for example.)
3. Accept the license agreement.
4. Enter your account password and click **Next**.
5. Confirm or update your name, email address, and school information.
6. Confirm or update your account security question and answer. Click **Next**.
7. Enter your payment information (credit card or PayPal account information and billing information). Click **Continue**.
8. Review your order. When you are ready to order, click **Place Order**.
9. Print the Confirmation & Summary page to keep a record of your registration and enrollment information, your login name, and the email address used for your account.
10. Click **Log In Now** to access your new course.

Note: You can also [take a tour](#) to learn how to purchase access online.

### *If you are not currently enrolled in a course*

If you are not currently an active CourseCompass student, you need to enroll by a different method. You can check whether you are still enrolled in CourseCompass by trying to log in. If you cannot log in to CourseCompass, you are no longer enrolled.

You can enroll in either of the following ways:

- Enroll using **Register** on the CourseCompass home page
  1. Go to the [CourseCompass](#) home page and click the **Register** button under **Students**.

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2. Follow the on-screen instructions.
- Enroll using your **Pearson Account Summary**
    1. Go to your [Pearson Account Summary](#) and log in.
    2. The Account Summary page lists your CourseCompass course(s), any other Pearson Education online courses you have taken, and your contact information. If your course has ended or you are inactive in a course, the course appears in gray. Under the list of your CourseCompass courses, click **Enroll in a Course**.
    3. Proceed to [step 3](#) in "If you are currently enrolled".

### *If you are enrolling in another course with the same textbook*

You do **not** need a new access code or payment method to enroll in a course based on the **same textbook** as your current course if:

- You are switching to a different section of the same course.
- You are retaking the same course.
- You are enrolling in the next semester of a multise­mester course.

In these cases:

1. Go to your [Pearson Account Summary](#) and log in.
2. Click **Enroll in a Course**.
3. Enter the course ID you received from your instructor.
4. Confirm the course information, and then click **Next**.

Note: If you are prompted to provide an access code or buy access online, the course materials do not match those for your previous course. See your instructor.

5. Click **Enter Course Now** to start using the new course.

Note: For more help with registration, you can view the [FAQ](#) page or visit our [Support](#) page.

# Appendix D

# GCTC Emergency Medical Services Handbook



## General Information: Overview

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### EMS HISTORY

There was a time when there were no consistent standards for training and testing for Emergency Medical Service (EMS) professionals. When patients were injured or ill, they didn't know what level of medical attention they would receive. The education and ability of those providing emergency care or first aid varied. As a result, many patients may have been permanently disabled due to poorly trained personnel.

### EMS BEGINNINGS

During the 1970's, improved care of the sick and injured in the pre-hospital phase became a crusade led by concerned physicians, nurses, ambulance service providers, health care administrators, elected officials, and private citizens. The movement was supported by statistics reflecting an abysmal state of affairs. In 1972, a spokesman for the Ambulance Association of America stated, "Possibly as many as 25,000 persons a year may be permanently disabled due to mishandling by poorly trained ambulance personnel." The patient was being twice victimized: once by the injury or illness and once by failing to receive competent emergency medical care.

### MAJOR ACCOMPLISHMENTS IN EMERGENCY MEDICAL CARE

An enormous amount of activity has taken place in a brief period of time (almost 40 years). Since the 1970's the emergency medical technician (EMT) has been acknowledged as a member of the health care team. Excellent training programs have been developed and a vital focus has been placed on continuing education. National standards have been established and ambulance equipment essentials have been set. Recognition has been given to the vital area of medical control. National accreditation of paramedic programs has been achieved. Professional associations for the EMS professionals have been organized, and the public has been jogged into awareness of emergency medical services including its own self-help role.

### THE BIRTH OF THE NATIONAL REGISTRY OF EMERGENCY MEDICAL TECHNICIANS

President Lyndon Johnson's Committee on Highway Traffic Safety recommended the creation of a national certification agency to establish uniform standards for training and examination of personnel active in the delivery of emergency ambulance service. The result of this recommendation was the inception of the National Registry of Emergency Medical Technicians (NREMT) in 1970.

### GRANT MONEY IS AWARDED FOR EMERGENCY MEDICAL SERVICES

In the 70's the scramble for Federal grant money for emergency medical services resulted in the processing of mountains of paper. The fine art of grantsmanship was in great demand and the hopes of communities across the land rose and fell with the awarding of a 402, 1202, or seed moneys from the Robert Wood Johnson Foundation. Between 1968 and 1979, the U.S. Department of Transportation (DOT) gave over \$140,000,000 in matching 402 grants to the ten Department Of Transportation regions. Approximately \$182,000,000 was awarded by Department of Health, Education and Welfare (DHEW) to 543 grantees between fiscal year 1974 and fiscal year 1979.

### EMS GAINS RESPECT AS MORE LIVES ARE SAVED

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The fiction of TV's "Emergency" paled before the action of real-life EMS professionals as they lived the spontaneous script of the streets. With every run made, EMS professionals added to their reputation as respected members of the medical community. Death and disability statistics felt the impact, and the gratitude of those served by quality care was boundless. The genesis of Emergency Medical Services evolved from the "You call, we haul" or "Snatch'em and patch 'em" approach to today's systematic response. EMS was a figurative shot in the arm for Americans.

### **ATTAINING STANDARDS - A DIFFICULT CHALLENGE**

As EMS evolved into the 1980's, the huge federal deficit began to take its toll on EMS funding. State and local jurisdictions began to accept some funding responsibilities and ultimately so did the consumers: the patients. "National" direction began to diminish and state by state needs sprang up with local jurisdictions demanding more from the new funder-- the State. Standardization became difficult to attain; universal agreement on issues were only resolved when the lowest common denominator could be agreed upon by every entity. The final product often looked like Swiss cheese with no one accepting the final standard even though all took part in its development. The consensus process for national standards failed to achieve its goals. All of this evolved while the public, via the next EMS television event, "Rescue 911", became more aware of the possible success of EMS when all goes well.

### **PROGRESS MADE TOWARDS A UNIFIED EMS VOICE**

The 90's started off with a new federal approach to managing the health care industry. Suddenly words like "managed-care", "capitation," consolidation of services, ambulance buy-outs, and a national health plan began to be discussed predicated upon the need to control the cost of health care. The EMS Alliance was founded (explain what this is) and more cooperation of organizations nationally based upon the perceived need for information sharing and a "unified EMS voice." These developments caused the National Highway Traffic Safety Administration (NHTSA) to contract with the The National Association of State EMS Officials (NASEMSO) and The National Association of EMS Physicians (NAEMSP) to develop a comprehensive review of EMS and to prioritize what came to officially be known as the "EMS Agenda for the Future." The "Agenda" serves as a cornerstone for development of ideas, legislation, goals and objectives for organizations well into the next millennium.

### **EMS EDUCATION AGENDA FOR THE FUTURE IS UNVEILED**

By the mid-90's EMS continued to be influenced by television. "ER" became one of the highest rated TV shows. Along with "Paramedics", "Third Watch", "Trauma" and other shows, EMS enjoyed a highly positive public image. New curricula for EMT-Basics, Intermediates and Paramedics were developed. The debate over the definition of licensure and certification of EMS providers continued. The National Registry analyzed the practice of EMTs in 1994 and repeated the study in 1999. NHTSA convened a group of experts to review the process for future curricula projects which evolved into a document entitled the "EMS Education Agenda for the Future", which continues to serve as the standard for development of EMS educational curriculum. After 30 years of evolving EMS, the NREMT committed to study the EMS profession and commissioned a Longitudinal EMT Attribute Demographic Study (LEADS) project.

# Appendix E

## Gordon Cooper Technology Center 2009-2010 Calendar

### July 2009

Mo	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

7/3 - Independence Day  
School Closed

### August 2009

Mo	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

8/3 - First Day for Instructors  
8/4-6 - August Conference (OKC)  
8/14 - First day of Classes

### September 2009

Mo	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

9/7 - Labor Day - School Closed

### October 2009

Mo	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

10/14 - End of 1st 9 weeks  
10/15 - Professional Day  
10/16 - School Closed

### November 2009

Mo	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

11/25-27 - Thanksgiving Break  
School Closed

### December 2009

Mo	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

12/18 - End of 1st Semester  
12/21-22 Professional Days  
12/23-31 Christmas Break  
School Closed

### January 2010

Mo	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1/1 - New Years Day - School Closed  
1/4 - Students Return  
1/18 - MLK Day - School Closed

### February 2010

Mo	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

2/15 - Professional Day

### March 2010

Mo	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

3/05 - End of 3rd 9 weeks  
3/15 - 19 - Spring Break  
3/18 - 19 - School Closed  
3/26 - Snow Day

### April 2010

Mo	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

4/2 - Snow Day  
4/5 - 6 - Student Interviews (evening)  
4/10 - Open House

### May 2010

Mo	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

5/3 - 4 - Professional Days  
5/24 - End of 2nd Semester  
Last Day for Students  
5/31 - Memorial Day - School Closed

### June 2010

Mo	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

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