When Seconds Count… Count On Us!™

# Course Catalog and Student Handbook

*Published May 2017*

**Cypress Creek EMS**
7111 Five Forks Drive Spring TX, 77379
281-378-0800

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Published May 30, 2017. Updated copies of this course catalog available online at http://www.ccems.com or by request.

Students enrolled in a Cypress Creek EMS educational program are covered by the policies in the course catalog and student handbook provided to them at their enrollment. Any changes made that effect currently enrolled students will be provided in an interim update.

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## Cypress Creek EMS Education History

Cypress Creek EMS (CCEMS) Education is part of Cypress Creek EMS Emergency Services, which is a 501(c)3 organization that is contracted to provide the 911 emergency ambulance services for a 200 square mile area of Northwest Harris County, in Texas. CCEMS has historically served this community through many outreach and educational programs. In 1975, CCEMS began an Emergency Medical Technician (EMT)—Basic training program to grow local response capabilities of not only CCEMS, but also the local fire departments. In 1989, CCEMS Education made a commitment to formalize the EMT Basic program, offering regular EMT Basic courses.

The goal of the CCEMS EMT education programs is to provide a curriculum that meets or exceeds the Texas Department of State Health Services standards and enables graduates of the program to pass National Registry certification requirements through a written exam and practical skills verification process.

## Mission Statement

It is the mission of CCEMS Education to promote an educational environment conducive to life-long learning and endeavoring to progress the future of EMS.

It is the goal of CCEMS to provide safe and dynamic learning environments that challenge the student and create critical thinking experiences through problem solving.

## Cypress Creek EMS Officers

**Cypress Creek EMS Board of Directors/Officers**
**President** — Gregory Marwill
**President-elect** – Ruben Gonzalez
**Treasurer** – David Billings
**Secretary** – David Patton
**Volunteer Representative** – Silvana Stanzer

**Directors:**

James Cravens
Linda Mercier
Josh Fetner
Jeff Doran
David King
Eric Seymour

**Executive Director:** Bradley J. England
**Medical Director:** Dr. Levon Vartanian, M.D.

### Emergency Service District #11 (ESD 11) Board of Commissioners:

***President*** - Commissioner Tommy Ripley
**Vice President** - Commissioner Karen Plummer
**Treasurer** - Commissioner Robert Pinard
**Secretary** - Commissioner Fred Grundmeyer
**Assistant Treasurer** - Commissioner Lynn Leboef

## Program approvals, licensures, and memberships

Cypress Creek EMS is authorized by the Texas Department of State Health Services (DSHS) to offer EMS Education Programs.

**Texas DSHS**
1100 West 49th Street Austin, Texas 78756
Phone: 888-963-7111
www.dshs.state.tx.us

CCEMS is a member of the National Association of EMS Educators (NAEMSE) and Faculty Instructors are credentialed to teach courses through this organization.

**National Association of EMS Educators (NAEMSE)**
250 Mount Lebanon Boulevard, Suite 209
Pittsburg, Pennsylvania 15234
Phone: 412-343-4775
naemse@naemse.org

## Accrediting Agencies

Cypress Creek EMS is Institutionally Accredited by the Accrediting Bureau of Health Education Schools (ABHES).

**ABHES**
7777 Leesburg Pike, Suite 314N Falls Church, Virginia 22043 Phone: 703- 917-9503
www.abhes.org

The Cypress Creek EMS Paramedic program has been issued a **Letter of Review** by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). This letter is NOT a CAAHEP accreditation status, it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through the Letter of Review Self Study Report (LSSR) and other documentation. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic credentialing examination(s). However, it is NOT a guarantee of eventual accreditation.

To contact **CoAEMSP**:

8301 Lakeview Parkway Suite 111-312
Rowlett, TX 75088
214-703-8445
FAX 214-703-8992
www.coaemsp.org

## Academic Calendar

**Paramedic Provider Program** – CCEMS Education offers the Paramedic Provider program based on demand for the course. Typically the course is held once per calendar year. Class availability and registration information is available on-line at www.ccems.com. The Paramedic Provider curriculum is 12-14 months in duration. Candidates that successfully complete the course receive a certificate and ability to test the National Registry cognitive exam. Typically the Paramedic Provider classes meet every 4th day from 8:00am- 5:00pm. Classes will not be held on Holidays (listed below) or Sundays.

## Observed Holidays/No Classes

New Year's Day (January 1)

Good Friday (Friday before Easter)

Memorial Day (last Monday in May)

Independence Day (July 4)

Labor Day (first Monday in September)

Thanksgiving (fourth Thursday in November)

Day after Thanksgiving

Christmas Eve Day (December 24)

Christmas (December 25)

## Cypress Creek EMS Education Faculty

**Bradley England, EMT-P**
Executive Director, Cypress Creek EMS
Course Coordinator for all Texas DSHS approved programs held at Cypress Creek EMS
Paramedic—University of Texas, Houston, Texas

**Lisa Aulbert, B.S., RN, LP**
Clinical Department Manager, CCEMS
*Program Director for EMT Programs/Faculty*
Bachelor of Science in Health; EMT-Paramedic—Texas A&M University, College Station, Texas
Associates in Applied Science in Nursing—San Jacinto College-South, Clear Lake, Texas.

**Rob Atripaldi, A.S., NRP**
Senior Education Supervisor, CCEMS
*Instructor -Faculty*
Bachelors of Arts in Theology—Continental Theological Seminary
EMT-Paramedic—Kennebec Valley Community College, Fairfield, Maine

**Samuel Kordik, NRP**
Senior Clinical Supervisor, CCEMS
*Instructor-Faculty*
EMT- Paramedic—International Alert Academy, Big Sandy, TX

**Jonathan Coyle, NRP**
Senior Training Supervisor, CCEMS
*Adjunct Instructor-Faculty*
Bachelors of Science in Emergency Medical Care;
Associates of Science in Paramedicine—Eastern Kentucky University

**Elizabeth Breaux, NRP**
Clinical Coordinator, CCEMS
*Adjunct Instructor-Faculty*
EMT- Paramedic—Cypress Creek EMS

## Admission Requirements

All students applying for entry into Cypress Creek EMS Paramedic Provider Program are required to have the following:

- Valid state or U.S. government issued picture identification
- Must be at least 18 years of age at the time of enrollment
- Complete a CCEMS education program application
- Complete entrance exam requirements for the program (*fee for this is non-refundable*)
- Payment of deposits and fees per the course fee schedule
- Verification of EMT-Basic (or higher) certification for entry into Paramedic Provider Program
- Complete a criminal background check application (*fee for this is non-refundable*)

**A criminal background check serves two purposes:**

1. Hospitals that allow CCEMS students to complete clinical rotations determine the acceptable criminal background check for their facility. If a student has a criminal history that prohibits them from completing clinical rotations, that student will not be able to successfully complete the course, as hospital rotations are a mandatory component of the course curriculum.
2. Per the Texas Department of State Health Services: A person shall be disqualified from eligibility to acquire an EMS certification, or a person's initial or renewal application for EMS certification or paramedic licensure shall be denied, or a person's EMS certification or paramedic license, whether active or inactive, shall be revoked if the petitioner, applicant, certificate, or licensed paramedic is convicted of or place on deferred adjudication community supervision or deferred disposition for an offense committed on or after September 1, 2009 listed in Code of Criminal Procedure, Article 42.12, Sections 3g(a)(1)(A) through (H) as follows:
   A. Murder
   B. Capital murder
   C. Indecency with a child
   D. Aggravated kidnapping
   E. Aggravated sexual assault
   F. Substance abuse offenses, as described in Health and Safety Code, Chapter 481, for which punishment is increased under:
      (a) Health and Safety Code, §481.140, regarding the use of a child in the commission of an offense; or
      (b) Health and Safety Code, §481.134(c), (d), (e) or (f), regarding an offense committed within a drug free zone, if it is shown that the defendant has been previously convicted of an offense for which punishment was increased under one of those subsections;
   G. Sexual assault
   H. An offense, other than an offense committed on or after September 1, 2009, for which the person is subject to register as a sex offender under Code of Criminal Procedure, Chapter 62.

***Criminal offenses NOT LISTED ABOVE are subject to a department review which may lead to denial, suspension, or revocation.***

All results obtained from the criminal background check shall be kept confidential, but will be communicated as required by the Fair Credit Reporting Act.

## Registered Sex Offender Notification Policy

The Texas Code of Criminal Procedure 62.03(h) requires each person who has been convicted of specific sexual offenses and who intends to attend classes at an institution of higher education to register with CCEMS Human Resources Department within 7 days of class registration. CCEMS Human Resources Department will review the petitions of individuals who are registered as Sex Offenders as designated by the Texas Legislature, and to make recommendations regarding the attendance options for those individuals at a CCEMS Site.

## Other considerations for enrollment into the Paramedic Provider Programs

**Physical Demands:**

CCEMS students will be learning both didactic and psychomotor aspects of being in EMS. The student should expect to function in emotionally charged and physically demanding 911 emergency medical service environments. Physically stressful activities such as moving patients and equipment and performing CPR are common and personnel must be capable of making rapid physical movements in potentially unsafe environments.

Specifically, while performing the duties of this class, the student is regularly required to stand; walk; sit; utilize hand dexterity to touch, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and talk or hear. The student must regularly lift and/or move more than 100 pounds. Specific vision abilities required include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus. The student frequently operates in outdoor weather conditions and within moving emergency motor vehicles. The noise level in the work environment is usually moderate.

CCEMS will make every reasonable effort to accommodate those students with a temporary or permanent disability, but the student must understand that a certain physical demand requirement exists in the EMS profession and during course activities.

**Psychological Demands:**

Class demands and clinical rotations may be stressful. Students are encouraged to evaluate personal stressors that may impact performance or successful course completion. The student is expected to act in a professional manner at all times. The CCEMS clinical department staff, preceptors, and Human Resources department are available to assist students, as needed. Additionally, EMS clinical rotations that involve children, death, or other extreme circumstances are difficult for even the experienced provider. Debriefing is an important process and talking about difficult calls with supervisory staff is strongly encouraged.

**Language Proficiency:**

All CCEMS courses are conducted in English. There is currently no accommodation for oral or written instruction/testing for students that speak English as a second language.

**Drug Free Environment:**

CCEMS is committed to providing a safe, efficient, and productive learning environment for all students. Using or being under the influence of drugs or alcohol in class or during clinical shifts may pose serious safety and health risks to the student and others. A student that exhibits behavior consistent with drug and/or alcohol use during class or clinical hours may be asked to provide body substance samples to determine the illicit or illegal use of drugs and alcohol.

Specifically, it is the policy of CCEMS that the use, sale, purchase, transfer, possession, or presence in one's system of any prohibited substance (except medications prescribed by a licensed physician), including alcohol, by any student while operating in the capacity of a CCEMS student while on CCEMS premises, during course assigned activities, while engaged in clinical assignments, while operating CCEMS equipment, or while under any authority of CCEMS, is strictly prohibited. CCEMS will notify and cooperate with law enforcement agencies in the investigation of any student suspected of possession of or trafficking in illicit or inappropriate drugs.

Each student may be drug tested at any time while operating in the capacity of a CCEMS student (as stated above) if found reasonably suspicious of being under the influence of any non-prescribed substance. All drug tests must be performed and analyzed at the certified testing center approved and recognized by CCEMS. Any student on any prescription medications that may cause a positive result must disclose this information to the CCEMS Human Resources manager before the drug test is collected by the certified testing center, any submission of information after testing will not be considered. Refusal to cooperate with the drug testing process at any time will be considered grounds for immediate termination from the program under performance dismissal.

**Pre-clinical Requirements:**
State law requires proof of immunizations before starting clinical rotations. The Student must provide the instructor with official documentation of receiving the vaccination, or proof of immune response. Equivocal immune responses are NOT acceptable. Specifically, for Chicken Pox (Varicella), a documented history of Chicken Pox is no longer accepted and a serology is required. The student must also have a current physical done within 1 year of the start of clinicals. TB test must be within 12 months of the start of clinicals, if positive reaction, student must have a chest x-ray read within 6 months of the start of clinicals.

Students who refuse or are unable to take any of the required immunizations may request a declination from the individual clinical site for the specified immunization. The clinical site is the ultimate authority for allowing the student to participate at the respective clinical site. If a student is unable to participate in clinical rotations due to an immunization issue, the student may continue in the course, but will not receive a course completion certificate. A completed clinical notebook is a primary factor in the final course grade. This would not allow the student to participate in the National Registry written examination and ultimately not allow the student the opportunity to become credentialed.

**At minimum, the following are the required immunizations:**

| | |
|---|---|
| Hepatitis B | TB (tuberculosis) ppd skin test or chest x-ray |
| TDaP | MMR (measles mumps rubella) |
| Influenza | Varicella (chicken pox) |
| Meningitis | |

## Enrollment Procedures

As course start dates vary from year to year, Cypress Creek EMS publishes the enrollment periods for all upcoming classes at www.ccems.com/education, but prospective students may also contact CCEMS directly at (281) 378-0800 for information regarding enrollment dates for EMT Paramedic classes.

During the enrollment period prior to the course start date, interested applicants must complete an application for entry into the program. After completing this application, these candidates will be contacted by a CCEMS representative to schedule their entrance exam for the course. Applicants must complete their application and entrance exam by the specified deadlines for the course. Applicants will be chosen for entry into the program according to the following ***selection criteria***:

***Paramedic Provider Program****:* Student selection will include a national, standardized EMT competency exam, an academic readiness evaluation, and an applicant interview.

****** Entrance exam fees are the responsibility of the applicant as a part of the application process; these fees are non-refundable***

Applicants will be considered based on pre-admission evaluation criteria. A grading scale will rank candidates thereby determining class acceptance. Any candidate that did not secure a place in the course will be notified promptly. These applicants may request to be placed on a waiting list and will be contacted by the agency should a cancellation or withdrawal occur. Course size will be based on qualified candidates with a maximum capacity determined by availability of intrinsic and extrinsic resources, but enrollment is generally capped between 25–30 students per class.

Prior to the course start date and after the student selection process is complete, the Clinical Instructor for the course will provide the student with instructions to complete the enrollment process. During this enrollment period, the student should expect to:

- Provide a valid photo ID (see admissions requirements)
- Provide proof of high school / GED completion or equivalent, OR sign an Attestation Statement
- Provide proof of current licensure as an EMT-Basic or Advanced EMT
- Complete a criminal background check application and pay applicable fee
- Receive a copy of the Course Catalog/Student Handbook
- Provide proof of applicable immunizations
- Provide a copy of course completion for ICS 100,200,700,800
- Submit applicable payment(s) according to the posted course fee schedule.
- Sign the course Enrollment Agreement

**Students are not enrolled in the course until full payment arrangements have been made, and an enrollment agreement has been signed by member(s) of the faculty and the student.**

## Financial Information for Students

***Cypress Creek EMS does not participate in Federal Title IV financial assistance programs.***

### Discounts:

- A 20% discount is available to civil servant groups such as law enforcement, military (active/inactive), fire department, EMS, or other related community volunteers. The discount may be applied to the Paramedic Provider program and is applied to tuition fees only.
- Partial and full scholarships offered by Cypress Creek EMS may also be available.
- Reentering students who already have textbook materials from a previous course may receive a

discount on tuition related to textbook fees.

## Paramedic Provider Course Fees

**$3200.00** course fee includes**:**

**$75 Application Fee**—non-refundable fee due at time of application. Covers $50 entrance exams and $25 background check fee.

**$3215 Tuition**—refundable per Refund policy:
*Includes:*

- Primary Text Books for course
- Advanced Cardiac Life Support (ACLS) provider course
- Online Learning Management System
- National Registry psychomotor testing day

**Additional Course Costs (approximated):**

Uniform – see policy ..... $150.00
National Registry test application..... $110.00
Texas Department of State Health Services Application ..... $126.00
Texas F.A.S.T. Finger Print (for DSHS licensing) .... $42.00
Diagnostic equipment (i.e. BP cuff / Stethoscope / penlight / etc.) ..... Variable
Physical examination and vaccinations ..... Variable
Food during clinical rotations ..... Variable

**Payment Schedule:**
Full payment of program fee is due by the first day of scheduled classes. Students that are awarded scholarships must pay any remaining balance of course fees by the first day of class.

**Payroll Deduction:**
A payroll deduction option is available for Cypress Creek EMS employees, but a $500.00 deposit (applied to tuition) is required at the time of enrollment. The refund policy applies to this $500.00 initial payment. An employee that withdraws or is dismissed from the course prior to completing all payments for the course shall have payroll deduction continued until the balance is paid in full, per the refund policy guidelines. If employment with CCEMS is terminated for any reason while a payroll deduction option is in place, the student is responsible for any remaining balance on the account in order to complete the course.

**Payment Options:**
Payment options may be available to students with approval of the program Instructor, but may not be extended beyond the course mid-term. A payment contract must be signed in order to utilize a payment plan of any kind.

## Refund Policy

The following applies to any student who withdraws from the class for any reason. Refunds are calculated based on the student's last date of attendance. Only payments received that are eligible for refund will be refunded.

**Cancellations:**
The applicant may cancel their registration and will be refunded 100% of all tuition paid if cancellation occurs prior to the first day of class OR within 3 business days of signing the enrollment agreement

**Withdrawals:**

- First day of class through the first 15 calendar days: ..... **50%**
- During the 16th through 20th calendar days: ..... **25%**
- After the 20th calendar day:..... **No refund**
- If the student is dismissed or terminated from the course for failure to meet Satisfactory Academic

Progress (SAP) standards, or for gross misconduct:..... **No refund**
Student tuition is only valid for the class to which the student is enrolled. Tuition paid cannot be transferred between courses or to future courses.

## Scholarship Information

All applicants who meet eligibility requirements for entry into the program may apply to receive a scholarship. An awarded full or partial scholarship will be applied to tuition fees only. Scholarships are dependent upon CCEMS funding availability and are not guaranteed for every course or every applicant. Scholarship application deadlines are posted during the enrollment period for any given course at www.ccems.com.

Applicants must submit a scholarship packet as outlined below by the specified due date during the enrollment period. ***Late submissions will not be accepted.***

### Scholarship Packet Requirements

- **Section A**: Cover page with Name, Phone Number, Current Address, and Email
- **Section B**: A type written essay not to exceed 500 words (see topics below)
    - Single space size 12 font Times New Roman (or equivalent)
    - Single staple in upper left hand corner
- **Section C**: CV or Resume with overview of education, EMS/other work experience, special training/skills/certifications, other qualifications/honors
- **Section D:** A letter of recommendation from a prior instructor or direct supervisor

**Essay Topics: Select one (1) question from the following options (topics subject to change):**

1. Describe the role(s) that EMS plays in the medical care continuum. How can EMS affect positive change for improved community health?
2. Describe successful leadership in EMS. How does the employee contribute to the development of a strong culture of success within the EMS organization?
3. Describe the importance of education in EMS. How does education contribute to the development of EMS as a ***profession*** instead of a ***vocation***?

### Scholarship Selection

- Scholarships packets are reviewed by CCEMS Education Faculty and/or Human Resources for adherence to instructions and content.
- Essays are ranked according to merit and top applicants are contacted to schedule a panel interview to proceed forward in the process; those that are not selected for an interview will be notified.
- A panel interview is conducted with the applicant and interview scores are aggregated. The panel is looking for students who have the greatest potential for contributing to EMS as a profession, both locally and beyond. Professionalism, understanding of impact to community, compassion, and communication skills are a part of the criterion, but not an exhaustive list.
- The applicants with top ranking scores may be awarded either a partial or full scholarship (the number of scholarships and amounts are dependent on available organizational funding).
- Scholarships awardees will be notified by email prior to class start date. Registration and background check fees still apply and must be submitted by enrollment deadline.
- All scholarship applicants not selected are eligible to attend applicable open enrollment and may still register for the class.

## CCEMS Paramedic Provider Program

**Program Description**

The Paramedic course is an advanced level course in Emergency Medical Services (EMS). This course is designed to provide the student with the knowledge and skills necessary to be successful in the practice of prehospital medicine and successfully pass the National Registry of EMTs Paramedic credentialing exams. All applicants for this program must possess a valid EMT certification prior to the first day of class.

When developing the CCEMS Paramedic Provider curriculum, the National EMS Scope of Practice and National EMS Education Standards were utilized to ensure that the CCEMS Paramedic Provider program met the National Standards Curriculum.

This program follows the guidelines adopted by the Texas Department of State Health Services-Office of EMS/Trauma Services and the curriculum for the EMT- Paramedic educational program is in concordance with the National EMS Education Standards and Instructional Guidelines.

**Program Goal**

To prepare competent entry-level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains, with or without exit points at the Emergency Medical Technician-Intermediate, and/or Emergency Medical Technician-Basic, and/or First Responder levels.

**Program Objectives**

- Teach the student to comprehend, apply, analyze, and evaluate information relative to the role as a EMT-Paramedic
- Utilization of classroom (didactic learning), laboratory (psychomotor learning), and clinical/field experience (psychomotor and affective learning) to allow the student to progressively learn and apply care to patients in the pre-hospital care setting.
- Establish technical proficiency of the skills needed to fulfill the role of an EMT-Paramedic and preparation for National Registry skills testing at the culmination of the course.
- Promote behavior that is supportive of the EMS profession and encourages the student to demonstrate a caring, empathetic attitude towards patients, families, and other healthcare partners.

Only students that maintain a 70% or higher grade average throughout the course AND pass a cumulative final with a 70% or higher shall be issued a certificate of course completion and approved to test for the National Registry credentialing exam.

**Program Schedule**

- Course duration is 52 weeks, 1112 total hours.
- Credit hours are offered for this course through an articulation agreement with Lone Star College-North Harris; 39 credit hours are awarded upon successful graduation from the EMT-P program.
- Advanced placement is not available for this program; Credit for experiential learning is not available for this program.

**Course Descriptions**

**Module 1: Foundations I (64 hours)**
Foundations I introduces the student to the foundational building blocks of Anatomy, Physiology and Pathophysiology. This module covers the role of the cell and the systems created by cellular function and their integrated role in human physiology. This module also exposes the student to the integrated healthcare system, medical legal considerations, and the role of the paramedic in the healthcare continuum. The student is also introduced to basic mathematical and pharmacological concepts as well as the standardized assessment model.

**Module 2: Foundations II (80 hours)**
Foundations II integrates scene and patient assessment findings with knowledge of pathophysiology to form field impressions. This includes developing a list of differential diagnoses through clinical reasoning to expand on the assessment and formulate a care plan. The module further develops pharmacological and mathematical principles and additional knowledge necessary for prehospital medical practice.

**Module 3: Airway Management and Ventilation (80 hours)**
Airway Management and Ventilation integrates complex knowledge of anatomy, physiology and pathophysiology into the assessment to develop and implement treatment plans for airway, ventilation, and oxygenation management for patients of all ages.

**Module 4: Cardiovascular Emergencies I (56 hours)**
Cardiovascular Emergencies I introduces cardiac anatomy and physiology and covers the concepts necessary to assess, formulate field impressions, and implement a comprehensive treatment /disposition plan for a patient with a medical complaint of a cardiovascular nature.

**Module 5: Medical Emergencies (80 hours)**
Medical Emergencies integrates assessment findings and pathophysiology to aid the student in formulating field impressions and implementing a comprehensive treatment /disposition plan for medical patients of all ages.

**Module 6: Cardiovascular Emergencies II (64 hours)**
Cardiovascular Emergencies II builds on existing knowledge of cardiac pathophysiology by adding knowledge of electrophysiology and is focused on interpreting multi-lead ECG findings, risk stratification, and developing treatment plans.

**Module 7: Trauma (64 hours)**
Trauma focuses on integrating assessment findings and principles of pathophysiology to treat injured patients of all ages. This module includes an emphasis on shock-trauma resuscitation, initial stabilization of injured patients, and treatment of minor and musculoskeletal injuries. This module also introduces the student to disaster, wilderness, and tactical medicine fields.

**Module 8: Capstone (80 hours)**
Capstone provides a comprehensive review of prior coursework to prepare students for National Registry testing. This module also includes comprehensive written and psychomotor exams and debriefing of field internship experiences.

**Clinical Rotations (Hospital Setting) – 216 hrs**

**Clinical Rotations (Field Setting) – 336 hrs**

**Program Delivery**

CCEMS Education provides residential learning only.

**Grading Scale**

| | |
|---|---|
| A | 90-100% |
| B | 80-89% |
| C | 75-79% |
| D | 70-74% |
| Fail | < 69.5 |

*All grades are rounded to a whole number. If 0.4 or less, the grade will be rounded down. If 0.5 or higher, the grade will be rounded up.(ex. 90.4 = 90% and 90.5 =91%)*

**Examination Format**

Examinations may be administered in electronic format via an online learning management system, or in a written format. Exam times and dates will be posted on the course calendar. Students will have a minimum of 7 days' notice prior to the administration of a module exam. Once the module exam deadline has passed, the exam is locked and posted. In extenuating circumstances students may request an extension. Failure to take any exam within the allotted time, the score will be recorded as a "0". If student cannot take the examination on line, the student must immediately inform the instructor.

**Practical Testing**

Psychomotor testing is a component of this course and will be evaluated throughout each module. Practical testing will be conducted per the published syllabi criteria. Psychomotor testing is conducted in accordance with National EMS Education Standards.

**Homework**

Homework is a crucial part of learning for the student. Homework is assigned though the publishers web site and/or assignments from the instructor. To access the online portions, the instructor will guide the student on how to create an account and use the course software. If the student has a temporary issue with accessing the online assignments, the CCEMS library computers are available for the student to use, but must be prearranged with the instructor to allow access. All assignment due dates will be communicated by the instructor on the day that it is assigned. Late homework assignments will only be accepted with instructor permission. All other late work shall be recorded as a "0". Students that report computer issues may print their homework results and turn them into the instructor by hand, or email.

**Course Attendance**

With faculty approval and extenuating circumstances, the student may miss up to ten percent (10%) of a module, rounded up to the nearest whole hour. Any class time missed must have faculty notification. If conflicts with class time do occur, the student must communicate the circumstances of the absence with the instructor. Students that miss more than the maximum allowable time may not be eligible to complete the program. Make-up class time may be available for certain didactic content. The student must coordinate make-up hours with the instructor. Mandatory attendance days can be found on the course schedule.

**Credentialing**

Students who successfully complete all course objectives as stated in the Standards for Satisfactory Academic Progress will receive a certificate of course completion which allows the student to sit for the National Registry credentialing exam. Certification as a National Registered EMT Paramedic is required in order to be eligible for state licensure. National Registry testing is comprised of a psychomotor examination

and cognitive exam. Once the graduate successfully obtains national registry certification, the graduate must then complete an application for licensure for the state in which the graduate wishes to practice (i.e. Texas Department of State Health Services). This completes the credentialing and licensing process.

**Note: Individual background check requirements vary from state to state.*

**Course Completion Certificate**
The completion certificate issued to students that successfully complete all program requirements and meet Standards for Satisfactory Academic Progress criteria, as stated above. **Once the course completion certificate is issued to the student they are eligible for the National Registry credentialing exam.**

**Course Attendance Certificate**
This certificate is issued to students that complete all required course work but fail to complete the program with a cumulative of 70% or greater and/or a final exam score 70% or greater. A course attendance certificate will not be issued to students who fail to meet attendance criteria. **Students issued only a course attendance certificate are not eligible for National Registry credentialing exam.**

## Teaching/Learning Modalities Utilized at Cypress Creek EMS

### Cognitive, Psychomotor, Affective Domains

Cypress Creek EMS follows the training standards for EMS professions which supports three identified learning environments. Cognitive domain consists of knowledge, application, and problem solving. Psychomotor domain teaches the learner to perform technical skills based on knowledge and experience. Affective domain is based on behavioral standards that are set by the profession.

### Teaching Strategies

The following strategies may be utilized: lecture discussion, small group discussion, demonstration, audiovisuals, case studies, written projects, role play, gaming techniques, study guides, selected reading assignments, computer assisted instruction and interactive video.

### Student Directed Activities

The following strategies, and other activities deemed educational by faculty, may be utilized: observation, direct patient care, competency practice/demonstration, simulated lab, discussion, classroom participation, clinical paperwork specific to the module, teaching plans, clinical paperwork portfolio, computer assisted instruction, interactive video discs, selected reading assignments, self-directed learning, and self-evaluation.

## Student Services

**Student Insurance:**
CCEMS carries liability insurance on all students. This coverage is only valid while conducting student activities. This is limited to class hours, clinical hours, and any other specifically required activity assigned by the instructor. This does not include travel to and from the above noted. All matters in reference to the liability insurance need to be communicated to the student's primary instructor and will be referred to the CCEMS Human Resources Manager. Personal medical insurance is the responsibility of the individual student.

**Student Transcripts:**
Student transcripts are available upon request only if the student is in good financial standing with CCEMS

and/or there are no pending legal matters between the student and CCEMS. In the event of legal matters between the student and CCEMS, the student may request the transcripts through the CCEMS designated attorney.

**Student Tutoring & Academic Advising:**
CCEMS Clinical Educators and Faculty are committed to student success. Both individual and group tutoring are available upon request. Faculty office hours are posted and available upon scheduled request. Faculty will meet with students on a regular basis to counsel students on progress and performance.

**Career Advising:**
Clinical Instructors are available to advise students about the various employment opportunities available to them. EMS related publications, websites, list serves, and local/regional employment opportunities are provided to the students as they become available, and also upon student request.

Instructors are also available for individual assistance on how to improve employment success by assisting the student with interview strategies, resume critique, or simply on how to gain field experience as a volunteer EMS crew member. Guiding the student step by step through the National Registry and/or State credentialing process is necessary for employment in the field. Graduating students that have successfully completed National Registry testing must also obtain state licensure in order to be eligible to practice pre-hospital medicine in the state of Texas. Cypress Creek EMS Faculty is committed to providing all of the necessary guidance in order for the student to successfully obtain employment in the field.

## General Education Policies

**No Guarantee of Employment**
Participating in any of the CCEMS Education programs does not provide any guarantee that the student will be employed by, or offered employment by CCEMS, or any other agency.

**Proficiency Credit**
Cypress Creek EMS does not offer credit by proficiency. For instance, if a registered nurse (RN) wishes to become an EMT, that student may not be given a “credit” for coursework based on a mastery of material. All students that enroll in the program must complete all program requirements in their entirety. No exceptions.

**Non-Credit Courses**

Persons currently credentialed as Emergency Medical Technicians may attend Cypress Creek EMS courses for professional development and/or continuing education (CE), and need not be enrolled in the class. Continuing Education opportunities through class attendance are only available for certain topics and CE is awarded with Lead Instructor approval only. A certificate of attendance will not be issued to participants that attend courses for CE or professional development.

**Remedial Courses**

Cypress Creek EMS does not offer remedial courses. Remedial courses are generally intended to provide student development in the areas of reading, writing, and mathematics, which are necessary for students to be successful in college level coursework. All students that enroll in Cypress Creek EMS courses are expected to have basic competency in the areas of reading, writing, and mathematics.

**Transfer Credit**

Cypress Creek EMS does not accept any coursework completed through another institution to be applied for transfer credit. Cypress Creek EMS does articulate with Lone Star College System-North Harris County campus to provide the EMT-Paramedic graduate that has successfully completed the program with transferable college credit.

## Student Code of Conduct

**Academic Conduct:**

Cypress Creek EMS expects its students to hold themselves to high standards as EMS professionals and exhibit ethical, trustworthy conduct. Academic honesty, personal discipline, and interpersonal respect are expected of all students and faculty. The Student Code of Conduct could be summarized as

**"Be Nice, Be Accountable"**

**Affective Domain**

In addition to addressing *unacceptable* behaviors, Cypress Creek EMS education emphasizes behaviors and values that have been identified as desirable characteristics for EMS medical professionals. Affective Domain evaluations and feedback tools are used to assist students in improving their own affective performance by identifying positive behaviors and by addressing negative behaviors. These tools are also used to address violations of specific code of conduct items listed below.

**Academic Misconduct**

Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work. These include, but are not limited to:

- Cheating on any course assignment, test, or examination which may include but is not limited to:
- Sharing questions and or answers to quizzes or exams
- Copying another person's work
- Allowing another person to copy your work
- Turning in another person's work as one's own
- Unethically obtaining tests or test questions
- Plagiarizing, which includes the submission of another person's ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own without authorization or annotation.
- Falsification or altering of Records or Documents
- Unauthorized absence from a clinical rotation
- Collaborating with others on work, if contrary to stated rules
- Having another person perform one's assignments without the instructor's knowledge and
- permission
- Communicating false information in any form about clinical care / clinical experiences
- Removing without permission, or misusing confidential client information or records
- Knowingly and intentionally assisting another student in any of the aforementioned actions
- Using any unauthorized materials during an examination or assignments.
- Obtaining unauthorized information about an un-administered examination.
- Committing any willful act of dishonesty that interferes with the operation of the academic process.

Academic dishonesty will result in immediate suspension pending review by the medical director and program director and may result in dismissal from the program.

**Behavioral Misconduct:**

As healthcare professionals, students are expected to follow legal and professional standards. Additionally, CCEMS seeks to maintain the integrity of the educational process by identifying unacceptable conduct.

Gross violations of these behavioral standards may result in immediate suspension pending review by the medical director and program and director and may result in dismissal from the program.

These behavioral standards include but are not limited to:

- Unprofessional or disruptive behavior during class or at a clinical site.
- Unprofessional or unethical behavior, including but not limited to:
    - Breaching patient confidentiality.
    - Self-misrepresentation or misrepresentation of another student or graduate.
- Leaving the Clinical environment or assignment without CCEMS Faculty permission.
- Disruptive Conduct: Any type of disruptive conduct (i.e., talking during a lecture/presentation, rude or inappropriate language/gestures) during classroom activities will not be tolerated. Student possession of cellular phone/personal data device is restricted during class instructional periods as it is not conducive to a learning environment. The instructor should be notified of any personal emergency situation where a mobile device may be necessary during a class period.
- Unprofessional, discourteous, or disrespectful behavior or conduct towards any CCEMS staff, guest lecturer, clinical site staff, patients, or another student will not be tolerated.
- Additionally, CCEMS does not permit unprofessional or illegal behavior while representing CCEMS publically, personally claiming affiliation with CCEMS, wearing CCEMS labeled apparel, or while engaged in any activity that could attract negative scrutiny to the organization.
- Proper use of Class Time: Students are expected to participate in classroom discussions, lab practices, and any other course activities. Students are also expected to behave in a manner that does not interfere with other student's use of class time. Failure to attend required out-of-class activities such as extrication, multi-casualty exercises, skills testing, clinical orientations, or any other CCEMS learning opportunities that are mandatory for the class.
- Theft or vandalism: Theft of materials from the CCEMS Education Center, or any EMS station, or any clinical site, or any student will result in immediate dismissal from the program.
- Misuse or Abuse of CCEMS Equipment, Classrooms, or Buildings:Any student who intentionally misuses or abuses property will be held financially responsible for the repair or replacement of the equipment/property.
- Sexual harassment (see policy) or discriminatory behavior.
- Conduct in violation of the law that affects academic or professional status or credentialing.
- Practicing skills beyond scope of certification or approved academic progress (see below).
- Violations of the Computer and Internet policies, Uniform Standards, and site policies specific to the Charles R. Hooks Education Center, ambulance field clinical site(s), and hospital clinical site(s).

**Practicing Beyond Your Certification:**

When completing student clinical rotations, the student will wear the CCEMS approved uniform. Students are prohibited from practicing outside, or above, the skill level of the class that they are enrolled in. When completing clinical rotations in the hospital or on the ambulance, a student may be exposed to a staff member that is unaware of the skill level of the student, and be asked to care for a patient or perform an intervention that is outside of their scope of practice. Any student violating this policy will be immediately

suspended from the class pending review by the medical director and program director and may be dismissed from the program and be reported to the Texas Department of State Health Services for disciplinary action.

## Behavioral Progress Communication

**Counseling**

Communication from the instructor to the student regarding important information about their performance and progress in the class and/or the credentialing process will be provided by faculty. Counseling may be formal or informal. Formal counseling shall be documented on the Student Counseling Form and maintained in the student's file. A time frame for follow-up of any formal counseling is documented on the Student Counseling form and a copy provided to the student.

**Behavioral Warning**

If a student demonstrates unacceptable affective behavior (as defined in the affective domain definitions above), they will receive a Behavioral Warning referencing the specific incident(s).

**Behavioral Probation**

If a student fails to pass the minimum required affective domain standards (as defined in the affective domain definitions above), they will be placed on Behavioral Probation. This can include:

- Failing to meet minimum acceptable grade on module affective domain evaluation (see below).
- Failing to meet attendance requirements for each module (see syllabus for module criteria).
- Failing to meet required clinical and field hours with in the maximum time frame requirements for the course.

This will include written communication including a plan for remediation, and a timeframe and conditions for removal of probation status. Behavioral Probation and any subsequent reinstatement requires notification of the medical director and program director.

**Behavioral Suspension**

If a student violates specific behavioral standards (listed in the Academic and Behavioral Misconduct sections above) they will be placed on Behavioral suspension pending medical director and program director review. While suspended, a student may not participate in any classroom, lab, field clinical rotations, or clinical activities. Notification of suspension may be made verbally or in writing and a description of the incident and the suspension will be placed in the student's file.

**Behavioral Dismissal**

If a student is on Behavioral Probation and fails to meet the conditions and timeframe set forth for removal of probation status, the student will be dismissed from the program.

If a student violates specific behavioral standards (as listed in the Student Code of Conduct above), they will be dismissed from the program.

Behavioral dismissal requires involvement of the medical director and program director.

## Affective Domain Grading

EMS students are preparing to be competent entry-level paramedics and this includes developing acceptable performance in the affective domain. EMS professionals have identified eleven characteristic traits of the EMS professional:

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

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

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

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

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

**Communications**
Examples of professional behavior include, but are not limited to: Speaking clearly; writing legibly; listening actively; adjusting communication strategies to various situations

**Time Management**
Examples of professional behavior include, but are not limited to: Consistent punctuality; completing tasks and assignments on time.

**Teamwork and Diplomacy**
Examples of professional behavior include, but are not limited to: Placing the success of the team above self-interest; not undermining the team; helping and supporting other team members; showing respect for all team members; remaining flexible and open to change; communicating with others to resolve problems.

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

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

**Careful Delivery of Service**
Examples of professional behavior include, but are not limited to: Mastering and refreshing skills; performing complete equipment checks; demonstrating careful and safe ambulance operations; following policies, procedures, and protocols; following orders.
If a student demonstrates unacceptable behavior in one of these categories, they will receive verbal and/or formal counseling from the instructor reviewing the incident, explaining why the behavior was unacceptable, and advising what a more acceptable behavior would be.

## Affective Domain Evaluation

Each module, the student will be expected to demonstrate acceptable behavior as an EMS professional across the eleven characteristics listed below. The student will receive an Affective Domain Evaluation that will grade them based on patterns of behavior, including repeated violations of these standards. This evaluation will grade the students' performance in each characteristic utilizing the following rubric:

*Description*
**Exemplary**
Student demonstrates exceptional and consistent performance; well above peers.
**Good**
Student demonstrates behavior that shows solid performance and on track for an EMS professional.
**Acceptable**
Student meets the bare minimum standard for performance; improvement is expected in identified areas.
**Unacceptable**
Student demonstrates a pattern of repeated unacceptable performance/behavior.

Any grades of unacceptable will be accompanied with a description of the pattern of behavior leading to the grade.

If a student received a grade of Unacceptable in any category, they will have failed the affective domain requirement for the module and will be placed on Behavioral Probation with a plan for remediation, and a timeframe and conditions for removal of probation status. Failure to meet these conditions within the stated timeframe will result in dismissal from the program.

## Standards of Satisfactory Academic Progress (SAP)

The definitions, processes, and policy standards contained below shall be applied equally to all students and references cognitive, psychomotor, and affective performance.

***Satisfactory Academic Progress*** is defined as Students that are:

- Maintaining a cumulative grade of 70% or greater at the conclusion of each module.
- Achieving a 70% or greater on module final exams
- Passing the affective domain requirements for each module (see the affective domain definitions above).
- Demonstrating the required psychomotor competencies for each module (see the requirements in each module syllabus).
- Meeting coursework requirements including attendance measures, clinical/field hours, and other projects/assignments per the course syllabus.
- Completing the course cumulative Final Exam with a 70% or greater.
- Adhering to the maximum time frame requirements, as defined in this policy.
- ***Demonstrating the necessary efforts to correct identified deficiencies in module exams and/or coursework in order to successfully complete the course.***

**Evaluation Period**

The Evaluation Period to monitor and review the student's progress is on-going throughout the course, but formal counseling will be provided to students at the end of each module IF they are failing to meet SAP. Students have unlimited on-line access to their scores through the designated student portal, including cumulative averages. The Instructor evaluates all students at mid-term of the course and again prior to final exam testing to ensure that all required coursework is complete, as well as to provide an opportunity for remediation, if needed.

**Counseling**

Communication from the instructor to the student regarding important information about their performance and progress in the class and/or the credentialing process will be provided by faculty. Counseling may be formal or informal. Formal counseling shall be documented on the Student Counseling Form and maintained in the student's file. A time frame for follow-up of any formal counseling is documented on the Student Counseling form and a copy provided to the student.

**Graduation**

Students that complete the program successfully and meet all components of SAP are issued a certificate of course completion upon graduation from the program.

## Academic Progress Communication

**Academic Warning**

If a student fails any cognitive or psychomotor exam with a grade of less than 70%, the student will receive an academic warning from the instructor with information on any remediation and/or grade recovery available.

**Academic Probation**

If a student fails to meet the cognitive and psychomotor standards for satisfactory academic progress at the conclusion of a module, they will be placed on academic probation. This can occur if the student:

- Fails to achieve a 70% or greater on module final exams.
- Fails to achieve a 70% or greater at the conclusion of each module.
- Fails to pass required psychomotor competencies for each module.

Academic probation will include written communication including a plan for remediation, and a timeframe and conditions for removal of probation status. Academic probation and any subsequent removal of probation requires notification of the medical director and program director.

**Academic Dismissal**

Students that are on academic probation and fail to meet the conditions and timeframe set forth for removal of probation status will be dismissed from the program. Academic dismissal requires involvement of the medical director and program director.

**Course Withdrawals**

When a student withdraws from an enrolled course the Instructor shall denote in the reason in the student's file and process a refund per the published refund guidelines.

- Students that withdraw from the course are not issued a certificate of course completion OR a certificate of course attendance and credit for hours and/or modules completed prior to the date of the withdrawal will not be transferable or available on the student transcript.
- Students that withdraw from the course are not eligible for National Registry credentialing.

**Course Dismissal**

Students that have been progressively disciplined for Academic or Behavior based issues may be dismissed from the course.

- Students that have been dismissed from the course are not issued a certificate of course completion OR a certificate of course attendance and credit for hours and/or modules completed prior to the date of the dismissal will not be transferable or available on the student transcript.
- Students that are dismissed from the course are not eligible for National Registry credentialing.
- Students that do not complete a course within the maximum time frame may reapply to a future course, however, the student must begin coursework as a new student and repeat all course content. Prior learning or previously completed coursework is not transferrable to future classes.
- Students that are dismissed from the course are not eligible for a refund.

**Incomplete Grade**

Students that have not completed required coursework, including clinical hours, by the posted graduation date for the course, shall be given a course disposition of Incomplete. These students will not be issued a

certificate of course completion OR a certificate of course attendance and credit for hours and/or modules completed will not be transferable or available on the student transcript.

Students that have a disposition of Incomplete are not eligible for National Registry credentialing. Students that have a course disposition of Incomplete are not eligible to receive retrospective Continuing Education credits. Students that receive an Incomplete grade and exceed maximum time frame requirements to complete required course or clinical work will be assigned a final disposition of Course Dismissal.

**Student Appeal for Reinstatement**

Student has the option to appeal the academic or behavioral dismissal. The student will do this by notifying the Instructor, in writing, of request for appeal. Instructor will set up a time to meet with the appeal board comprised of the Program Director, Human Resource Manager, Clinical Instructor(s) and the DSHS Course Coordinator. During this meeting, the student will be allowed to present their situation, including evidence of extenuating circumstances, and their case will be reviewed. The Program Instructor will prepare a final report that outlines the sequence and time frame for the student to regain Satisfactory Academic Progress and complete coursework within the maximum time frame. This report will be signed by the Program Director and placed into the student's file. Decision of the appeal board is final. Any class time, projects, clinical hours, etc., missed during this time may be made up, but only at the discretion of the appeal board. Once the student is reinstated, they will be placed into a Probation status until terms of reinstatement are met.

**Re-enrollment**

Students that withdraw from a course may reapply to a future course, however, the student must begin coursework as a new student and repeat all course content. Prior learning or previously completed coursework is not transferrable to future classes.

**Maximum time frame**

Maximum time frame means—The Student must complete all course work, exams, projects, clock hours, including clinical (both hospital and field setting) hours, per the following guidelines:

***Paramedic Provider Program:***

The Paramedic Provider Program is a 52-week program and is divided into (8) eight modules. The EMT-Paramedic Student must have all of the assigned coursework completed by the conclusion of each module. In addition, performance reviews will be conducted as needed based on student performance and progression.

> ***Students that fail to complete required course work will have a course disposition of "Incomplete", "Withdrawal", or "Dismissal", as defined above, and will not be approved for National Registry Certification Testing.***

***Note*** Students are expected to complete ALL coursework and clinical rotations by the posted graduation date for their respective class. Maximum time frames are defined for students with extenuating circumstances only (illness, death in family, etc.), and extensions to complete coursework within the maximum time frame are allowed only with the Lead Instructor's approval.

## Examination Policy

- Examinations are COMPREHENSIVE. All grades will be recorded as raw scores. Raw scores will be rounded off with the score of 0.50 being rounded up to the next whole number and reported as whole numbers. Module Final Grades weighted and averaged will be calculated to generate the final program grade.
- Students who score less than a 70% on a module exam will be permitted one remediation of that exam, with a maximum remediated score of 70% being recorded as their grade. Students are required to pass each module final exam with a 70% or higher, and failure to achieve a passing grade after remediation will result in dismissal from the program.
- Homework, quizzes, and tests will be completed online, not during class hours. Students will have a predetermined and published time to complete these assignments.
- Written examinations (tests, quizzes, exams) shall be considered formal events.
- Students who are not present or are unable to take an exam, due to extraordinary circumstances, must contact the primary instructor and request rescheduling of the exam as soon as possible. Rescheduling of exams will be at the discretion of the primary instructor. Students who miss a scheduled exam may be given an alternative form of testing.
- Students who miss a quiz may retake or make up that quiz at the discretion of the instructor if attendance requirements for the module have otherwise been met.
- There shall be no discussion between students on test content or format before, during, or after testing.
- Editorial remarks regarding test content, format or classroom management are inappropriate and will not be tolerated.
- Any classroom management issues must follow the CCEMS grievance policy.
- Exam and Quiz answers shall be clearly marked in the method prescribed by the exam proctor.
- When a student completes an in-class exam he/she shall return the exam and answer sheet to the instructor, or designee or as designated.
- Quizzes, exams, and final exams will not be returned permanently to students.
- Examinations will be kept on file and remain available for subsequent student review. If a student wishes to review the concepts in his/her previously taken quizzes and/or tests during the program, in preparation for an upcoming examination, that student may schedule an appointment with the instructor to do so. Such a review will occur only at a specified time and location acceptable to the instructor.
- At no time will personal communication or audiovisual equipment be allowed into the classroom, clinical environments or lab without prior permission of the lead instructor.

## Compliance with the Americans with Disabilities Act

***Section 504 of the Americans with Disabilities Act Amendments Act defines a person with a disability as:***

- Having a physical or mental impairment which limits one or more major life activity;
- Have a record of such an impairment; or
- Are regarded as having an impairment.

CCEMS is committed to complying fully with the Americans with Disabilities Act (ADA) and ensuring equal opportunity in education for qualified persons with disabilities. All educational practices and activities are conducted on a non-discriminatory basis. Educational practices have been reviewed and will provide persons with disabilities meaningful opportunities to learn. Reasonable accommodations are available to all disabled students, where their disability affects the performance of course functions. All educational decisions are based on the merits of the situation in accordance with defined criteria, not the disability of the individual. Qualified individuals with disabilities are entitled to equal access to education programs. CCEMS is also committed to not discriminating against any qualified student because they are related to or associated with a person with a disability. CCEMS will follow any state or local law that provides individuals with disabilities greater protection than the ADA. This policy is neither exhaustive nor exclusive. CCEMS is committed to taking all other actions necessary to ensure equal opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state, and local laws.

Students that are unable to complete course requirements due to physical or mental disability (e.g. clinical rotations) may be granted a certificate of course attendance.

**Learning Disabilities and Accommodations**

*The following information provided for candidates is based on NREMT testing guidelines.*

Candidates requesting examination accommodations should share this information with individuals responsible for rendering a diagnosis of the specific disability so that appropriate documentation can be assembled to support the request for accommodations.

The mission of this policy's adoption coincides with the NREMT charge to serve as the national EMS certification organization by providing a valid, uniform process to assess the knowledge and skills required for competent practice required by (EMS) professionals throughout their careers and by maintaining a registry of certification status. The primary purpose of adopting this policy for credentialing is to protect CCEMS with reliable methods for identifying pre-hospital care providers who have met prescribed standards for certification.

The CCEMS education process consists of three assessment components: cognitive, psychomotor skills, and affective domain evaluations. CCEMS written examinations are designed to test the knowledge and abilities of the entry-level EMT, Advanced EMT, and Paramedic provider to provide safe and effective care in the out of hospital environment. As such, the content of the individual examinations reflects the content of the current National EMS Practice Analysis and include questions about the provision of EMS care. For more information related to the written examination process and entry requirements see Course catalog relative headings. CCEMS psychomotor examinations are designed to test the skills and abilities of the candidate to provide safe and effective care in the out of-hospital environment. As such, the content of the individual examinations reflects the content of the current National EMS Practice Analysis and include a scenario-type

format which requires the candidate to demonstrate his/her skills and abilities in a simulated environment which reflects the out of hospital setting. The process is a formal verification of the candidate's "hands-on" skills and abilities, rather than a teaching, coaching, or remedial training session. CCEMS affective domain evaluations occur in an on-going manner within each education program. For more information, refer to the appropriate sections in this Course Catalog for each program's Affective Domain grading.

It is the policy of CCEMS to administer its examinations in a manner that does not discriminate against an otherwise qualified applicant. CCEMS follows the NREMT in offering reasonable and appropriate accommodations for the written and practical components of examinations for those persons with documented disabilities, as required by the Americans with Disabilities Act (ADA).

CCEMS urges candidates requesting any accommodation to submit such requests as early as possible to provide adequate time to resolve any documentation issues that may arise. At a minimum, all requests for accommodations must be received by CCEMS no less than three (3) weeks before the scheduled start date of the course.

## Fair—Nondiscriminatory Statement

Cypress Creek EMS is an equal opportunity organization and does not unlawfully discriminate in access to its programs. No application process information is used for the purpose of limiting or excluding any applicant from consideration for employment on a basis prohibited by local, state, or federal law. Equal access to programs is available to all persons.

## Family Educational Rights and Privacy Act (FERPA) Policy

**The Family Educational Rights and Privacy Act of 1974 (FERPA)**
FERPA was enacted to protect the privacy of students' education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have inaccurate or misleading information in their education records corrected. FERPA also permits the disclosure by an institution without a student's prior consent of so-called directory information about that student. Students have the right to file complaints with the Department of Education's Family Policy Compliance Office concerning alleged failures by an institution to comply with FERPA. In accordance with the statute and the FERPA regulations issued by the Department of Education, CCEMS has adopted the following policies and procedures.

"Student" includes any person with respect to whom the institution maintains an education record, whether or not that person is currently in attendance. Persons who have not been in attendance are not "students" entitled to review their records. Thus, persons who have applied to and been admitted by CCCEMS, but who have not yet begun to attend a course, are not eligible to review their records. Also, students who, while enrolled in a CCEMS course of study, have applied to another training institution or college, are not entitled to review records of the school or college to which they are applying until they have been accepted and are in attendance at that school or college.

"Education records" available for review are defined as those records, files, documents, and other materials that contain information directly related to a student and that are maintained by CCEMS. The form in which the information is maintained by the institution does not matter; for example, computerized or electronic files, audio or video tape, photographic images, film, etc., with such information are "education records". This includes communications and documents distributed or received by e-mail, or other similar systems,

which are retained in these systems, either by the sending or receiving party.

In general, records maintained by CCEMS that are available for student review are admission documents, education departmental documents, and scholarship docket (if student has applied for scholarship). Categories of records are maintained for any given student, and there may be others. Students have the right to review original documents from their files.

Under FERPA and its related regulations the following types of Education records are not "education records" and are, therefore, not available for student review:

1. Personal notes or records (including computerized files) that are kept by an individual CCEMS employee solely in her or his possession, are used only as a personal memory aid, and are not accessible or revealed to others, except to a temporary substitute.
2. Records that relate to an individual who is employed by CCEMS and that (a) are made and maintained in the normal course of business, (b) are not available for use for any other purpose, and (c) relate exclusively to the individual in that individual's capacity as an employee. This exception does not apply to records that relate to a student in attendance at the CCEMS who is employed as a result of his or her status as a student.
3. Medical and psychiatric records created, maintained, and used only in connection with the treatment of a student and that are not available to anyone other than the persons providing such treatment. Such records can be personally reviewed by a physician, psychologist, or other appropriate health professional of the student's choice.
4. Records that contain information relating to an individual who no longer is a student at the institution and that are not directly related to the individual’s attendance as a student, i.e., alumni records.
5. Grades or peer-graded papers before they are collected and recorded by an instructor.
6. Also, CCEMS does not have to permit a student to review education records that are: Financial records of the parents of a student.
7. Confidential letters and statements of recommendation placed in the education records of a student (a) prior to January 1, 1975, as long as they are used only for the purposes for which they were specifically intended; and (b) after January 1, 1975, if the student has waived access to such letters and recommendations and if such letters and recommendations relate to the student's admission to an educational institution, application for employment, or receipt of an honor or honorary recognition.

***At CCEMS, the Human Resource Manager administers FERPA: Jim Van Hooser***

## Sexual Harassment or Discriminatory Behavior Policy

CCEMS is committed to providing a learning environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, or any other legally protected characteristics will not be tolerated.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a *partial* list of sexual harassment example:

- Unwanted sexual advances
- Offering employment benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs or jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.
- Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile or offensive work environment.

If you experience or witness sexual or other unlawful harassment, report it immediately to the Human Resource Manager or any other member of the management or supervisory staff. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation.

Any student or instructor who becomes aware of possible sexual or other unlawful harassment must immediately advise the Human Resource Manager or any other member of management or supervisory staff so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including dismissal from the class.

## Uniform Standards & Policy

All students will wear proper and complete uniforms while in class or at clinical sites.

**Classroom & Field Clinical Uniform**

- **Shirt** – White, CCEMS approved uniform shirt in good condition and not wrinkled. The CCEMS emblem will be affixed to the left upper sleeve.
- **Identification Badge** – a CCEMS issued student ID badge will be made for all students. Badge is to be worn with the uniform and is required during all class activity and clinical rotations.
- **Undershirt** – White only, with no decoration visible outside of the uniform shirt.
- **Pants** – Black, uniform or work pant. No black denim or denim-styled pants. Extreme styles or fabrics are not acceptable.
- **Belt** – Black, plain, without decoration.
- **Footwear** – Black, full coverage. No canvas sneakers, sandals, or decorated footwear. Boots extending above the ankle for added support is suggested.
- **Jackets/Coats** – Jackets or coats may be worn as needed during inclement weather. Preferred styles are those designed for para-military type uniforms and are plain and/or solid color or two- tone solid color. Black, Blue, Red, and reflective/safety colors are acceptable. Reflective material and appropriate labeling are acceptable. Jackets/Coats with other departmental (i.e. fire department, other EMS agencies) logos are not permitted. Small labels depicting the brand are acceptable. Generally the Jacket/Coat should be in good taste and ultimately the Instructor is the final authority in any questionable uniforms.
- **Patches**—All students will have the CCEMS patch centered on the left sleeve. Current EMS Certification held by the student will be worn on the right sleeve. Only Basic, Advanced and Paramedic patches are authorized.

**Hospital Clinical Uniform**

- **Shirt** – Black, CCEMS approved scrub top in good condition and not wrinkled.
- **Identification Badge** – a CCEMS issued student ID badge will be made for all students. Badge is to be worn with the uniform and is required during all class activity and clinical rotations.
- **Undershirt** – White or black with no decoration visible outside of the scrub top.
- **Pants** – Black scrub pants with no decoration.
- **Footwear** – Black, full coverage. No canvas sneakers, sandals, or decorated footwear. Boots extending above the ankle for added support is suggested.
- **Scrub coat** – White, short length CCEMS approved lab-style coat with CCEMS patch. Scrub coat bottom should not extend below the bottom of thigh/front pockets on pants.
- **Jackets/Coats** – Jackets or coats other than approved scrub coat should not be worn during clinical rotations.

**Personal Appearance and Hygiene:**

Dress, grooming, and personal cleanliness affect the business image of CCEMS and the cooperative agencies involved in the educational process. During class hours, when representing CCEMS, or anytime potentially in public view, you are expected to present a clean, neat, and tasteful appearance. You should dress and groom yourself according to the requirements of your course assignment and accepted social standards.

The Course Instructor is responsible for establishing a reasonable dress code appropriate to the function you perform. If the Course Instructor feels your personal appearance is inappropriate, you may be asked to

leave the classroom/assignment until you are properly dressed or groomed. Consult your Course Instructor if you have questions as to what constitutes appropriate appearance. When necessary, reasonable accommodation may be made to a person with a disability.

**Without unduly restricting individual tastes, the following personal appearance guidelines should be followed:**

- Shoes must provide safe, secure footing, and offer protection against hazards.
- Tank tops, tube or halter tops, or shorts may not be worn if they provide a safety concern or distraction.
- Mustaches and beards must be clean, well- trimmed, and neat.
- Hairstyles are expected to be in good taste.
- Unnaturally colored hair and extreme hairstyles do not present an appropriate professional appearance.
- Long hairstyles should be worn with hair pulled back off the face and neck to avoid interfering with job performance and safety.
- Excessive makeup is not permitted.
- Offensive body odor and poor personal hygiene is not professionally acceptable.
- Perfume, cologne, and aftershave lotion should be used moderately or avoided altogether, as some individuals may be sensitive to strong fragrances.
- Jewelry should not be functionally restrictive, dangerous to job performance, or excessive.
- Facial jewelry, such as eyebrow rings, nose rings, lip rings, and tongue studs, is not professionally appropriate and must not be worn while on clinical duty or anytime in uniform.
- Multiple ear piercings (more than one ring in each ear) are not professionally appropriate and must not be worn while on clinical duty or anytime in uniform.
- Torso body piercings with visible jewelry or jewelry that can be seen through or under clothing must not be worn while on clinical duty or anytime in uniform.
- Visible, offensive tattoos and similar body art must be covered while on duty or anytime in uniform.
- No emblems or labels representing other agencies or organizations may be visible when wearing a complete CCEMS uniform.

## CCEMS Education Internet Policy

**Purpose**

The intent of the policy is to regulate the creation and distribution of information concerning Cypress Creek EMS Education, its students, its members, and patients through electronic media, including, but not limited to online forums, blogging, and social networking sites. Protecting the organization's reputation and ensuring that a member's communication with people outside the organization, not only reflect positively on the member as an individual, but also on CCEMS are essential to this Policy.

**Definition:** A CCEMS student is any individual enrolled into any of the CCEMS Education programs.

**Content**: The policy and procedure applies to the content the student publishes depicting the students as a CCEMS member and/or on the internet (e.g. contributions to blogs, message boards, and social networking or content-sharing sites) even if created, updated, modified or contributed to outside of working hours or when using personal computer systems or devices.

If the student post any content to the internet (written, vocal or visual), which identifies or could identify the student as a student and/or member of CCEMS' membership and/or you discuss anything related to CCEMS, patients, or membership, CCEMS expects the student, at all times, to conduct themselves professionally and appropriately and in a manner which is consistent with your student/membership and with CCEMS' policies and procedures. It should be noted that simply revealing the student name or a visual image of the student in uniform could be sufficient to identify the student as an individual who is a student and/or member of CCEMS.

The following matters will be treated as violations of the Student Code of Conduct:

- Revealing confidential information about CCEMS, field or hospital clinical sites, patients, students and/or employees in an online posting. This might include revealing information relating to patients that is protected by HIPAA, information relating to instructors or students that is protected by FERPA, business clients, plans, employees, volunteers, or internal discussions. Posting any CCEMS photograph, digital image or video/audio recording is strictly prohibited. Consult your instructor if you are unclear about what might be confidential.
- Disclosing any student's, instructor's, employee's, or volunteer's home address or personal information that has not been previously made public through legal means without the written consent of the individual.
- The use of a blog, social media, or other online communication to harass, threaten, libel or slander, malign, defame or disparage, or discriminate against students, staff, patients, vendors or suppliers, CCEMS, clinical sites, any organizations associated with or doing business with CCEMS, or any members of the public, including Web site visitors who post comments about blog contents.
- The use of the CCEMS' logo or trademarks or the name, logo, or trademarks of any business partner, supplier, vendor, affiliate on any personal blogs or other online sites without prior authorization.

**Procedure**

Students should remember that any messages or information sent to one or more individuals via an electronic network – for example, but not limited to, internet mailing lists, websites, Facebook or Twitter– that identifies the student as a student and/or member of CCEMS are statements that can taint the organization's reputation or services. The student should include the following disclaimer in all of the

students postings to public forums that may either identify you as a student and/or member of CCEMS or can identify the organization, "The views, opinion, and judgments expressed in this message are solely those of the author and do not reflect the views, policies, or goals of CCEMS."

If the student already has a personal blog or website which indicates in any manner that the student is affiliated with CCEMS, the student must include the disclaimer on the student's personal blog or website.

If someone from the public, media or press contacts the student about online publications that relate to CCEMS the student should report this immediately to the Instructor.

## Contact and Communications

All students are required to have a valid email address for email communication to/from the instructor. It is the student's responsibility to update the instructor with any email address change as class communication is routinely conducted via email. The student should provide an email account that is checked regularly throughout the week.

All students are required to have a personal phone number to communicate with faculty. Any changes to this phone number or availability should be updated to the faculty.

## Computer Usage Policy

Students will be issued a tablet computing device for use during the class. This device is the property of Cypress Creek EMS and must be returned when the student exits the educational program. Any damage or loss to the device must be reimbursed by student to CCEMS. The student will be offered an optional protection plan which will cover a portion of the replacement and repair costs for a set initial enrollment fee and a per incident fee. The tablet computing device is issued for completion of class assignments and documentation and must not be misused, as described below.

Students will have access to CCEMS computers. Students are not permitted to use these computers during classroom instruction unless granted permission by the instructor. CCEMS computers will be available during normal weekday business hours. All students that utilize the computers to complete assignments must plan and coordinate this time with the demands of other users. Students using CCEMS equipment and networks must follow CCEMS policies and procedures. The following actions are strictly prohibited:

- Knowingly using an account, identification number, or password of another student or staff member for something other than its intended purpose.
- Misusing CCEMS computer equipment by falsifying or changing records or documents, damaging programs belonging to someone else, sending harassing or threatening material, or duplicating copyrighted software.
- Intentionally using CCEMS computer resources to store, download, upload, display, print or email computer images that are "obscene materials" and that are not directly related to, or required for, a specific educational course or research project.
- Showing or sending messages, images, or cartoons that are sexually explicit or that demean a person on the basis of race, ethnicity, gender, national origin, disability or religion.
- Use of CCEMS equipment or computer resources for commercial purposes or personal financial gain.

## Online Education Software

CCEMS uses several internet-based education software services to conduct, administer, and track coursework. Students will be trained on how to register in this software and operate in the system. In order to effectively access assignments, presentations, exams/quizzes, and other assignments, a computer and internet access is necessary.

CCEMS does have a library with multiple computers with access to the internet. Students are allowed to use these computers during normal business hours. Despite the access to the CCEMS library, students should have consistent and stable computer access outside of the CCEMS facility to be most successful in this course. The instructor and/or CCEMS IT staff will assist the student in determining if a personal computer and configuration can support the online education software services.

## Classroom and Student Media Policies

**Personal Electronics:**
Students are not authorized to use personal electronics (including phones, tablets, smart watches, or personal computers) in the educational environment during scheduled or assigned times. This includes the classroom during scheduled class hours, the lab, hospital and field clinical rotations, and any other setting in which scheduled or assigned educational activities are taking place.

Students with extenuating circumstances (such as medical conditions, childcare situations, family needs, etc.) that require them to have personal electronic devices may request a waiver from the instructor. If granted a waiver, the student must not let the device disrupt the educational environment.

Students may be issued or may use Cypress Creek EMS electronics, including tablets or personal computers, for the purpose of completing educational assignments. Students should not allow the use of these electronics to disrupt the educational environment or distract themselves or others in the classroom.

Disruption or distracting use of electronics in the educational environment is a violation of the behavioral code of conduct and may result in behavioral discipline, up to and including dismissal from the class.

**Personal Recording Device Usage:**
Photography, video, and/or audio recording devices may not be used to capture any elements of CCEMS and/or CCEMS Clinical affiliates equipment, personnel, scene activities, or patients without the expressed consent of the Executive Director of CCEMS. Students are not authorized to record classroom lectures and/or demonstrations unless they have received specific, explicit permission from the lead instructor.

**Photography and Videography of CCEMS Students:**
While the CCEMS student(s) are participating in any capacity with CCEMS or while on any CCEMS property, CCEMS reserves the right to use and publish photographs of the student(s) for CCEMS publications. This includes but not limited to, electronic reproductions (web sites) and/or promotional material or any other purpose and in any manner of medium. CCEMS also reserves the right alter the photography without restriction; and copyright the same. The student releases the photographer and CCEMS from all claims and liability relating to said photos.

## Social Media Guidelines

Cypress Creek EMS Paramedic Program realizes that many students and faculty (course participants) may participate in social media as a way to share life experiences, thoughts, and conversation with family, friends, and colleagues. Social media can enrich your life, contribute to your education, and allow collaboration and discussion, but it can also distract from educational experiences, spread false information, and damage reputations—including yours and that of the Cypress Creek EMS agency and education program. Social media use by course participants can also expose Cypress Creek EMS to legal risks and jeopardize relationships with hospitals, clinical sites, and other partners.

The general public places paramedics and EMTs in a unique place of trust, and EMS professionals are expected to act in a way that demonstrates trustworthiness, integrity, respect, empathy, and sound judgement. Paramedics and EMTs should demonstrate this behavior whether on-duty or off-duty. Because of the public nature of social media, EMS providers and students must be careful to present themselves in an appropriate, professional manner. These guidelines have been developed to help course participants in achieving this goal. Violation of these guidelines will result in behavioral discipline up to and including course dismissal.

## General Social Media Guidelines

1. Know and follow the **Student Code of Conduct**.
2. You are personally responsible for anything you post or share to social media—whether to a blog, to a social media service, or in an app. Assume that anything you post may end up public and could be visible for a long time.
3. **Protect the privacy of your classmates.** Do not post information about others' grades, class activities, examinations or evaluations, labs, clinicals, or other class information. Do not post photos or videos of educational activities without specific authorization from the instructor and permission from those in the photo or video.
4. **Protect the privacy of patients**. Do not post information about specific patients, calls, responses, or experiences in clinical settings. Follow HIPAA policies.
5. **Respect others.** Do not use ethnic slurs, obscenity, vulgarity, personal insults, make defamatory, harassing, or discriminatory comments, or any similar conduct. If it wouldn't be acceptable in the classroom it is not appropriate on social media.
6. **Maintain a professional image.** Be aware of how you present yourself and make sure your profile, content, and posts are consistent with the professional image you would want.
7. **Be honest**. Don't post false, misleading, or exaggerated information. If you make a mistake, correct it quickly.
8. Follow copyright and fair use laws.
9. Unless you are specifically authorized to represent Cypress Creek EMS, you should make it clear that you are you are posting your views, and not those of Cypress Creek EMS.
10. Do not use the Cypress Creek EMS name, logo, or patches unless you have the authority to do so. Cypress Creek EMS has an established reputation in our community for upholding a high standard of care and community service, and you should ensure anything you post to social media upholds that reputation.
11. Your use of social media must not distract from the educational process or from your responsibilities to your employer or on clinicals. You should not use, browse, post to, or otherwise

engage on social media during assigned clinical, classroom, lab, or field times unless specifically authorized to do so by an instructor.

### Definitions

**"Social media"** includes any and all means of communicating or sharing information and content with others using electronic communication, such as the internet. This includes blogs, web sites, comments, web forums, and social media networks (such as Facebook or Twitter). It also includes apps that utilize the internet to share content, such as Instagram or Snapchat. This also includes messaging apps such as WeChat, iMessage, or text messaging—basically, any form of electronic technology that allows sharing information with someone else.

**"Posting"** refers to any means of sharing, placing, or communicating information and content to social media. This content could be a photo, video, text, or other data, and posting could be public, limited to a private set of friends, or shared to a private page only you can see. Regardless of the privacy settings or intended audience, you should assume that any content you post to an online service or in an app may become public at some point and you should be aware of the terms of use, privacy settings, and other protective mechanisms (such as encryption) used by the social media services you use.

## Maintaining Professional Perception

Who you are on-duty and who you are off-duty are very blended on social media. Regardless of what social media services you use or who your friends, followers, or connections are on that social media network, you must be aware that you are still represent EMS as a profession and Cypress Creek EMS, and you must seek to demonstrate behavior and conduct consistent with the Student Code of Conduct and the traits of an EMS professional outlined in under the Affective Domain section in this catalog.

The **Student Code of Conduct** applies to any social media usage during the class, just as it does to your personal behavior—in class or out of it—while you are a student in the paramedic program. Know what is expected of you, and think before you post content to social media**. Be aware that if your conduct or the content you post in any way adversely affects your class performance, the performance of other students or faculty, or in any way adversely affects patients, employees at Cypress Creek EMS or at partner hospitals or agencies, or others who work for or are associated with Cypress Creek EMS and its Education Department may result in disciplinary action up to and including dismissal from the program.**

Be careful what materials, sites, or profiles you link to or share from. Your image may be tainted by association with groups, pages, or sites that share defamatory, harassing, indecent, or otherwise unprofessional content—even if what you shared appeared to be okay.

## Use of Cypress Creek EMS IT systems:

**Do not use for personal purposes.** You should not use Cypress Creek EMS computers, phones, or private networks to post to personal social media. Do not use your Cypress Creek EMS email address to register or utilize social media websites for personal use. Assume that any use of a Cypress Creek EMS computer, phone, network, or email address may be monitored.

**Acceptable use.** You may use your Cypress Creek EMS email address and Cypress Creek EMS IT systems to access social media services that are directly related to your job function or student activities. For example, you will be required to create an online account in the learning management software and testing software used for your class. Any account or profile created using your Cypress Creek EMS email address is the property of Cypress Creek EMS, including all content posted to it, any followers or contacts on it, and any

log-in information.

Cypress Creek EMS provides a guest network at some of its facilities, and you are authorized to use social media on your own personal device on this guest network provided it does not interfere with your assigned responsibilities and is not otherwise in violation of these guidelines or other policies.

## Representing Cypress Creek EMS

You may not speak on behalf of or represent Cypress Creek EMS in an official capacity without specific prior authorization from the Public Information Officer. If you post or share anything that references your relationship with Cypress Creek EMS—such as your job title, your affiliation with the educational program, photos of the uniform, stations, or facilities, or other content (including location tagging), you should make sure it is clear you do represent yourself, and not the opinions or views of Cypress Creek EMS. Even with such a disclaimer, and posts or content that uses ethnic slurs, obscenity, vulgarity, personal insults, misleading or false information, make defamatory, harassing, or discriminatory comments, or in any way adversely affects others can result in discipline up to and including dismissal from the program.

## Dispute/Grievance Resolution Policy

CCEMS is committed to providing a safe learning environment for its students. Part of this commitment is encouraging an open forum where students may present questions, concerns, problems, complaints, or suggestions to the CCEMS faculty. The Clinical Instructor serves as the primary point of contact for the student to discuss their concerns.

CCEMS strives to ensure fair and honest treatment of all students. Students and staff are expected to treat each other with mutual respect at all times. Staff members are encouraged to offer positive and constructive criticism and students should expect to be provided with feedback related to their academic and behavioral performance.

If a student disagrees with established rules of conduct, policies, practices, or treatment, they may utilize the problem resolution procedure steps listed below. No student will be penalized, formally or informally, for lodging a complaint. All complaints will be investigated by the faculty staff and escalated to CCEMS Administration, as needed.

A grievance may be initiated by the student either verbally, or in writing, to their primary instructor. The student may also choose to discontinue this process at any step.

1. Concerns that are presented verbally to the primary instructor may be immediately resolved with the informal conversation. If a concern is not resolved to the student's satisfaction, they should then document the concern in writing and forward to the primary instructor and/or the program director. Incidents should be reported within 14 calendar days of occurrence. If the primary instructor is unavailable, or the student believes it would be inappropriate to contact that person, the student may present the problem to the Human Resources Manager, or to the program director.
2. Faculty members that receive a concern will investigate and make every effort to address the concern promptly. All grievances that are presented in writing will be responded to in writing within 14 calendar days.
3. If the primary instructor is not able to provide resolution, the student grievance will be escalated to the program director and Human Resources Manager for further investigation.
4. Human Resources Manager and/or program director will meet with the student and will document all investigation and findings. If the grievance is not fully resolved at this stage then it will be escalated to the Executive Director.
5. The Executive Director will be briefed and provided all documentation related to the incident. A meeting may be scheduled with the student and Executive Director during this investigative period.
6. The Executive Director has final decision making authority related to the grievance. The student will be provided written documentation of actions and decisions related to the incident.

## Charles R. Hooks Education Center Campus Policies

**Firearms & Weapons Policy:**

Weapons are not allowed in CCEMS stations or facilities. The storage and possession of a weapon while on duty must not contradict state law. Possession of a state issued CHL does not exempt you from adhering to this policy. CCEMS is not responsible for the weapon or any other personal property left in personal vehicles.

Students who are commissioned Texas or Federal Peace Officers are exempt from the CCEMS Weapons Policy at the sole discretion of the Executive Director. Students that are required to carry a firearm when functioning in a CCEMS capacity must have approval from the Executive Director prior to carrying the weapon on-shift. If the request pertains to members of the Board of Directors, the guidelines remain the same, but approval falls under the discretion of the Board President. An exemption requires that the weapon be concealed at all times.

**Tobacco Usage Policy:**
In keeping with CCEMS's intent to provide a safe and healthful learning environment, tobacco usage is prohibited except in those locations that have been specifically designated as tobacco use areas. This includes all CCEMS and cooperative agency facilities and activities. Tobacco use is prohibited in in public view when in uniform or when on CCEMS property. In situations where the preferences of tobacco users and non-users are in direct conflict, the preferences of non-users will prevail.

**Minors on CCEMS Property:**
At times, children will have the opportunity to participate as role players, or to observe. Any child under the age of 18 must have a release form signed and on file allowing them to participate as a role player. Any child under the age of 16 observing training during class time must be accompanied by a parent or appointed guardian and approved by the Instructor prior to the event.

**Other Information for the Charles R. Hooks Education Center:**

- Students are not permitted to adjust the thermostats.
- Consumption of food/drinks within the classroom is not permitted, water is an exception.
- Telephones located within the offices are for business use only.
- Students may not park their vehicles in the first row of spaces directly in front of the building or in the covered parking in the rear of the building.
- A tour of the education facility including classrooms, skills labs, break areas, restrooms, smoking areas, and emergency procedures will be conducted at the beginning of any new course.
- All access to the Education building after hours is restricted and accessible by CCEMS administrative or supervisory staff only.

## Emergency Management Plan for CCEMS Students

*This plan is available in its entirety as an addendum to the Cypress Creek EMS Course Catalog/Student Handbook and is accessible on-line through the student portal log in.*

The Cypress Creek EMS Emergency Management Plan (EMP) outlines our approach to emergency operations, and is applicable to the Charles R. Hooks Education Center. The EMP provides general guidance for emergency management activities and an overview of methods for students and faculty to plan for, respond to, and recover from emergency incidents. The EMP for CCEMS Students falls under the broader Cypress Creek EMS Disaster Response Plan. The primary audience for this document includes the Students and respective Faculty for educational activities held within the Charles R. Hooks Education Center.

Disasters related to chemical, biological, radiological, nuclear, explosive, terrorist, and natural (weather) causes can strike anywhere at any time. Cypress Creek EMS and its Education Department utilize an All Hazards approach to planning for, responding to, and recovering from these incidents.

**Risk Assessment**

The Cypress Creek EMS territory, including the Charles R. Hooks Education Center, is situated within the greater northern Harris County area of Houston. CCEMS bases its Risk Assessment on Hazard Vulnerability Analyses conducted by local and regional Offices of Emergency Management, specifically The City of Houston Office of Emergency Management, the Harris County Office of Emergency Management, and the Southeast Texas Regional Advisory Council (SETRAC). The following represent conditions or events of greatest risk for the CCEMS campus:

- Tornadoes and Severe Thunderstorms
- Floods
- Fires
- Hurricanes
- Lockdown/Campus Violence or Active Shooter Scenario
- OSHA related exposure

**Training**

Orientation to the Charles R. Hooks Education Building is conducted on the first day of classes. An orientation for clinical sites (i.e. hospitals) are also conducted prior to student rotations. This Emergency Management document, as well as related clinical site documents are posted on-line and are available for student review at any time through the student's Course Compass access.

The time frame needed to train students on emergency management procedures is expected to take place during the orientation period (a single day/class), however, Just In Time Training may also be provided during an actual event by the CCEMS staff.

**CCEMS Students are encouraged to perform the following behaviors in order to assist in any disaster situation:**

- Maintain situational awareness at all times and be aware of structural layout and potential hazards in an emergency
- Report any suspicious persons or activities to the Instructor or other CCEMS personnel
- Monitor all school methods of communication (email, text messaging, Course Compass, website)
- Remain calm in any acute incidents; follow the direction of the Instructor/CCEMS Faculty, or your immediate supervisor if off campus at a clinical rotation
- Follow lockdown or evacuation procedures as instructed, prior to, or during an event

**Communications**

Students receive routine communications from the instructor primarily through email notifications, text messaging, and/or group messaging. Email notifications and/or group messaging may also be used to blast out emergency notifications. In the event of an incident which occurs on campus, or at one of the CCEMS clinical sites, students shall receive timely communication from their Instructor, appropriate to the event. CCEMS prioritizes student safety at all times.

**CCEMS utilizes the following redundant communications methods:**

- Phones (landlines, cellular, digital), including text messaging
- Internet, fax, email, website (CCEMS and Course Compass), social media sites
- Two-way radios
- News media (television, radio, public information systems, etc.)
- Printed distributions
- Runners

Students may also contact their Instructor or other Faculty by phone, email, or through the company website at www.ccems.com.

**Exposure Control Plan**

*Below is a brief summary of the full Exposure Control Plan. Please refer to the plan in its entirety in the Emergency Management Plan addendum, available on request or through the student portal log in.*

Throughout the course of an EMS educational program, students will have patient contact and thus potential exposure to blood and/or other potentially infectious materials. All students are required to obtain certain immunizations prior to clinical experiences as documented in the Pre-Clinical Requirements section of the Course Catalog. Mandatory exposure control training will be provided in the introductory phase of educational courses and students may be required to complete additional training as required by individual clinical and field experience sites. Any changes to the Exposure Control Plan policies or procedures will be provided to enrolled students immediately in writing with follow-up training as soon as possible.

***Minimizing the Risk of Exposure to Blood, Body Fluids, and Bloodborne Pathogens***

- **Handwashing:** Hands must be washed routinely when caring for patients, and as soon as possible following termination of patient care. Students are expected to use an antiseptic hand cleanser and clean cloth/paper towels when on ambulances, and soap and water when available. Students are expected to use an antiseptic hand cleanser or soap and water when changing gloves.
- **Sharps Management:** Needles, syringes, lancets, and other devices that can cut or puncture must be disposed of in the rigid, puncture-resistant containers supplied on the ambulance or in the hospital setting. Additional site-specific sharps management policies must be followed. Needles must not be bent, broken, cut, or recapped.
- **Handling Body Fluids or Blood Specimens:** Specimens must be placed in a sealed container and handled with extreme caution. Precautions should be taken to minimize splashing, spraying, spattering, and generation of droplets of these substances. Gloves and eye protection should be worn at all times when handling body fluids or blood specimens and at during any patient contact.
- **Disinfecting Equipment:** Non-disposable equipment (including clothing items) that is soiled or has come in contact with blood or body fluids should be cleaned with a site-approved disinfectant. Contaminated non-disposable equipment that has not been disinfected and cleaned should be bagged and labeled as infectious and placed in a designated area of the site for proper care cleaning.
- **Personal Protective Equipment (PPE):** All PPE used at Cypress Creek EMS will be provided at no cost to the students. PPE will be chosen based on the anticipated potential exposure to blood or other

potentially infectious material. At a minimum, gloves should be worn during and throughout any patient encounter. When on a Cypress Creek EMS ambulance or in a Cypress Creek EMS clinical or laboratory setting, gloves and protective eyewear should be worn. Gloves should be disposed of following termination of patient care and should not be reused.

- **Protective Eyewear:** Students are issued protective eyewear at the beginning of their educational program and will be expected to bring it on clinical assignments. Protective eyewear should be worn during and throughout any patient encounter on the ambulance and as directed by instructors or preceptors.
- **Additional Protective Equipment:** Additional PPE may be used at CCEMS including, but not limited to, gloves, gowns, and masks/goggles. This equipment should be disposed following termination of patient care and not reused. The student should follow instructor or preceptor directions for when to utilize additional protective equipment.
- **Tuberculosis Protection:** Disposable NIOSH-approved respirators with N95 filtration are provided on the ambulance and will need to be worn by students who come in direct or indirect contact with patients who have been diagnosed with TB, or who are suspected of carrying TB. A patient should be immediately suspected as a TB patient if he or she either confirms the diagnosis, or presents signs or symptoms that are compatible with TB. These symptoms include—but are not limited to—complaints of bloody sputum, night sweats, weight loss (unexplained), anorexia, or fever. These patients should be identified during initial patient contact. Students will be required to complete an initial respirator fit test at the beginning of each course in order to determine the correct respirator size and fit for TB protection. Refer to the full Exposure Control Plan for details.

***Post-Exposure Evaluation and Follow Up***

When a student comes into contact with blood or other potentially infectious materials through an eye, mouth, other mucus membrane, non-intact skin, or other parenteral contact, they should follow these steps:

- Immediately wash the affected area with soap and water or with antiseptic hand cleanser if no soap and water is available. Flush the eyes and other mucous membranes.
- Report the exposure immediately to the Field Supervisor (when on field rotations), Charge Nurse (when in the hospital setting), or lead instructor (in classroom, lab, or other settings).
- Document the route of exposure and circumstances related to the incident. Identify the individual source (if possible) and the status of the individual source (if possible).
- After consent has been obtained from the individual, the blood of the source will be tested for HIV/HBV infectivity.
- The results of the testing of the source individual will be available to the exposed student, and the exposed student will be informed about the applicable Texas laws and regulations regarding disclosure of the identity and infectivity of the source individual.
- The student will be offered the option of having his or her blood collected for HIV/HBV testing. The blood sample will be preserved for up to 90 days to allow the student to decide if the blood should be tested for HIV serological status, unless the student decides not to preserve this option.
- The student will be offered post-exposure prophylaxis, in accordance with the current recommendations of the U.S. Public Health Service.

***Hazardous Materials***

A list of potentially hazardous materials and Material Safety Data Sheets (MSDS) for the Charles R. Hooks Education Center is available in the complete Emergency Management Plan.

## General Clinical Information

Clinical rotations are a vital component of the learning process as this allows the student to apply knowledge and skills learned in the classroom setting in a dynamic environment. Students are expected to utilize each clinical hour to its fullest by exhibiting a professional attitude and demeanor. Students should utilize Hospital rotations to focus on perfecting skills, while also becoming comfortable interacting with patients. Field rotations should be utilized as a performance measure of EMT competency in a manner of "Putting it all together".

Clinical rotations will occur on all days of the week. The student must ask themselves, "Am I prepared for this?" Some shifts may conflict with personal schedules. Students must understand they may have to make significant sacrifices to complete the clinical requirements of this course, including possibly taking time off from work or arranging for child care. Clinical rotations take place throughout the course after the didactic and psychomotor skills are taught. Students will be asked to state preferences for shifts to accommodate personal schedules. Every attempt will be made to accommodate requests, however, the student will be responsible for arranging their schedule to match up with available clinical openings. Each Student must have ALL clinical hours completed by the completion of the course. Any special circumstances where the student is not able to meet the deadline will be reviewed on a case by case basis. Extensions may be granted by the Instructor based on class performance (grades, attendance, participation, etc.) or based upon extenuating circumstances.

**Pre-clinical Requirements:**
State law requires proof of immunizations before starting clinical rotations. The Student must provide the instructor with official documentation of receiving the vaccination, or proof of immune response. Equivocal immune responses are NOT acceptable. Specifically, for Chicken Pox (Varicella), a documented history of Chicken Pox is no longer accepted and a serology is required. The student must also have a current physical done within 1 year of the start of clinicals. TB test must be within 12 months of the start of clinicals, if positive reaction, student must have a chest x-ray read within 6 months of the start of clinicals.

Students who refuse or are unable to take any of the required immunizations may request a declination from the individual clinical site for the specified immunization. The clinical site is the ultimate authority for allowing the student to participate at the respective clinical site. If a student is unable to participate in clinical rotations due to an immunization issue, the student may continue in the course, but will not receive a course completion certificate. A completed clinical notebook is a primary factor in the final course grade. This would not allow the student to participate in the National Registry written examination and ultimately not allow the student the opportunity to become credentialed.

**At minimum, the following are the required immunizations:**

- Hepatitis B
- TDaP
- Influenza
- Meningitis
- TB (tuberculosis) ppd skin test or chest x-ray
- MMR (measles mumps rubella)
- Varicella (chicken pox)

**Hospital and Ambulance Agreements**:
CCEMS has clinical agreements with multiple clinical sites. The student will be required to complete paperwork from each individual clinical site, as requested. Most clinical sites also require an orientation and test that must be completed, graded and passed before the student is eligible for scheduling at that site. ***At NO time may a student be substituted for staff as a part of a clinical rotation.***

**Clinical Scheduling**
All routine clinical scheduling will be requested and assigned though the student's Instructor or Instructor appointed designee. If the student is unable to make a scheduled clinical, the student must advise the instructor as soon as the student is aware of the cancellation. Should the student need to leave their clinical shift early, the student will attempt to contact their Instructor first. The student will also advise the clinical staff and/or supervisor before leaving their clinical. The student will work with the instructor or designee to reschedule the clinical hours missed.

## Clinical Performance Standards and Expectations

Below are the standards and expectations for students during their clinical rotations. Professional standards during clinical rotations are as important as the professionalism that is expected upon becoming employed in the field. If a student fails to adhere to, or perform according to these standards and expectations, the student is subject to progressive discipline; and/or may require additional clinical hours to successfully complete the program, and/ or be dismissed from the program.

**Scheduling and Attendance:**

- **Change of schedule.** There are times that the student's personal schedule may change, causing a conflict with their originally scheduled clinical time. In this event, it is the student's responsibility to find a trade with another student. All trades must be approved by the Instructor. The student is ultimately responsible for the originally scheduled clinical shift.

Failure to show for a scheduled clinical shift is considered a "no call – no show" and will result in disciplinary action.

- **Personal emergency.** Students may encounter a personal emergency during the program. It is highly important to communicate with the Instructor in order to meet program responsibilities. The instructor must be notified as soon as the student identifies that he/she is not able to attend clinical due to an emergency. Primary notification is via email and must be done at least 24 hours in advance of the start of the clinical rotation. Students that make a notification outside of this 24 hour window are subject to faculty review, and may result in disciplinary action.
- Students may not trade or change clinicals without prior authorization from the instructor.

**Clinical Performance Standards:**
- **Goals/Objectives**. Students are expected to be engaged, helpful, and professional during their clinical time. This includes seeking out opportunities to perform patient assessments, assist with treatments/procedures, carry out interventions according to skill level, and simply assisting the staff with general department responsibilities (i.e. moving patients), if needed. Specific clinical objectives and minimum performance requirements are published in the clinical rotation break down (i.e. Clinical I, Clinical II, Field I – nomenclature

dependent on course). If a student is unable to achieve the minimum requirement for a clinical shift and/or clinical section, then the student must schedule additional clinical shift(s) to achieve these standards. If a student continues to fail to meet these requirements, then the student performance will be reviewed and SAP applied.

- **Plagiarism/Academic Honesty.** During clinical rotations, accurately recording all care, assessments, and interventions is highly important. A patient assessment is defined as when the student conducts the verbal and physical assessment in a direct role. An assessment where the student was not independent, or the primary lead, is not acceptable as a patient assessment. Students may document this experience, but cannot count this as a patient assessment. If the student documents that they performed the patient assessment, but were not the independent or primary lead, then this is considered plagiarism, and the event will be reviewed, and may result in disciplinary action. Another form of false documentation which violates this standard includes any intervention(s) the student records that they performed, but was not directly performed by the student.

**Clinical Rotation Affective Domain:**

- Students are expected to maintain a professional demeanor at all times. Representing the EMS profession well begins with empathetic care towards patients, collaborative care with other medical professionals, good communication skills with family members, and a general attitude of interest in the medical fields that they are engaged in. In cases where it is reported that the student failed to meet affective domain standards, the event will be reviewed by the instructor for appropriate application of progressive discipline.
- Students are required to remain on site throughout the duration of their clinical rotation and are expected to utilize clinical hours to provide patient care and to apply concepts learned in the classroom. The student may take regular breaks and/or meal breaks with the notification of the on-site preceptor. The student is expected to participate and be an active learner during clinical rotations. Disruptive or disengaged behavior is not tolerated. Examples of this may include, but are not limited to: personal electronic device use, horseplay, excessive breaks, or isolating themselves from the assigned area. If the student has downtime, it is acceptable to use this downtime to complete patient care documentation or study, only after responsibilities are met.

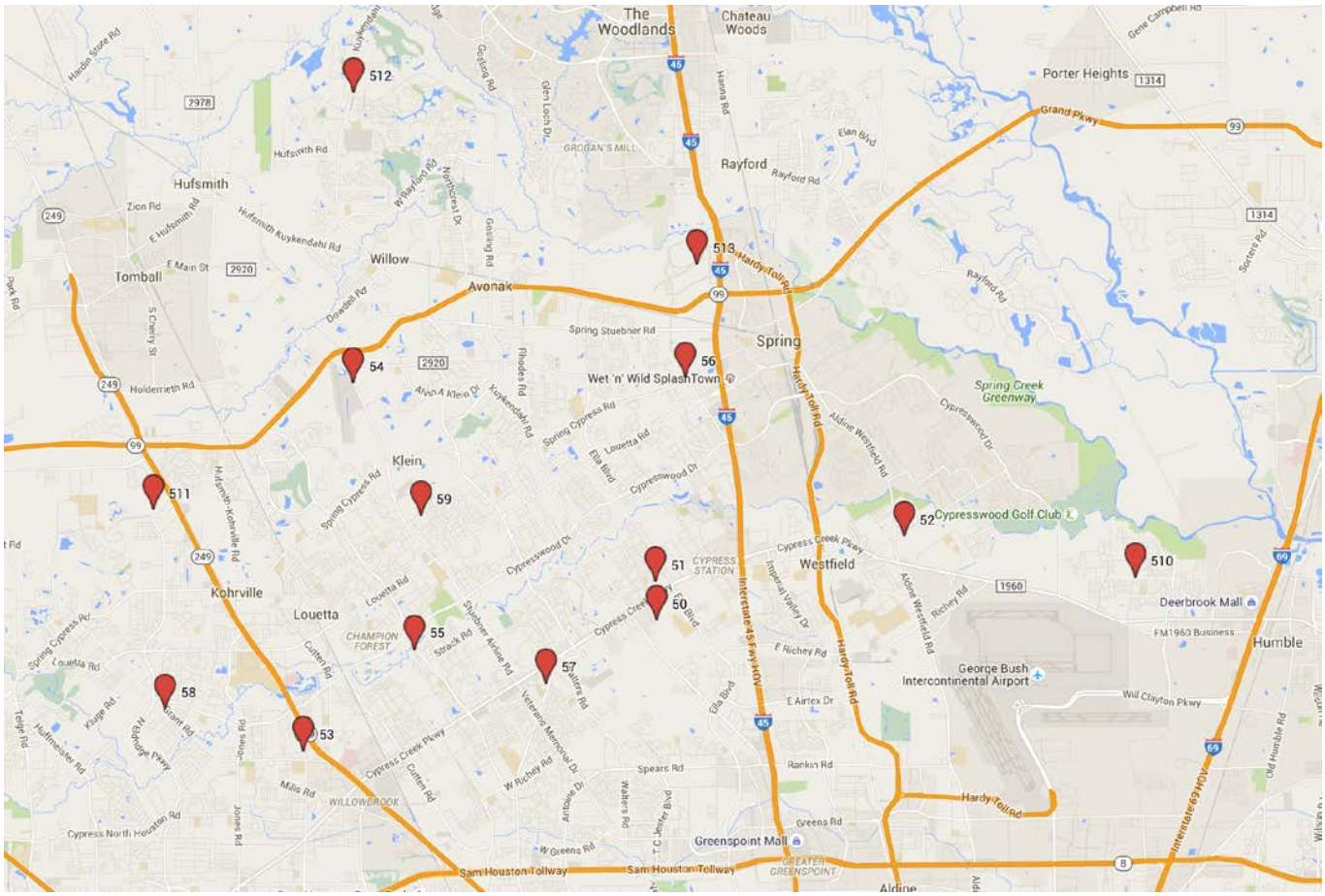
**Paperwork Completion:**

- Accurate patient care documentation is vital to the entire medical profession and this begins as a student. ***Students are required to complete patient care reports (PCRs) within 72 hours of completing their shift***. Extension requests may be submitted to the instructor, but will only be approved in extenuating circumstances. Students that fail to turn in required paperwork by the posted deadlines may be subject to disciplinary action.
- Clinical evaluations must be completed for each clinical rotation. There are 2 evaluations that must be filled out:

    1. Preceptor evaluation: This is where the preceptor evaluates the student's performance during the clinical rotation
    2. Student Evaluation: This is where the student evaluates their experience with the preceptor and the clinical site.

***Without these 2 clinical evaluations per shift/preceptor, the clinical time cannot be counted as complete.*

## Cypress Creek EMS Station Addresses




**Station 50:** D51/Main Supply
16650 Sugar Pine Ln, Houston, TX 77090

**Station 51:** M51/M501/M521
1603 Ash Meadow Dr, Houston, TX 77090

**Station 52**: M52
3308 Treaschwig Rd, Humble, TX 77338

**Station 53:** M53 (Fuel)
13603 Perry Rd, Houston, TX 77070

**Station 54:** M54
20225 Stuebner Airline Rd, Spring, TX 77379

**Station 55:** M55 (Champions FD)
12726 Champion Forest Dr, Houston, TX 77066

**Station 56:** M56/Maintenance (Fuel)
20923 Holzwarth Rd, Spring, TX 77388

**Station 57:** M57
14503 Bammel North Houston Rd, Houston, TX 77014

**Station 58:** M58/M528
12214 Grant Rd, Cypress, TX 77429

**Station 59:** M59/D52/Admin/Spec Ops/Comm Center
7111 Five Forks Dr, Spring, TX 77379

**Station 510:** M510/M560
20810 Lee Rd, Humble, TX 77338

**Station 511:** M511
28826 N Eldridge Pkwy, Tomball, TX 77377

**Station 512:** M512 (Woodlands FD Station 108)
26722 Kuykendahl Rd, Spring, TX 77389

**Station 513:** M513/M563, Spring FD Station 70
22310 Springwoods Village Pkwy. Spring, TX 77389

## Cypress Creek EMS Administrative Phone Numbers

**Rob Atripaldi**: Faculty
281-378-0828 Ratripaldi@ccems.com

**Samuel Kordik:** Faculty
281-378-0835 skordik@ccems.com

**Elizabeth Breaux:** Faculty

281-378-0836 ebreaux@ccems.com

**CCEMS District 51** Field Supervisor 281-639-7347

**CCEMS District 52** Field Supervisor 713-259-5140

**CCEMS Main**
281-378-0800

**Jim Van Hooser**: HR Manager, Designated Infection Control Officer

281-378-0833 Jvanhooser@ccems.com

**Lisa Aulbert**-Program Director

281-378-0830 Laulbert@ccems.com

**CCEMS** Fax Number 281-655-0414

## Cypress Creek EMS Campus Descriptions

**CCEMS Main Campus**

CCEMS campus is located at 7111 Five Forks Dr, Spring, TX, 77379. This 8 acre campus is the home of the Education Center/Administration, Station 9, and the Communications Center. The CCEMS campus also is designated as a disaster and hurricane shelter for the area.

**Charles R. Hooks Education Center**

The largest building on the main campus of CCEMS, Approx. 12,690 sq. ft. This multi-functional building houses CCEMS Administrative staff offices, many classrooms, simulation and skills labs, and a library and computer resource center. All educational programs are conducted from this building.

**CCEMS Communications Center**

CCEMS Comm Center is a state of the art 911 facility that dispatches for many fire and EMS services in and around the Houston area. This facility is located on the CCEMS campus and benefits the students by allowing them to witness how an initial call for help through the 911 call center turns into an ambulance response.

**CCEMS Station 9**

This station houses CCEMS Special Operations, as well as a fully staffed 24-hour ambulance (Medic 59) for the region it serves.

**BLS Lab**

The BLS Lab is a classroom for use in additional class activities. Approx. 24' x 26'.

**ALS Lab**

The ALS lab contains advanced equipment, drugs, cardiac monitors, and a Simulator Manikin (SimMan). SimMan is a highly integrated technology based manikin that provides an excellent hands on approach to assessment and management of the ALS patient, including advanced airway interventions and dynamic cardiology. The ALS lab not only allows students to practice invasive skills such as IVs, but also provides a simulated "megacode" type setting where they can integrate skills into full management of the patient. Approx. 25' x 26'

**CCEMS Education Computers**

Computers within the CCEMS Library are available to students for research and to complete course work, if needed. Although these computers may not be used as the student's primary computer access, they serve as a valuable additional resource and may be reserved for use through the course instructor.

**Library**

The CCEMS Library is a quiet environment with expanding resources for the students to utilize. Tables and chairs are available for group or individual study. Free guest wi-fi is available, as well as 4 CCEMS computers. This space is available to students during regular CCEMS business hours, but may also be opened up for use during non-business hours with instructor approval. Approx. 24' x 25'.

**Classrooms**

CCEMS has a large auditorium, including a stage, that can hold up to 255 people. The room can also be separated into 4 smaller classrooms, or two larger classrooms. The separating walls are sound resistant to reduce the distractions in the learning environment. Each of the 4 classrooms are equipped with a large screen projector, audio, and dry erase boards. Pictured here is the room set up as a half, measuring 55' x 60'.

**CPR Lab**

The CPR Lab is designed to host CPR and first aid courses. Equipped with adult, child and infant manikins, trainer AED's, audio/visual, and other teaching aids, this room is used by many different classes. In addition to CPR training, this lab is often used by the students to practice other basic and advanced skills. Approx. 25' x 26'

**Education Ambulances**

CCEMS offers a fully functional and operationally ready ambulance for students to experience the environment that they will be performing in, prior to their first student shift on the ambulance.

Instruction is also focused on safety measures, stretcher operations, layout and equipment, and how to best function as a part of the team, while working in the back of the ambulance.

When Seconds Count...
CYPRESS CREEK EMS

CYPRESS CREEK EMS
When Seconds Count... Count On Us!