



**MORAINE PARK
TECHNICAL COLLEGE**

HEALTH AND HUMAN SERVICES
Emergency Medical Services (EMS)
PROGRAM HANDBOOK
2025 – 2026

235 North National Avenue
PO Box 1940
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Note: This handbook is accurate at the time of publishing. Policies contained herein are subject to change without notice. It is the student's responsibility to keep informed of changes. The online document, accessible through program Canvas courses, is the most current version.

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SECTION ONE: MORAINÉ PARK TECHNICAL COLLEGE

1.1 Moraine Park Mission, Vision and Strategic Priorities

Moraine Park's strategic planning process follows a specific planning framework, and includes high-level vision, mission, strategic priority, and goal statements. Initiatives are developed representing annual tactics that staff implement to directly meet the strategic priorities and annual goals of Moraine Park.

For more information, see [Forward 2030 Strategic Plan](#).

Mission

Growing minds, businesses and communities through innovative learning experiences.

Vision

Your home for lifelong learning to achieve lifelong dreams.

Values

- **Collaboration:** Join forces to build the best path forward.
- **Impactful Learning:** Create meaningful experiences inside and outside the classroom.
- **Continuous Improvement:** Always strive to be better.
- **Inclusivity:** Value diversity and build a sense of belonging.

Strategic Priorities

Serving

Deliver value to stakeholders through accessible, dynamic and financially sustainable educational offerings and support services.

Objectives

- Enhance resources and reduce barriers to support success for our students, employees and community.
- Utilize modern technology to improve productivity and provide high-quality learning experiences.
- Optimize resources, processes and systems to improve efficiency and to ensure fiscal sustainability.
- Ensure employees have the development opportunities, resources and empowerment necessary to provide exceptional services to students, the college, and the community.

Nurturing

Foster and embedded culture of belonging for all students and employees to support equity, mental health, overall wellness, and retention.

Objectives

- Cultivate an environment that demonstrates MPTC values in action.
- Address mental health and personal wellness with a holistic and individual approach.
- Attract, develop and retain a diverse community of learners and employees.
- Strengthen trust, intentional engagement, adaptability and accountability to increase everyone's sense of feeling valued.

Partnering

Cultivate strong relationships with external stakeholders to ensure our partnerships provide reciprocal value.

Objectives

- Continue to build robust pathways and services that support transfer and career opportunities.
- Implement innovative approaches in experiential learning and programming that meet the needs of learners, employers and communities.
- Expand and strengthen external strategic and operational partnerships.

Engaging

Promote seamless communication and enhance brand awareness internally and across the Moraine Park district.

Objectives

- Strengthen employees' understanding of the connections between their work contributions and the college's mission, vision and values.
- Educate employees to be college ambassadors through enhanced connectivity and strategically targeted training opportunities.
- Promote Moraine Park to diverse stakeholder groups as a valued post-secondary option with varied academic offerings leading to rewarding careers or further education.

1.2 College Accreditation

Moraine Park Technical College is accredited by the Higher Learning Commission. Accreditation is official recognition that an institution meets industry standards of quality through external peer review. The quality standards encompass faculty, administration, curriculum, student support services, financial management, governance, and institutional integrity.

For additional accreditation information please see [Accreditation](#)

1.3 The Moraine Park Technical College District Community

Moraine Park Technical College has campuses in Beaver Dam, Fond du Lac and West Bend, annually serving almost 16,000 students through the offering of six-degree options and more than 100 programs and customized training opportunities.

For additional information regarding the campus and community, students are encouraged to visit this site [Campus and Community Information](#).

1.4 Career and Life Skills

Moraine Park's common learning outcomes, or, *Career and Life Skills*. All occupational programs and general education courses have Career and Life Skills integrated into their curriculum. The five Career and Life Skills are:

- Communication
- Reasoning
- Professionalism
- Engagement
- Awareness

SECTION TWO: MPTC STUDENT RESOURCES AND STUDENT SERVICES INFORMATION

2.1 Student Resources

Academic Calendar

Students are encouraged to review the Academic Calendar throughout the year.

Admissions

Registration and Student Records Information regarding admission, registration and student records can be found both on the [MPTC website](#) or via the [MPTC Catalog](#).

Course Descriptions

Descriptions for all courses in each program can be found under the appropriate program heading in the [Course Descriptions](#) section of the [College Catalog](#).

Financial Aid

Students are encouraged to visit the college catalog ([Financial Aid](#)) or the college website ([Financial Aid](#)) for additional information.

Grading and Academic Standards

Moraine Park Technical College is committed to assisting its students for success to meet their academic goals. As an institution of higher learning, Moraine Park Technical College has established minimum standards for student academic performance. These standards will include procedures for registration, grading, graduation, and completion. Student compliance with these standards will be monitored by the Registrar and the Financial Aid Office (satisfactory academic progress for Title IV Federal Aid) to ensure compliance with external stakeholders and regulators. For more specific information, please visit the [Grading and Academic Standards](#) portion of the Program Handbook.

MPTC College Catalog

The contents of the [MPTC College Catalog](#) provides important information regarding various support services and institutional policies. Please take the opportunity to review this information, as it will be helpful in each student's academic career at Moraine Park.

Student Code of Conduct Policy

The [Student Code of Conduct Policy](#) applies to all individuals registered for classes or engaged in a college sanctioned activity, both on campus and at offsite locations, including international travel.

Student Life

[Student Life](#) at Moraine Park Technical College offers a variety of campus activities and events; student government and clubs; leadership development; community service; volunteerism; and award recognitions. Getting involved in student activities is linked to academic success.

Student Portal (myMPTC student)

Moraine Park Technical College offers a [Student Portal](#) to all enrolled students, containing valuable information to support success throughout the educational journey.

Weather Closings (School Closing/Cancelation of Classes)

Moraine Park Technical College utilizes the Rave Alert System as the official method to announce cancellation of classes and closure of MPTC campuses in the event of severe weather or other emergencies as determined by the MPTC administration. Decisions are made by approximately 5:30 a.m. if conditions are present in the morning. If the college closes in the morning, all evening classes are also canceled. If inclement weather conditions develop later in the day, decisions for evening classes will be made by 2:00 p.m. on morainepark.edu, the college website, will have information about class cancelation and campus closures.

When students are assigned to clinical/field placement rotation and the school is closed or class canceled, the students must refer to the assigned instructor for further directions. If the campus is not closed, but the weather is questionable, each faculty reserves the right to cancel their class. The faculty will notify the class participants and communicate their expectations.

The easiest and most effective way to receive college closing notifications is by signing up for MPTC Alerts. This service is only available to current students and employees.

2.2 Student Services

Moraine Park Technical College offers a wide array of services to support student success. Student Services staff are dedicated to supporting all students to achieve individual educational goals, with many committed professionals in a wide variety of support offices that can help both in-person and online. These services are included as part of the cost of attending MPTC; therefore, students are encouraged to take advantage of the expertise and knowledge of the Student Services team. For additional information regarding the services available at MPTC, please visit Student Resources.

SECTION THREE: STUDENT HEALTH AND SAFETY

3.1 Student Health and Safety

Moraine Park Technical College is committed to the health and safety of students, visitors, and employees. Students are encouraged to review this information in its entirety.

Student Injuries

Any accidents/injuries occurring on College property or in the course of education must be reported immediately to College personnel. A MPTC Witness/Incident Report is to be completed and submitted as soon as possible after the accident/injury. Medical bills (physician and/or hospital) incurred as a result of an accident/injury may be the responsibility of the individual.

Significant Exposure Incident

A Significant Exposure Incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials.

If a student experiences a significant exposure incident at MPTC:

- Thoroughly wash the affected area with soap and water (or hand sanitizer if soap is not available).
- Immediately contact the course instructor.
- Seek medical treatment from a licensed healthcare professional.
- Complete an MPTC Incident / Witness Report

If a student experiences a significant exposure incident at an off-site location (clinical, job site, etc.):

- Thoroughly wash the affected area with soap and water (or hand sanitizer if soap is not available).
- Immediately contact the clinical Site Supervisor/ course instructor.
- Follow the protocol at the site for the incident.
- Complete an MPTC Incident / Witness Report

Student Insurance

All students are automatically enrolled in the Student Accident Insurance Plan (SAIP). The SAIP is secondary to any health insurance program by which a student is currently covered. The student is responsible for accessing their SAIP account, printing their insurance card, and providing it to any healthcare providers if they receive medical treatment for a covered activity.

Hazards and Risks

Persons working in health and human services occupations can be exposed to occupational hazards which may include, but are not limited to, the possibility of physical injury, fatigue, bruises, contusions, broken bones, concussions, paralysis, exposure to bodily fluids, bloodborne pathogens, communicable disease, needle sticks and sharp injuries, damage/destruction to property, and even death.

In consideration of the possible hazards and risks related to a health or human services field of study, each student is required to complete and submit an Acceptance of Risks and Responsibility Agreement and Release of Liability at the beginning of each enrolled course.

SECTION FOUR: STUDENT RIGHTS AND RESPONSIBILITIES

4.1 Student Rights & Responsibilities

Exercising individual student rights and demonstrating responsible conduct are inherently interconnected. It is the expectation of MPTC that all students comply with the policies and procedures as stated in the MPTC Student Code of Conduct and obey all public laws. This compliance assures all students the opportunity to have the best possible educational experience in a respectful and safe environment.

4.2 Final Grade Appeal

The purpose of the final grade appeal process is to provide a vehicle and structure for students to appeal final course grades. The grade appeal procedure only applies to final grades and not individual graded assignments.

Faculty members have the authority to establish course requirements and standards of performance within the college's established curriculum process. It is the responsibility of the faculty to articulate and communicate course requirements and grading standards to students at the beginning of each course via the syllabus. Instructors will apply grading criteria uniformly and in a timely manner. Final grades submitted to the Registrar's Office are presumed to be accurate and final.

All final grade appeals must be initiated by the student within **thirty (30) calendar days** of the grade being available via myMPTCStudent.

4.3 Citizenship

Students enrolled in a health program who are not citizens of the United States should be aware that, based on federal law, they may not be eligible to take licensing or certification examinations given by the state, region, or nation upon completion of the program. Non-citizens are advised to seek further information from appropriate agencies, specific to your occupation.

4.4 Fair and Equal Treatment

It is the policy of Moraine Park Technical College to maintain an Affirmative Action and Equal Opportunity Compliance Plan. This Plan ensures equal opportunity and nondiscrimination for all employees, students and non-employees by demonstrating its commitments and efforts toward equal employment opportunities and equal educational program opportunities that are conducive and supportive of cultural and ethnic diversity.

4.5 Student Concerns/Issues/ Grievance

Any student who has a concern, issue, or grievance is encouraged to seek to resolve the issue with the faculty member or employee concerned. If a student is unable or uncomfortable doing so, they can contact the appropriate Associate Dean for academic issues or the Director of Student Development for nonacademic issues.

4.6 Title IX: Title IX Pregnancy and Parenting Protections

Moraine Park Technical College is committed to creating and maintaining a community where all individuals enjoy freedom from discrimination, including discrimination based on sex, as mandated by Title IX of the Education Amendments of 1972. Title IX prohibits discrimination based on sex in any educational program or activity receiving federal financial assistance. Title IX requirements cover sex discrimination, sexual harassment, sexual misconduct, sexual violence, and pregnant and parenting students.

Students must contact the Director of Student Development/Title IX Coordinator to ensure the Title IX Reasonable Adjustment plan is correctly administered. It is the student's responsibility to contact the Director of Student Development and provide all the documentation required. Adjustments cannot be provided retroactively, so timeliness is important.

Students are encouraged to work with their faculty members and Moraine Park Technical College's support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently and comfortably as possible.

SECTION FIVE: HEALTH AND HUMAN SERVICES

5.1 Overview of Health and Human Services

The Health and Human Services Department (HHS) goal is to provide exceptional education for students seeking occupations in health care or human services professions. Over twenty-five programs (including an associate degree, technical diploma, or local certificates) are offered through the Health and Human Services Department. The information that follows begins with information common to all programs in the HHS Department and ends with information specific to each program area. Additional information pertaining to specific courses will be found in the course syllabus, made available at the start of each course. Any questions or concerns regarding this information can be directed to the Associate Dean of the corresponding program area.

Health and Human Services Program Handbook: It is the intent of this handbook to follow the MPTC Program Handbook and Student Code of Conduct regarding grievances and student concerns/issues. Students should refer to these publications for their specific situation.

Phone/E-mail Reference

Contact	Phone/Email
Dean of Health and Human Services	920-924-3319
Admin Assistant-Health and Human Services	920-924-3320
Associate Dean of Health	262-335-5757
Admin Assistant-Health	262-335-5710
Associate Dean of Health Sciences	262-306-5313
Admin Assistant-Health Sciences	262-306-5314
Associate Dean of Human Services	920-924-3330
Admin Assistant-Human Services	920-924-3270
Canvas Support: Phone	877-230-3509
Canvas Support: Website Link	https://www.morainepark.edu/technology/
Technology Help Line: Phone	877-230-3509
Technology Help Line: Website Link	https://www.morainepark.edu/technology/
Student Services	800-472-4554

5.2 Programs Offered

Health

- Nursing – Associate Degree with a Practical Nursing Exit Point
 - Nursing Assistant
- Surgical Technology

Health Sciences

- Diagnostic Medical Sonography
- Health and Wellness
 - Health and Wellness Technician
 - Chiropractic Technician Certificate
- Health Information Technology
 - Medical Coding Specialist
- Medical Laboratory Technician
 - Phlebotomist/Specimen Processor
- Medical Assistant
 - Administrative Medical Assistant Certificate
- Radiography
- Respiratory Therapy

Human Services

- Criminal Justice
 - Emergency Medical Dispatch Certificate
- Early Childhood Education
 - Child Care Services

- Early Childhood Administrative Credential Certificate
 - Early Childhood Preschool Credential Certificate
 - Infant/Toddler Credential Certificate
- Fire Protection Technician
- Paramedic Technician
 - Emergency Medical Technician (EMT)-Paramedic
 - Advanced Emergency Medical Technician (AEMT)
 - Emergency Medical Technician (EMT)
- Substance Use Disorders Counseling (SUDC)
 - Substance Use Disorders Counseling Certificate

SECTION SIX: HEALTH AND HUMAN SERVICES POLICIES AND PROCEDURES

6.1 Academic Standards

Moraine Park Technical College has in place college-wide policy and procedures related to academic standards. Students are encouraged to review this information throughout their time enrolled at the college. Depending upon the program enrolled, there may be additional program specific academic standards that apply. Details surrounding these additional academic standards may be found in Section Eight of this handbook and on individual course syllabi.

6.2 Required Documentation

Criminal Background Check

For the most up to date information regarding applicable policies regarding the completion of a criminal background check, please review the following link: <https://catalog.morainepark.edu/student-policies/criminal-background-check/> Additional information can be found on specific program pages.

Although most/all students completed a required criminal background check/BID as part of the program admission process, there are times when there may be a need for additional criminal background checks to occur during the time enrolled in a program. Should this need to occur, additional costs would be incurred by the student. Furthermore, there are times when additional personal background documentation (criminal and/or health related) prior to and during clinical/field placement might also delay and/or prevent clinical/field placement.

Self-report: Health and Human Services program accepted students are required to report any new criminal charges that impact their criminal background check (CBC) within seven (7) business days. They are informed of this requirement at the point of application as well as at points throughout the program. When a student reports a new charge to a designated official, they will be directed to complete a new electronic Background Information Disclosure (BID) Form.

This form is processed, and applicable information is added to their Student Record for internal use. The appropriate Program Associate Dean will review the updated form and will notifying the student of next steps.

Once the charge is closed, the student is responsible for submitting their court documents with disposition listed to the Criminal Background Check email address. These court documents are shared with the Program Associate Dean for review and potential action. If the charge and

disposition lead to the student being ineligible for their current program, the student is communicated with and removed from their program by the Program Associate Dean.

If a student fails to report a new charge within the seven-day reporting period, the student may be immediately removed from their program for nondisclosure, or a letter may be sent to student with required next steps.

** NOTE: MPTC makes no guarantee of future employment based upon an individual's criminal background check.

Health Requirements/Drug Screen

Many MPTC health programs require all students to train at off-site agencies, external to the College. As such, students must remain compliant with established health requirements. These health requirements are set based upon external agency requirements, and in accordance with College Policy AP 605 Student Health Records.

Each student will be provided with a document outlining current health requirements, due date, and method for submission. Depending upon the specific program, the student may access the Health Requirement Checklist from the program advisor, within the Canvas course, or from the Health and Human Services Program Specialist at the core program meeting. Should the student be assigned to a clinical agency with additional requirements this will be communicated in advance with an expectation that the student will comply within the provided timeline to continue program progression. Falling out of compliance with established health requirements may prevent the student from progressing in, or result in an administrative removal from, their program of study.

*NOTE: Clinical/Field placement will not occur if the student fails to meet either or both the requirement for an up-to-date Criminal Background Check and/or Health Requirements / Drug Screen.

6.3 Health Program Waitlist Process

Several health programs at MPTC currently enact waitlists before students can move from pre-core into the core courses of the program. For the most up-to-date information visit the waitlist section of the program of interest (example: Nursing Waitlist).

6.4 Readmission Policy and Procedure

Applicable Programs: Diagnostic Medical Sonography, Emergency Medical Services, Fire Protection Technician, Health and Wellness, Health Information Technology, Medical Assistant, Medical Laboratory Technician, Nursing, Radiography, Respiratory Therapy, Substance Use Disorder Counseling and Surgical Technology.

Readmission Policy Statement

This policy and procedure apply to those students who have been required to exit from a health and Human Service program for one of the reasons outlined below. Such students may elect to apply for Program Readmission through the Health Sciences Readmission Review Committee:

- **Academic:** Student was unable to continue in a Health and Human Services program due to the student withdrawing after the midpoint of a course and/or earning a grade of *D*, *F* or *NC* twice in the same core/program course or in two different core/program courses.
- **Interruption of Study:** Student exited from a Health and Human Services program for a continuous period of one to three years from the program.
- **Clinical/Skills Readmission:** Student earned a failing grade in either a skills or clinical course due to unsafe or unprofessional behavior resulting in removal from the program.

A student is only allowed to apply one time per program enrollment for a Readmission Review and only if the student had extenuating circumstances that impacted the student's grades in their core/program courses. (Extenuating circumstances are unforeseen events or situations that negatively impact a student's performance, such as illness, family emergencies, or technical issues and are beyond the control of the student). If Program Readmission is granted and a student earns a grade of D or F in another program course (or withdraws after the midpoint), the student is ineligible to apply for Readmission again and will not be able to continue in their program.

In the event a student is registered for a future semester but is now ineligible to continue pending readmission, it is the student's responsibility to withdraw from future semester courses. If Program Readmission is granted, course placement will be determined based upon available openings, current students will have placement priority. The student must meet with their Academic Advisor to enroll in program/core courses.

The MPTC Academic Program Requirements Policy ([AP 714](#)) applies.

Readmission Process Steps

A student seeking readmission must complete each of the following steps:

1. Submit a letter requesting program readmission and the necessary documentation to the Readmission Review Committee. It is the student's responsibility to ensure receipt of this information by the due date listed below. Please submit via hard copy to the Readmission Review Committee at 235 N. National Ave., P.O. Box 1940, Fond du Lac, WI 54936-1940 or an electronic copy to readmissionshs@morainepark.edu by 4:30 p.m. the Friday **before** the requested meeting date. The information included in the letter sent must include:
 - Student name, address, current phone number, student email address, and student ID number.
 - Name of the course(s) involved, along with dates enrolled.
 - Reason for the withdrawal and/or unsatisfactory grades in courses, including the extenuating circumstances accounting for student's performance in each of the impacted courses.

An extenuating circumstance is defined as any one of the following:

- Death of an immediate relative of the student
- Injury or illness of the student
- Other circumstances that result in undue hardship to the student

*Supporting documentation must be included with the request for readmission to substantiate one or more of the extenuating circumstances. Requests without documentation and/or not meeting one of the above criteria will be deemed incomplete; therefore, not reviewed by the committee.

- Actions taken and plans to resolve or correct the unsatisfactory performance. **Be specific in describing these actions. Letters without evidence of clear actions or planning will be deemed incomplete.**
- Include in your letter whether you wish to appear in person before the Readmission Review Committee.

2. Upon receipt of the letter, the Readmission Review Committee will determine if all eligibility requirements have been met. If so, an email/letter from the committee will be sent to the student as acknowledgement of receipt of information and notification of the timeline for the readmission review.

3. **Readmission Committee Review**

Unless the student included in their written appeal letter a request for an in-person appearance, all other reviews will be conducted by the members of the Readmission Review Committee. *The Health Sciences Readmission Review Committee is composed of, the Director of Diversity, Accessibility and Student Support, Dean of Health and Human Services, Director of Student Development, Assistant Registrar and a representative of program faculty.*

The outcome of the Readmission Review Committee will be communicated to the student via a letter from the Readmission Review Committee identifying the Committee's decision, which will include one of the following:

- Readmission granted (See below for additional details regarding Readmission).
 - Readmission denied with rationale.
 - Readmission decision contingent upon the outcome of a Skills Competency Check-off and Safety Standard Review. This is a required component of the Readmission process for any student seeking return following failure of a skills or clinical course due to unsafe and/or unprofessional behavior. Additionally, where required by the Readmission Committee, a student may be required to complete the Skills Competency Check-off and Safety Standard review as part of the readmission application process.
4. For those students required to complete a Skills Competency Check-off and Safety Standard review, the following steps apply:

Complete a Skills Competency Check-off

This hands-on assessment will be used to determine currency of occupational skills of the last passed clinical and/or skills course. This process is outlined in greater detail in the next section. The outcome of this assessment is two-fold: (1) further inform the Readmission Committee in making their final determination of readmission and (2) establish at what course the student will re-enter the program, or if they need to repeat a course already passed.

In advance of the Skills Competency Check off review, the student will receive information in writing from the program director outlining the expectations of the evaluation. Included in this communication will be: (1) a date/time for the student to complete a competency assessment. (2) a detailed description of what to expect during the Skills Competency Check-off and Safety Standard review including required skills and scoring rubric. The student will be asked to demonstrate each competency of the skills or clinical class(es) for which they last passed. This assessment will be completed with a faculty from the student's program. Also present may be the program Associate Dean or designee.

Complete a Safety Standard Review

Completed along with the Competency Check-off, individuals seeking readmission due to a clinical safety concern must also complete a 1-hour Safety Standards review with program faculty.

The outcome of this evaluation will be submitted to the Readmission Committee for consideration. If the student is unable to achieve a *pass* on the competencies for the clinical or skills course last passed, the student may be required to repeat coursework previously passed (financial aid implications would apply). This decision of the skills competency assessment is final.

5. Students permitted to re-enter a health program based upon Readmission Policy and Procedure will be required to complete each of the following:

Advising

Students permitted to re-enter a health program based upon Readmission should then work with their academic advisor to register for the appropriate course(s) identified.

Student Success Center

Recognizing that a student returning under this readmission process may only be enrolled in a limited number of course(s), it is important for student to remain proficient in their overall understanding of all course material previously covered. Therefore, it is required that all students entering under the Readmission Procedure spend dedicated time in the Student Success Center throughout the semester they return to help them achieve success once they return to a full semester of coursework. Program Faculty will identify specific review materials to complete throughout the semester. As an example: a student may be required to complete a 2-hour "boot camp" tailored to the student need week in the Student Success Center.

Note: *The Health Sciences Readmission Review Committee meets in November, January, and June. Contact your advisor for specific dates and times. The decision made by the Readmission Review Committee is final. Completion of these steps does not guarantee readmission; rather, this procedure is intended to provide an avenue for consideration to re-enter the program. If Readmission is granted, course placement will be determined based upon available openings; currently enrolled program students will have placement priority.*

6.5 Clinical Course Policies and Procedures

Clinical /Field Placement Assignments

Each MPTC Health and Human Service program schedules clinical/field placement assignments in accordance with the approved number of course credits. The total number of required off-site hours are assigned following the college calendar, including non-student contact days (NSCD). NSCD is

defined as a day where there is no student contact with faculty and staff. Students are not to attend clinical or theory (lecture) during Spring Break, Winter Break, and designated non-student contact days, unless approved by the program's Associate Dean. With the exception of NSCD, it is important for all students to understand that in order for MPTC to ensure an appropriate and quality clinical/field placement experience is available for enrolled students, there may be times when a program(s) may schedule clinical/field placement hours to occur in the evenings or on weekends.

Each program has a process for clinical assignments. Please refer to Section Nine regarding the program's clinical process.

NOTE: Students are prohibited from direct communication with clinical/field placement facilities to inquire regarding clinical/field placement processes, decisions, or placement denials. Non-compliance may lead to disciplinary action, up to and including dismissal from the program.

Dress Code

Students must comply with the dress code for the classroom, lab, and clinical/field placement sites. The standards for each program will be noted in Section Eight of this handbook.

Transportation to Clinical/Field Placement

Students are solely responsible for their transportation to and from any clinical/field placement site or agency. Students must arrive on time and leave according to their assigned schedules. Because of the need to ensure that students have clinical/field placement experiences in a number of different environments, there is no guarantee that required clinical sites will be within reach of public transportation or proximity to a student's home. Students should be prepared to attend clinical sites within a 60-mile radius in some instances. In some programs, up to 100-mile radius may occur in order to provide students the opportunity for a specialized clinical experience.

Protected Health Information (PHI)

The PHI Privacy Rule defines how healthcare providers, staff in healthcare settings, and students in clinical training programs can access, use, disclose, and maintain confidential patient information called Protected Health Information (PHI). PHI includes written, spoken, and electronic information. PHI encompasses any information that identifies a patient; demographically, financially, and/or medically; that is created by a healthcare provider or health plan and that relates to the past, present or future condition; treatment; or payment of the individual. The Privacy Rule very broadly defines "identifiers" to include not only patient name, address, and social security number, but also, for example, fax numbers, e-mail addresses, vehicle identifiers, URLs, photographs, and voices or images on tapes or electronic media. When in doubt, each student should assume that any individual's health information is protected under HIPAA. This topic will be covered in greater detail within the applicable program.

- PHI must not be transferred to or from, or stored within, any form of personal technology, nor should it be shared in any form of social media.
- Students are not to access personal health records or records of anyone for whom they are not directly involved in care (including self)
- Students who witness a breach of this policy have a duty to report the breach to faculty immediately upon discovery.
- Failure to maintain confidentiality may result in liability to the healthcare facility as well as clients, and providers, and legal action may be taken.
- Failure of students to follow policies governing access to and use and disclosure of PHI will result in being denied access to MPTC facilities and clinical/field placement sites. Failure of

students to follow policies governing access to and use and disclosure of PHI might also result in civil and criminal penalties under federal law.

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) of 1996 requires health care personnel to protect patients' health information. Students enrolled in Health and Human Service programs are required to learn about the health information privacy requirements ("Privacy Rule") of the federal law, HIPAA. Program faculty will review the requirements of HIPAA with students in advance of off-site clinical. Health care personnel must agree to maintain strict confidentiality of any information and agree not to disclose this information to third parties, unless (1) authorized in writing by the health care facility, and as appropriate, the patient, practitioner, or provider involved; (2) as required by law. The student can be subject to legal action including, but not limited to, lawsuits for invasion of privacy.

Confidentiality

Students are required to sign a confidentiality agreement signifying that HIPAA regulations are understood and will be adhered to prior to participation in all clinical placement rotations. Noncompliance with MPTC and clinical agency policies may result in disciplinary action, which may include dismissal from the program.

SECTION SEVEN: PROFESSIONAL EXPECTATIONS

Health and Human Services students are expected to conduct themselves in a manner consistent with the standards governing their chosen profession. While professionalism looks different in each profession, MPTC identifies various criteria such as the Civility Standard, Medication Administration Safety Standards, Standards of Safe Care, and the Technology Usage Standards as standards outlining what professionalism looks like both as a current student, and in the development as a new health and/or human services profession. It is the expectation of MPTC that students act in accordance with these Standards of Care.

7.1 Civility Standard

Civility is a critical principle of professionalism in healthcare. Civility is behavior that: 1) shows respect toward another; 2) causes another to feel valued; 3) contributes to mutual respect, effective communication, and team collaboration. All students are expected to conduct themselves, both on and off campus, in a civil manner and to comply with requirements of standards of professionalism. Failure to comply with any of the following items or other policies in this Handbook may result in a conference with the program Lead Faculty (i.e., Department/Program Chair). If the problem warrants immediate action, the Lead Faculty may recommend to the Dean/designee that the student be dismissed from the health or human services program. For additional information, please refer to MPTC Policy AP 724 Student Code of Conduct.

7.2 Medication Administration Safety Standards

As applicable, see the individual program section of the handbook.

7.3 Standards of Safe Care

In addition to professional standards of behavior, all Health and Human Service (HHS) programs are expected to comply with standards of safe patient care. Safety is of utmost importance in all HHS programs, and any breach of the below standards may result in disciplinary action.

At all times a student shall:

- Delineate, establish, and maintain professional boundaries with each patient.

- Have a legal and valid prescription issued for controlled substances or other medications self-administered.
- Immediately and accurately report any errors or deviations in patient care to the instructor and/or preceptor.
- Promote a safe environment.
- Professionally report and document patient care.
- Treat each patient with courtesy, respect, and full recognition of human dignity, self-worth, and individuality.
- Practice within the appropriate scope of practice.
- Use standard precautions established by federal, state, and local government or established by any clinical site to which the student is assigned.

A student shall not:

- Use controlled substances or other medications that are self-administered by a student. A student must have a legal and valid prescription issued to them.
- Assault, cause harm to a patient, or deprive a patient of the means to summon assistance.
- Submit any false or misleading information to the program faculty, clinical agencies, preceptors, or to any licensing board or commission.
- Obtain or attempt to obtain money, or anything of value, through providing patient care.
- Misrepresent credentials or student status or impersonate a licensed or otherwise credentialed person.
- Engage in behavior that causes, may cause, or is interpreted as physical, verbal, mental or emotional abuse to a patient.
- Engage in sexual conduct with a patient.
- Engage in any verbal or nonverbal behavior interpreted as seductive, or sexually demeaning to a patient.
- Engage in behavior interpreted as behavior to seek or obtain personal gain at the patient's expense.
- Engage in behavior interpreted as inappropriate involvement in the patient and provider relationship.

7.4 Technology Usage Standard

Moraine Park Technical College provides access to computer systems and networks it owns or operates to Moraine Park Technical College students to promote legitimate educational and administrative efforts in keeping with the College's role as an educational institution. Such access has broad impact and imposes certain responsibilities and obligations. Students have the responsibility to use these resources in an efficient, ethical and responsible manner, consistent with the law, college policy and the mission of the College.

Individual academic programs may offer further clarify on the usage of any/all of the following technology uses or mobile devices:

- Mobile devices, including mobile device regulations and care of the mobile device
- Digital content, including digital content copyright
- Email and electronic communications
- Social media
- Code of ethics in social media

Further details regarding program specific information may be found in Section Eight of this handbook or in each course syllabus.

7.5 Professional Integrity

As noted throughout Section Seven of this handbook, there is an expectation of appropriate behavior when enrolled in a health or human services program. These expectations include behaviors required of students in general and for those enrolled in a health or human services program of study. In addition to this handbook, MPTC publications, including but not limited to college policies, describe academic integrity, its violations, and consequences. A Student Conduct Code for the campus community, as well as other college policies, is available for review by both students and visitors to the college website.

7.6 Program Progression

Students may not be allowed to progress in their program of study for any of the following reasons:

- Unsatisfactory academic performance
- Violation of professional practice. Ethics, and/or safety standards in the college or cooperating agencies
- Failure to abide by the policies of the school, the program or cooperating agencies as otherwise stated in this handbook.

Should a student's status in an academic program require an Administrative Withdrawal to occur, college policy and procedure will apply.

For more detailed information regarding program progression for a particular health program, please refer to section 8.

SECTION EIGHT AND NINE: PROGRAM INFORMATION

8.1 Program Description

Moraine Park Technical College EMS Department is sponsored by Moraine Park Technical College, a post-secondary U.S. Department of Education accredited institution (Standard I.A.).

The Emergency Medical Services (EMS) collection of courses/programs at Moraine Park Technical College consist of Emergency Medical Responder (EMR), Emergency Medical Technician (EMT), Advanced Emergency Medical Technician (AEMT) and Paramedic.

This handbook includes policies that are program specific. A current copy of this handbook is located within program courses in Canvas or upon request.

Students are accountable for policies included in the MPTC Program Handbook, the MPTC Catalog, and on the MPTC website. The rules and regulations stated in this manual represent a contractual agreement between Moraine Park Technical College (MPTC) and the students.

Program Director & Clinical Coordinator

Kyle Guillette, NRP, CCEMT
(920) 924-3301 (Office)
kguillette@morainepark.edu

8.2 Mission Statement

The mission of this program is to develop skilled EMS professionals that are nationally recognized and state licensed. We also dedicate our efforts to support the growth of the Emergency Services profession and all health care professionals to the mutual benefit of the College, the health care industry, and ultimately to the health of the clients to which our profession is dedicated and focused.

8.3 Student Learning Outcomes/Program Outcomes

Moraine Park is pleased to offer the following course/programs within Emergency Medical Services:

Emergency Medical Responder (EMR) Course: Moraine Park's Emergency Medical Responder (EMR) course prepares students to provide immediate lifesaving care to critical patients who access the emergency medical services system. EMRs have the knowledge and skills necessary to provide immediate lifesaving interventions while awaiting additional EMS resources to arrive. EMRs aids assistance to higher-level personnel at the scene of emergencies and during transport. Emergency Medical Responders are a vital part of the comprehensive EMS response. Under medical oversight, Emergency Medical Responders perform basic interventions with minimal equipment. [From the: *National EMS Scope of Practice Model*]

State of Wisconsin Emergency Medical Responder Curriculum:

<https://www.dhs.wisconsin.gov/publications/p0/p00526a.pdf>

After completing this course, you must successfully pass the National Registry Cognitive exam to qualify for a Wisconsin Emergency Medical Responder.

Emergency Medical Technician (EMT) Technical Diploma:

Moraine Park's Emergency Medical Technician technical diploma prepares students for licensure as entry-level ambulance attendants in Wisconsin by training them to survey a scene for hazards, assess both sick and injured patients, apply needed care and transport patients to appropriate facilities. Topics covered include patient assessment, airway management, medical emergencies, trauma, and EMS operations.

Acceptance into the EMT program successful passing of a criminal background check. After acceptance, completion of health requirements (i.e., physical, immunizations, drug test, etc.) is required before starting class. Students must be 18 years of age to be eligible for licensure. After completing this course, you must successfully pass the State of Wisconsin EMT psychomotor examination and the National Registry of Emergency Medical Technicians cognitive examination to qualify for a Wisconsin Emergency Medical Technician license.

State of Wisconsin EMT Curriculum:

<https://www.dhs.wisconsin.gov/ems/training/emtcurriculum.pdf>

Goals and Outcomes:

- Assess and treat sick and injured patients.
- Administer limited medications.
- Perform Basic Life Support (CPR).
- Transport sick and injured patients to appropriate medical care facilities.

Advanced Emergency Medical Technician (AEMT) Technical Diploma:

Moraine Park Technical College's Advanced Emergency Medical Technician course builds upon the basic Emergency Medical Technician curriculum. Students learn advanced patient assessment, communication skills and beginning advanced life support interventions through participation in clinical experiences beyond the basic Emergency Medical Technician level. The goal of AEMT education is to prepare competent entry-level Advanced Emergency Medical Technician in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. (II.C)

Acceptance in the Advanced EMT program requires a criminal background check. Students must be a licensed EMT and maintain such licensure throughout the course. After acceptance, completion of health requirements (i.e., physical, immunizations, drug test, etc.) is required before starting class.

After completing this course, you must successfully pass the State of Wisconsin Emergency Medical Technician Advanced psychomotor examination and the National Registry of Emergency Medical Technicians Advanced cognitive examination to qualify for a Wisconsin Advanced Emergency Medical Technician license.

State of Wisconsin AEMT Curriculum:

<https://www.dhs.wisconsin.gov/ems/training/aemtcurriculum.pdf>

Goals and Outcomes:

- Assess and treat sick and injured patients.
- Administer limited medications.
- Initiation of Intravenous fluids
- Transport sick and injured patients to appropriate medical care facilities.

Emergency Medical Technician Paramedic Technical Diploma:**Program Goal**

To prepare Paramedics who are competent in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession. (Standard II.1)

People's lives often depend on the quick reaction and competent care of emergency medical technicians (EMTs) and paramedics. Paramedics with additional advanced training can perform more difficult and demanding pre-hospital medical procedures. Incidents as varied as automobile accidents, heart attacks, drowning, childbirth and gunshot wounds all require immediate, professional medical attention. As a paramedic, you will provide this vital attention as you care for and transport the sick or injured. Major topics to be covered include patient assessment, pharmacology, pediatrics, ambulance/system operations, trauma, respiratory emergencies and medical emergencies.

Acceptance in the Paramedic program requires a criminal background check. Students must be a licensed EMT or AEMT and maintain such licensure throughout the program. After acceptance, completion of health requirements (i.e., physical, immunizations, drug test, etc.) is required before starting classes.

After successful completion of the Paramedic Program, you must successfully pass the National Registry of EMT's psychomotor and cognitive exams for Paramedic to be eligible for licensure as a Paramedic in the State of Wisconsin.

The Emergency Medical Technician - Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in cooperation with the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

State of Wisconsin Paramedic Curriculum

<https://www.dhs.wisconsin.gov/ems/training/paramediccurriculum.pdf>

Outcomes:

- Prepare for incident response and EMS Operations.
- Integrate pathophysiological principles and assessment findings to provide appropriate patient care.
- Demonstrate paramedic skills associated with established standards and procedures for a variety of patient encounters.
- Communicate effectively with others.
- Demonstrate professional behavior.
- Meet state and national competencies listed for paramedic credentialing.

Paramedic Associate Degree:

Program Goal

To prepare Paramedics who are competent in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession. (Standard II.1)

Moraine Park Technical College's Paramedic Technician program strives to prepare competent entry-level Paramedic Technicians in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains to perform prehospital medical procedures (II.C).

People's lives often depend on the quick reaction and competent care of emergency medical technicians (EMTs) and paramedics. Paramedics with additional advanced training can perform more difficult and demanding prehospital medical procedures. Incidents as varied as automobile accidents, heart attacks, drowning, childbirth and gunshot wounds all require immediate, professional medical attention. As a paramedic, you will provide this vital attention as you care for and transport the sick or injured. Major topics to be covered include patient assessment, pharmacology, pediatrics, ambulance/system operations, trauma, respiratory emergencies and medical emergencies.

Acceptance in the Paramedic Technician program requires a criminal background check. Students must be a licensed EMT or AEMT and maintain such licensure throughout the program. After acceptance, completion of health requirements (i.e., physical, immunizations, drug test, etc.) is required before starting classes. General Studies coursework may be completed on a part-time basis for this program and may be taken before or after the core Paramedic courses.

After completing this program, you must successfully pass the State of Wisconsin Emergency Medical Technician-Paramedic psychomotor examination and the National Registry of Emergency Medical Technicians Paramedic cognitive examination to qualify for a Wisconsin Paramedic license.

Outcomes:

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

System-Wide Curriculum

- The WTCS Emergency Medical Services programs provide a seamless curriculum, which is flexible and accessible for learner on a statewide basis. Information gathering within the community network that includes advisory committees, employers, and health care consumers enhances curriculum review and revision.
- Emergency Medical Services curriculum is designed to reflect ongoing changes in the Emergency Medical Services profession. Content is organized to build upon previous experience and learning. Emergency Medical Services courses are sequential and built on knowledge acquired in the required general education and science courses. Students are responsible for maintaining knowledge learned in prerequisite course work. The goal of the curriculum is to meet the identified program outcomes.
- Students are accountable for the program curriculum that is in place when taking their first core Emergency Medical Technician class. Copies of the curriculum and course descriptions are available at www.morainepark.edu and in the College catalog

Advisory Committee

- In accordance with CoAEMSP (Standard II.A), an EMS Advisory Committee has been established by the college. The Advisory Committee is represented by students, graduates, faculty, college administration, hospital/clinic staff, Fire and EMS services, physicians, governmental officials, and public members. The committee provides insight and guidance to the EMS program in meeting the community's interests.

8.4 Technical Standards/Functional Abilities

CoAEMSP and CAAHEP require technical standards, but also risks involved in the area of study. CoAEMSP outlines the following as the technical standards for the profession:

Paramedic Functional Job Analysis / Technical Standards Paramedic

Characteristics

- The Paramedic must be a confident leader who can accept the challenge and high degree of responsibility entailed in the position. The Paramedic must have excellent judgement and be able to prioritize decisions and act quickly in the best interest of the patient, must be self-disciplined, able to develop patient rapport, interview hostile patients, maintain safe distance, and recognize and utilize communication unique to diverse multicultural groups and ages within those groups. Must be able to function independently at optimum level in a non-structured environment that is constantly changing.
- Even though the Paramedic is generally part of a two-person team generally working with a lower skill and knowledge level Basic EMT, it is the Paramedic who is held responsible for safe and therapeutic administration of drugs including narcotics. Therefore, the Paramedic must not only have knowledge about medications but must be able to apply this knowledge in a practical sense. Knowledge and practical application of medications include thoroughly knowing and understanding the general properties of all types of drugs including analgesics, anesthetics, anti-anxiety drugs, sedatives and hypnotics, anticonvulsants, central nervous stimulants, psychotherapeutics which include antidepressants, and other anti-psychotics, anticholinergics, cholinergics, muscle relaxants, anti-dysrhythmics, anti-hypertensives, anticoagulants, diuretics, bronchodilators, ophthalmics, pituitary drugs, gastro-intestinal drugs, hormones, antibiotics, antifungals, anti-inflammatories, serums, vaccines, anti-parasitics, and others.

- The Paramedic is personally responsible, legally, ethically, and morally for each drug administered, for using correct precautions and techniques, observing and documenting the effects of the drugs administered, keeping one's own pharmacological knowledge base current as to changes and trends in administration and use, keeping abreast of all contraindications to administration of specific drugs to patients based on their constitutional make-up, and using drug reference literature.
- The responsibility of the Paramedic includes obtaining a comprehensive drug history from the patient that includes names of drugs, strength, daily usage and dosage. The Paramedic must take into consideration that many factors, in relation to the history given, can affect the type of medication to be given. For example, some patients may be taking several medications prescribed by several different doctors and some may lose track of what they have or have not taken. Some may be using nonprescription/over the counter drugs. Awareness of drug reactions and the synergistic effects of drugs combined with other medicines and in some instances, food, is imperative. The Paramedic must also take into consideration the possible risks of medication administered to a pregnant mother and the fetus, keeping in mind that drugs may cross the placenta.
- The Paramedic must be cognizant of the impact of medications on pediatric patients based on size and weight, special concerns related to newborns, geriatric patients and the physiological effects of aging such as the way skin can tear in the geriatric population with relatively little to no pressure. There must be an awareness of the high abuse potential of controlled substances and the potential for addiction, therefore, the Paramedic must be thorough in report writing and able to justify why a particular narcotic was used and why a particular amount was given. The ability to measure and re-measure drip rates for controlled substances/medications is essential. Once medication is stopped or not used, the Paramedic must send back unused portions to proper inventory arena. The Paramedic must be able to apply basic principles of mathematics to the calculation of problems associated with medication dosages, perform conversion problems, differentiate temperature reading between centigrade and Fahrenheit scales, be able to use proper advanced life support equipment and supplies (i.e. proper size of intravenous needles) based on patient's age and condition of veins, and be able to locate sites for obtaining blood samples and perform this task, administer medication intravenously, administer medications by gastric tube, administer oral medications, administer rectal medications, and comply with universal pre-cautions and body substance isolation, disposing of contaminated items and equipment properly. The Paramedic must be able to apply knowledge and skills to assist overdosed patients to overcome trauma through antidotes and have knowledge of poisons and be able to administer treatment. The Paramedic must be knowledgeable as to the stages drugs/medications go through once they have entered the patient's system and be cognizant that route of administration is critical in relation to patient's needs and the effect that occurs.
- The Paramedic must also be capable of providing advanced life support emergency medical services to patients including conducting of and interpreting electrocardiograms (EKGs), electrical interventions to support the cardiac functions, performing advanced endotracheal intubations in airway management and relief of pneumothorax and administering of appropriate intravenous fluids and drugs under direction of off-site designated physician.

- The Paramedic is a person who must not only remain calm while working in difficult and stressful circumstances but must be capable of staying focused while assuming the leadership role inherent in carrying out the functions of the position. Good judgement along with advanced knowledge and technical skills are essential in directing other team members to assist as needed. The Paramedic must be able to provide top quality care, concurrently handle high levels of stress, and be willing to take on the personal responsibility required of the position. This includes not only all legal ramifications for precise documentation, but also the responsibility for using the knowledge and skills acquired in real life-threatening emergency situations.
- The Paramedic must be able to deal with adverse and often dangerous situations which include responding to calls in districts known to have high crime and mortality rates. Self-confidence is critical, as is a desire to work with people, solid emotional stability, a tolerance for high stress, and the ability to meet the physical, intellectual, and cognitive requirements demanded by this position.

Physical Demands

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

Comments

- The Paramedic provides the most extensive pre-hospital care and may work for fire departments, private ambulance services, police departments or hospitals. Response times for the nature of work are dependent upon nature of call. For example, a Paramedic working for a private ambulance service that transports the elderly from nursing homes to routine medical appointments and check-ups may endure somewhat less stressful circumstances than the Paramedic who works primarily with 911 calls in districts known to have high crime rates. Thus, the particular stresses inherent in the role of the Paramedic can vary, depending on place and type of employment.
- However, in general, in the analyst's opinion, the Paramedic must be flexible to meet the demands of the ever-changing emergency scene. When emergencies exist, the situation can be complex, and care of the patient must be started immediately. In essence, the Paramedic in the EMS system uses advanced training and equipment to extend emergency physician services to the ambulance. The Paramedic must be able to make accurate independent judgements while following oral directives. The ability to perform duties in a timely manner is essential, as it could mean the difference between life and death for the patient.
- Use of the telephone or radio dispatch for coordination of prompt emergency services is required, as is a pager, depending on your place of employment. Accurately discerning street names through map reading, and correctly distinguishing house numbers or business addresses are essential to task completion in the most expedient manner. Concisely and accurately describing orally to dispatcher and other concerned staff, one's impression of patient's condition, is critical as the Paramedic works in emergency conditions where there may not be time for deliberation. The Paramedic must also be able to accurately report, orally and in writing, all relevant patient data. At times, reporting may

require a detailed narrative on extenuating circumstances or conditions that go beyond what is required on a prescribed form. In some instances, the Paramedic must enter data on computer from a laptop in ambulance. Verbal skills and reasoning skills are used extensively.

Source: USDOT 1998 National Standard Paramedic Curriculum

Occupational Risks

CAAHEP Standard V.A.2 – Fair Practices – Publications & Disclosure

Provision of emergency medical services poses inherent occupational risks for EMS responders. Risks include the following.

1. Violence/assaults
2. Verbal threats/aggression
3. Motor vehicle crashes
4. Infectious disease
5. Lifting injuries
6. Sprains and strains
7. Psychological trauma
8. Hazardous chemical exposure
9. Hyper/hypothermia

Technical Standards: <https://coaemsp.org/?mdocs-file=2898>

8.5 Code of Ethics

EMS Department Code of Conduct

Information regarding the patient must be referred to the instructor or other designated person. Confidentiality must be maintained at all times in regard to patient records and other information obtained in the clinical area. All patient identifiers are to be removed from student assignments. Students are not allowed to email patient information or post patient information on social media. Students will adhere to HIPAA standards. A breach of patient confidentiality may result in removal from the emergency medical services program.

Discussion of a patient's condition or personal affairs is confidential and will only be held in the presence of the patient, the patient's family, operating room staff, and instructor. Students shall not give information concerning patients or hospital/agency news to newspaper reporters, lawyers, photographers, or others not connected with the clinical agency. Inquiries will be referred to the appropriate agency staff.

Students are discouraged from continuing relationships (by letter, phone call, social media, or visit) with patients whom they have been assigned to care for in the various clinical areas. Students are also discouraged from returning to visit the clinical area once they have completed a clinical rotation.

When an Incident Report is filled out in the clinical setting which involves a student, the instructor and the Associate Dean will be notified. A copy of the Incident Report will be sent to the Program Director and Associate Dean within 24 hours.

Procedures for solving academic and nonacademic student conduct conflicts are outlined in the Moraine Park Technical College Program Handbook.

8.6 Accreditation Statement

The Paramedic Technician program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of the Educational Programs for Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Programs (CAAHEP):

25400 US Highway 19 North, Clearwater, FL 33763 • 727.218.2350 • www.caahep.org

Certification

Certification provides knowledge and credibility to individuals and demonstrates a high level of commitment to potential health care providers as well as employers. All Emergency Medical Services cluster programs may pursue optional credentials provided by professional agencies. Upon completion of EMT, Advanced EMT or the Paramedic program, graduates may complete the cognitive and psychomotor exam offered by the National Registry of Emergency Medical Services. Additional information for these credentials may be obtained by visiting the NREMT website or by contacting the Program Director.

The College does not guarantee licensure, clinical placement, or government issued training permits. These are decisions made by external regulated agencies. If you have any questions or concerns, contact your Academic Advisor. Admission to the MPTC Emergency Medical Services program does not guarantee placement in a clinical program or eligibility for placement in a clinical program. If a placement site cannot be arranged due to the student background check, it will not be possible to complete or graduate from your chosen program.

8.7 Program Policies and Procedures

Evaluation and Documentation

Records of each student must be maintained in accordance with CoAEMSP practice. They must detail the student progress in achieving mastery in all course competencies and domains of learning. Evaluation of the didactic/cognitive domain, psychomotor domain, and affective domain are required by CoAEMSP (Standard IV.A.2).

Advanced Placement Policy

The Paramedic Program does not offer advanced placement under any circumstances. Advanced placement is defined as the admission of a student into the program at a point beyond the beginning, based on prior education, training, or experience. All students must complete the full curriculum as outlined, regardless of previous certifications (e.g., EMT, AEMT), military experience, or healthcare background.

This policy ensures consistency in educational outcomes, maintains the integrity of the program's instructional sequence, and complies with the standards set forth by the committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) and the Commission and Accreditation of Allied Health Education Programs (CAAHEP). All students are required to meet the same competencies and complete the entire course sequence to ensure equitable preparation for paramedic practice.

Didactic/Cognitive Evaluation

EMSTesting: CoAEMSP Standard IV.A.1, page 24, states, "Evaluation of students must be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with valid and timely indications of the students' progress toward and

achievement of the competencies and learning domains stated in the curriculum.

Achievement of the program competencies required for graduation must be assessed by criterion referenced, summative, comprehensive final evaluations in all learning domains.

EMSTesting is a cloud-based, online computer adaptive testing software that helps EMS students prepare for EMR, EMT, AEMT, and Paramedic certification exams (<https://www.platinumed.com/ems/>). For quality assurance purposes, each program will be required to administer multiple “High Stakes” examination throughout a course or program. For the paramedic program a high stakes exam will be administered, minimally at the end of each core program course. For EMT and AEMT courses a high stakes exam will be administered at the completion of each module.

High Stakes exams are to be created and approved by the program’s medical director (Standard III.B.2.a.2) and must not be changed without the medical director’s approval. Each exam will address and measure the desired competencies for the course. This process aids in CoAEMSP required curriculum tracking and in providing proof that the curriculum meets and/or excess the National EMS Education Standards (Standard III.C.1-2).

For more information on the importance of high stakes exams, please visit: <https://coaemsp.org/coaemsp-evaluations-instruments-program-resources#9b>

Psychomotor Evaluation

Each program is required to document a student has move from entry level to mastery in the psychomotor domain. Moraine Park Technical College utilizes Platinum Planner, a cloud-based, online scheduling and skill tracking solution for EMS students. It is designed to bring students, teachers, preceptors, schools and clinical sites to communicate for consistent quality education (<https://www.platinumed.com/ems/>). Each program has designated skills and number of attempts that are approved by the medical director and/or advisory committee (Standard IV.A.2).

Psychomotor skill, scenario, and opportunities can be achieved through two means. 1. Laboratory: Students must be evaluated and demonstrate mastery in each criterion before progressing to means #2. 2. Clinicals: All clinical students will be required to complete the “Clinical Skills Test Out.” Test out will occur at different times pending on the course the student is enrolled in. Students will have notification in advance of test out days. Students will be allowed one retake if not successful on the first attempt.

Accreditation requires a policy on percentage of documentation to be reviewed by instructional staff. CoAEMSP recommends 20-30% of documentation reviewed. MPTC will review a minimum of 25% of documentation evaluated by faculty.

All competencies on the Clinical Evaluation must be achieved with an 80% or better by the end of the clinical or a grade of D or F will be given for the clinical. A pattern of unsafe clinical behaviors will lead to a grade of F in clinical. Absences from clinical may lead to a student’s inability to demonstrate clinical competency at an 80% level. A grade of C or better is required in clinical courses to pass the course.

Formal Affiliation Agreements with agencies willing to participate in the education of students are held and maintained by Moraine Park Technical College’s Associate Dean of Human Services and EMS Clinical Coordinator. A copy of this document along with a description of a working relationship, roles and responsibilities of the student, agency, and college must be supplied (Standard V.F.).

Affective Domain

CoAEMSP states that each program must teach, monitor, and evaluate the attitudes and behaviors of the students, which includes interpersonal interactions. CoAEMSP requires at least one comprehensive affective evaluation of each student that is separate from the clinical and field affective evaluations. Periodic affective evaluations along with a summative evaluation at the end of each program are associated with accreditation best practices (Standard IV.A.2).

Counseling includes, but is not limited to, exchange of information between program personnel and a student providing academically related advice or guidance for each of the three learning domains. Student's will meet with the program director to discuss the following concepts.

The school needs a policy on when student counseling will occur, such as

- Routinely during an academic session (e.g., semester, quarter, term)
- Including as part of due process for disciplinary proceeding
- Academic deficiencies and the path for improvement
- Other issues that interfere with the teaching/learning process
- The academic status of the student and what must occur for academic success in the course and/or program
- A status assessment of the student's academic progress for each learning domain

The documentation of counseling session should include at a minimum:

- The date of the counseling session
- The reason for the counseling session
- The essential elements of the discussion of the counseling, including corrective action and the timeline for that action
- The decision of the result of the counseling
- The signature of the school official doing the counseling
- The student's response to the counseling
- The signature of the student acknowledging receipt of the counseling completed form

Capstone Field Internship Evaluation

All paramedic students must complete a capstone field internship where they will be evaluation in cognitive, psychomotor, and affective domains. The internship must provide the student with the experience to serve as a team leader (Standard III.C.3). Team leads are required to be evaluated by a MPTC trained preceptor. See Clinical Manual for MPTC EMS Students for further details.

Terminal Competence Evaluation

Upon completion of an EMS program, student must demonstrate that they have reached terminal competence as an entry level clinician. This is done through a summative evaluation of combined cognitive, psychomotor and affective evaluation. Terminal competency is determined by both the program and the Medical Director (Standard III.B.2.a.4). The can documented by the following form (<http://coaemsp.org/Forms.htm>).

Student Progress Policy

Per CoAEMSP "Standard IV.A.1. Student Evaluation-Frequency and Purpose Evaluation of students must be conducted on a recurrent basis and with sufficient frequency to provide both

the students and program faculty with valid and timely indications of the students' progress toward and achievement of the competencies and learning domains stated in the curriculum. Achievement of the program competencies required for graduation must be assessed by criterion referenced, summative, comprehensive final evaluations in all learning domains. " and "Standard IV.A.2. Student Evaluation-Documentation a. Records of student evaluations must be maintained in sufficient detail to document learning progress and achievements, including all program required minimum competencies in all learning domains in the didactic, laboratory, clinical and field experience/internship phases of the program. The program must track and document that each student successfully meets each of the program established minimum patient/skill requirements for the appropriate exit point according to patient age range, chief complaint, and interventions.

What Happens if I don't meet my Required Patient Numbers?

As an MPTC paramedic student, you must complete required patient encounters in areas such as pediatrics, obstetrics, cardiac, trauma, medical, and team leadership. These requirements are set by national and state standards to ensure you are fully prepared for graduation and the National Registry exam.

What Patient Numbers Matter

These patient encounters give you the hands-on experience needed to build confidence and competency as a paramedic. If you do not meet the numbers, you cannot successfully complete the program.

If you Don't Meet the Numbers

If you are short on required patient encounters, here's what will happen:

- You will be notified by the Program Director and/or Clinical Coordinator.
- You will meet with faculty to review the missing requirements.
- You will be given a written Remediation Plan with clear steps and deadlines.
- You may be required to meet with the Paramedic programs medical director to discuss further.

What a Remediation Plan Includes

Your plan may require:

- Extra clinical or field shifts at higher-volume sites.
- Simulation sessions to make up for certain patient encounters.
- Weekly check-ins with faculty to track your progress.
- Additional hours until all requirements are met.

Timeline for Completion

- Your remediation plan will include deadlines for completion. All requirements must be met before graduation and before you can sit for the National Registry Paramedic exam.

If you Still Don't Meet the Numbers

If you do not complete the remediation plan by the deadline, you may be:

- Assigned additional rotations.
- Placed on academic probation.
- Dismissed from the program for failure to meet requirements.

Your Responsibility

- It is your responsibility to track your patient encounters, communicate with your instructors and preceptors, and complete all requirements on time. The program faculty will support you, but ultimately it is your responsibility to meet the standards of the program.

MPTC Paramedic Program Policy - Remediation for Students Not Meeting Required patient numbers

Purpose

To ensure all MPTC paramedic students meet or exceed the minimum required patient encounters and competencies as established by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), the National EMS Education Standards, and state regulatory requirements.

Policy Statement

All students must achieve the required minimum patient numbers and competencies in the categories of pediatric, obstetric, cardiac, trauma, medical, and team leadership experiences. Failure to meet these requirements places the student at risk for unsuccessful program completion. The Program Director, in collaboration with faculty and the Clinical Coordinator, will implement a structured remediation process to address deficiencies.

Procedures

1. Monitoring & Identification

- Student progress is tracked continuously through the clinical tracking system (e.g., FISDAP or approved equivalent).
- Students not meeting the expected patient encounters by designated benchmarks will be identified for review.

2. Notification

- The Program Director and/or Clinical Coordinator will notify the student in writing of the deficiency.
- A formal meeting may be scheduled with the program director and medical director to review the deficiency and establish a remediation plan.

3. Action Plan

An Individualized action plan will be developed, outlining:

- Specific categories and numbers not yet achieved.
- Additional clinical/field rotations or reassignment to higher-volume sites.
- Simulation-based experiences permitted by accreditation standards.
- Weekly faculty check-ins to monitor progress.
- The plan must be signed by the student, Program Director, and Clinical Coordinator.

4. Completion Timeline

- Students will be provided with a clear timeline to complete additional requirements.
- All deficiencies must be resolved prior to graduation eligibility and authorization for the National Registry Paramedic examination.

5. Failure to Comply

Students who fail to complete their remediation plan by the established deadline may be:

- Assigned additional rotations,
- Placed on academic probation, or
- Dismissed from the program for failure to meet minimum competencies.

Responsibilities

- Student: Responsible for actively completing assigned remediation requirements and accurately documenting encounters.
Clinical Coordinator: Responsible for scheduling additional rotations and monitoring completion.
- Program Director: Responsible for oversight, compliance with accreditation standards, and final approval of remediation outcomes.
- Medical Director: Responsible for oversight, compliance with accreditation standards, and final approval of remediation outcomes.

Review & Revision

This policy will be reviewed annually as part of the program's Continuous Quality Improvement (CQI) process and updated as accreditation or regulatory requirements change.

**Moraine Park Technical College
Paramedic Program Student Patient Contact's
Action Plan**

Student Information

Student Name:	
Program Director:	
Date of Meeting:	

Deficiency Identified

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Required Numbers vs. Completed

<u>Category</u>	<u>Required</u>	<u>Completed</u>

Action Plan

Additional Clinical/Field Rotations:	
Additional Hours Required:	
Other Actions:	

Timeline for Completion

Target Completion Date:	
Weekly Progress Check Dates:	

Acknowledgment & Signatures

Student Signature:	Date:
Program Director Signature:	Date:
Medical Director Signature:	Date:

8.8 Courses

Grading: Academic Requirements

Many associate degree programs require a minimum grade to count towards graduation requirements. The course syllabus details the academic rules specific to each course. For additional information regarding college-wide academic requirements, please visit [Academic Standards](#).

Advanced Standing

MPTC may award advanced standing to students wishing to enroll in the Paramedic program. Advanced standing will be reviewed by MPTC's registrar's office, Associate Dean, and Program Director to determine the best course of action. This also serves to remain in compliance with MPTC's policies and procedures.

8.9 Graduation:

Program Completion Requirements

Students accepted into the Emergency Medical Services program are required to meet the following CAAHEP and CoAEMSP Accreditation program criteria for graduation: Satisfactory completion of an Emergency Medical Services course allows the student to become eligible for psychomotor and cognitive exam for the corresponding completed course. Successful completion of the NREMT examinations will allow the student to apply for national and state licensure.

9.0 Clinicals

Policy Regarding Training Center Training Permits

Moraine Park Technical College EMS Training Center under state statute and rule https://docs.legis.wisconsin.gov/code/admin_code/dhs/110/110/ii/15 has developed the following policy to ensure all students meet and qualify for the application of a Training Center Training Permit as the instructions found on the DHS-EMS website: <https://www.dhs.wisconsin.gov/ems/training/permits.htm>

Students must have a Training Center Training Permit to participate in clinical activities. Clinical Activities include Hospital Clinical, Ambulance Ride Time, and Clinical Simulation. If a student does not possess a Training Center Training Permit, the student may not participate in the above activities and will not be allowed to pass the class or participate in the NREMT Examination process.

Students will apply for their Training Center Training Permit during the first week of class. Information regarding the class starting and ending dates and the E-Licensing class number will be posted in the class Canvas shell under the module "Training permit". Students are to read and correctly answer all questions in the application thoroughly. Students must possess a valid and current CPR credential and attach that documentation to the application. For information on accepted CPR credentials, please refer to the DHS-EMS section website: <https://www.dhs.wisconsin.gov/ems/licensing/cpr.htm.htm>

If a student does not have a valid CPR credential, they cannot complete the Training Center Training Permit application process. The student must then withdraw from the program and reapply after the CPR credential is obtained.

Once the student receives the Training Center Training Permit, the student is to upload a copy to the health records via SharePoint and to the Canvas Assignment under the “Training Permit” module. The class’s lead instructor is to send student training permits to the Training Center Coordinator, within 24 hours of receiving the submission. Once the training permit is verified, the Training Center Coordinator will send a verification email to the clinical coordinator and lead instructor that the student may begin clinicals.

Failure to obtain and upload the Training Center Training Permit to the Canvas course will result in the inability to participate in clinical activities and failure of the class. Audits of student training permit obtainment and compliance will be conducted by the Training Center Coordinator every 4 weeks and updates on student compliance will be communicated by MPTC email.

Clinical Placement Assignments

Clinical experiences are designed to provide the best patient care opportunities for students. Dependent upon the level of course, students may have the opportunity to participate in In-hospital and/or Pre-Hospital clinical experiences, including time spent in the Emergency Department. Pre-hospital clinical experiences can be spent with a Basic Life Support ground base service or higher. Time may be spent with services providing patient care in urban, suburban, and rural communities.

The need for additional personal background documentation (criminal and/or health related) prior and during clinical placement might also delay and/or prevent clinical placement. *Clinical placement may not occur if the student fails to meet these requirements.*

Students should be aware that clinical experiences will require travel to the assigned clinical sites within the MPTC district (No unaffiliated clinical sites will be considered). Prior to beginning a clinical, students must have met all health/physical requirements and have a valid Training Permit. Within the EMS program cluster area, the instructor is the only one who can contact the clinical sites to set up placement. A clinical placement cannot begin until such time as approved by the Clinical Coordinator.

All clinical placements must be scheduled through MPTC’s EMS Clinical Coordinator. Students are prohibited from direct communication with clinical agencies to inquire regarding clinical placement processes, decisions or placement denials. Non-compliance could lead to disciplinary action, up to and including dismissal from the program.

The clinical placement assignment schedule cannot accommodate students’ work schedules, childcare plans, travel arrangements, or other personal matters. Because there are multiple factors involved in preparing clinical placement schedules, including the accreditation clinical case requires, students may be required to travel outside of their area to meet requirements. Changes in clinical placement are not allowed unless initiated by the Clinical Coordinator.

Third Rider

EMS students must not be substituted for paid staff and must always be the third member of a crew. The purpose of a clinical is to focus on learning from experienced EMS providers. Patient care remains solely with licensed providers to ensure safety, while students comply with education standards. This policy focuses on student-centered learning and prioritizing patient care. The policy aligns with CoAEMSP standards.

The Emergency Medical Services student should direct clinical concerns to MPTC's Clinical Coordinator.

Transportation to Clinical Placement Assignment

Students are solely responsible for their transportation to and from any clinical placement site or agency. Students must arrive and be changed on time and leave according to their assigned schedule. There may be extra expenses associated with clinical placements, such as travel, etc.

Conduct Policy

Emergency medical services students are preparing for a discipline that has standards of conduct for its members. The National Association of EMT's Code of Ethics identifies desirable conduct for Emergency Medical Technicians. Students are expected to conduct themselves in a manner consistent with the standards of the Emergency Medical Services profession.

Students are to reference the NAEMT Code of Ethics at: <https://www.naemt.org/about-ems/emt-oath>

Use of electronic or other devices to make an audio or visual record of any instructional or college activity or academic material must be authorized by the instructor or Associate Dean. Students can reference the MPTC Program Handbook: Student Conduct Code (Academic) Unauthorized Use.

Information regarding the patient must be referred to the instructor or other designated person. Confidentiality must always be maintained regarding patient records and other information obtained in the clinical area. All patient identifiers are to be removed from student assignments. Students are not allowed to email patient information or post patient information on social media. Students will adhere to HIPAA standards. A breach of patient confidentiality may result in removal from the emergency medical services program.

Discussion of a patient's condition or personal affairs is confidential and will only be held in the presence of the patient, the patient's family, operating room staff, and instructor. Students shall not give information concerning patients or hospital/agency news to newspaper reporters, lawyers, photographers, or others not connected with the clinical agency. Inquiries will be referred to the appropriate agency staff.

Students are discouraged from continuing relationships (by letter, phone call, social media, or visit) with patients whom they have been assigned to care for in the various clinical areas. Students are also discouraged from returning to visit the clinical area once they have completed a clinical rotation.

When an Incident Report is filled out in the clinical setting which involves a student, the instructor and the Associate Dean will be notified. A copy of the Incident Report will be sent to the Program Director and Associate Dean within 24 hours.

REVISION HISTORY DOCUMENT

Section #	Document Program Year	Revision Date	Revision Description	Revision Tracking Notes
8.7	2025-2026	10/15/25	Program Policies and Procedures	Added additional policies for students not meeting required patient number and Advanced Placement Policy.
6.4	2025-2026	8/8/25	Readmission Policy and Procedure	Revised Readmission Committee Review section
1.1	2025-2026	8/8/25	Strategic Priorities	Added new priorities for Forward 2030 Strategic Plan
2.1	2024-2025	8/1/24	Student Resources	Changed program handbook to college catalog.
4.7	2024-2025	7/29/24	Drug-free Schools and Communities Act	New section added.
9.0	2024-2025	7/25/24	Clinicals	"Third Rider" information added.
8.8	2024-2025	7/25/24	Courses	Added "Advanced Standings" information under Grading: Academic Requirements.
8.4	2024-2025	7/25/24	Technical Standards Functional Abilities	Added new information before "Occupational Risks".
8.3	2024-2025	7/25/24	Emergency Medical Technician Paramedic Technical Diploma	Changed verbiage in paragraph one.
8.3	2024-2025	7/25/24	Paramedic Associate Degree	Added "Program Goal" & changed verbiage in paragraph one.
8.1	2024-2025	7/25/24	Program Description	Removed Program Director information and added "Program Director" title to Clinical Coordinator
6.4	2024-2025	7/25/24	Readmission Policy & Procedures	Removed Paramedic and added EMS, Fire and SUDC.
6.2, 6.4, 7.1	2024-2025	7/16/24	Updated links for AP605, AP714 & AP724	Updated links not working.
1.1	2024-2025	6/27/24	Enrollment, Workplace Culture and Economic Driver/Community Impact Objectives	Objectives updated per MPTC changes.