



Stony Brook

School of Health Professions

EMT-B Original Course

Student Handbook

Table of Contents

1 Introduction	6
1.1 EMS Code of Ethics	7
1.2 Letter from the Program Director	8
1.3 Scope and Definitions	9
1.3.1 Scope	9
1.3.2 The EMT-B Original Course	9
1.3.3 Other Policies	9
1.3.4 NYS Bureau of Emergency Medical Services	10
1.3.5 Course Sponsorship	10
1.3.6 Clinical Site	11
1.3.7 Lab Area	11
1.3.8 NYS Practical Skills Evaluation	11
1.3.9 NYS Cognitive Exam	12
1.4 Key Roles & Individuals	12
1.4.1 Medical Director	12
1.4.2 Program Director	13
1.4.3 Clinical Coordinator	13
1.4.4 Lead Instructor	13
1.4.5 Lecturers	14
1.4.6 Lab Instructors	14
1.4.7 Clinical Preceptors	14
1.4.8 Student	15
1.5 Course Goals	15
1.6 Tuition & Additional Requirements	15
1.6.1 Tuition Cost and Refunds	15
1.6.2 NYS Verification of Membership Waivers	16
1.6.3 Additional Costs	16
1.6.3.1 CastleBranch	16
1.6.3.2 Textbooks and Literature	17
1.6.3.3 Required Materials	17
2 Eligibility and Qualifications	19
2.1 General Qualifications	20
2.2 Functional Position Qualifications	20
2.3 Americans with Disabilities Act Statements	21

2.3.1 NYS Bureau of EMS	21
2.3.2 SBU Student Accessibility Support Center Statement	22
2.4 Clinical Clearance Requirements	22
2.4.1 Deadlines for CastleBranch	22
2.4.2 Physical Clearance	23
2.4.3 Immunization Requirements	23
2.4.4 Drug Screening and Background Check	24
2.5 Criminal Conviction Policy Statement	24
3 Academic Policies and Procedures	25
3.1 Professional Conduct	26
3.1.1 Sexual Misconduct Policy Statement	26
3.1.2 Alcohol and Drug Policy Statement	26
3.1.3 Academic Integrity Statement	27
3.1.3.1 Plagiarism	27
3.1.4 Required School Statements	27
3.1.4.1 Diversity, Equity, and Inclusion Statement	27
3.1.4.2 Academic Integrity Statement	28
3.1.4.3 Critical Incident Management	28
3.2 Attendance	28
3.2.1 Absences & Attendance Tracking	29
3.2.1.1 Excused Absences	29
3.2.1.2 Unexcused Absences	29
3.2.1.3 In-Person Attendance	30
3.2.1.4 Online Attendance	30
3.2.2 Class Schedule	31
3.2.3 Mandatory Classes External to the Course	31
3.2.4 Special Classes	31
3.3 Grading	32
3.3.1 Critical Competencies	32
3.3.1.1 Course Written Final Exam	32
3.3.1.2 Course Lab Final Exam	33
3.3.1.3 Clinical Rotations	33
3.3.1.4 Additional Certifications	33
3.3.2 Missed and Late Assignments	34
3.3.3 Exam Policies	34
3.4 Technology Policy	35
3.4.1 Electronic Devices	35

3.4.1.1 Cellular Phones	35
3.4.1.2 Laptops and Tablets	35
3.4.1.3 Cameras	35
3.5 Lecture Sessions	36
3.5.1 Appearance and Dress Code	36
3.5.1.1 In-Person Lectures	36
3.5.1.2 Online Lectures	36
3.6 Lab Sessions	36
3.6.1 Appearance and Dress Code	36
3.6.2 On-site Supervision	37
3.6.3 Equipment Handling	37
3.6.4 Invasive Procedures	37
3.7 Clinical Rotations	37
3.7.2 Clinical Rotation Requirements	38
3.7.2.1 Clinical Rotation Documentation	38
3.7.3 Check-in Procedures	38
3.7.4 Appearance and Dress Code	38
3.7.4.1 Emergency Room	38
3.7.4.2 Ambulance Rotations	39
3.7.5 HIPAA	39
3.7.6 Hand Washing Procedures	40
3.7.7 Accidents and Injuries	40
4 Disciplinary Action and Academic Appeals	41
4.1 Disciplinary Process	42
4.1.1 Student Counseling	42
4.1.2 Performance Improvement Plans (Learning Contracts)	42
4.1.3 Academic Dismissal and Voluntary Withdrawal	43
4.2 Appeals Process	43
4.2.1 Course Sponsorship Appeal Process	43
4.2.2 NYS Bureau of Emergency Medical Services Appeal Process	44
5 Additional Policies and Procedures	45
5.1 Class Cancellation	46
5.2 Job Placement	46
5.3 Visitors and Guests	46
5.4 Parking	46

1 Introduction

1.1 EMS Code of Ethics

The National Association of Emergency Medical Technicians publishes the [Code of Ethics for EMS Professionals](#) which outlines the shared responsibility of all individuals entering the profession. The Code of Ethics is included below, without any modification from its original text:

Professional status as an Emergency Medical Services (EMS) Practitioner is maintained and enriched by the willingness of the individual practitioner to accept and fulfill obligations to society, other medical professionals, and the EMS profession. As an EMS practitioner, I solemnly pledge myself to the following code of professional ethics:

- To conserve life, alleviate suffering, promote health, do no harm, and encourage the quality and equal availability of emergency medical care.
- To provide services based on human need, with compassion and respect for human dignity, unrestricted by consideration of nationality, race, creed, color, or status; to not judge the merits of the patient's request for service, nor allow the patient's socioeconomic status to influence our demeanor or the care that we provide.
- To not use professional knowledge and skills in any enterprise detrimental to the public well being.
- To respect and hold in confidence all information of a confidential nature obtained in the course of professional service unless required by law to divulge such information.
- To use social media in a responsible and professional manner that does not discredit, dishonor, or embarrass an EMS organization, co-workers, other health care practitioners, patients, individuals or the community at large.
- To maintain professional competence, striving always for clinical excellence in the delivery of patient care.
- To assume responsibility in upholding standards of professional practice and education.
- To assume responsibility for individual professional actions and judgment, both in dependent and independent emergency functions, and to know and uphold the laws which affect the practice of EMS.
- To be aware of and participate in matters of legislation and regulation affecting EMS.
- To work cooperatively with EMS associates and other allied healthcare professionals in the best interest of our patients.
- To refuse participation in unethical procedures, and assume the responsibility to expose incompetence or unethical conduct of others to the appropriate authority in a proper and professional manner.

1.2 Letter from the Program Director

Dear Students,

Welcome to the Stony Brook University EMS Program!

As we begin this course, it's important to recognize the amount of work, effort, and sacrifice it will take on each student's part to complete it. While this course will be rigorous and demanding, it is led by a faculty committed to seeing each of you succeed and grow as clinicians, leaders, and teammates.

At the end of it all, you will be burdened with the heavy responsibility of public trust - you will be present for the most critical moments in some of your patients' lives. You will be caring for people's children, their parents, their friends, and their coworkers. We are here to prepare you for that responsibility and once you begin your journey in this field, you'll find that it to be rewarding in ways very few other industries are.

I encourage you to stay curious, support one another, and embrace every learning opportunity ahead - throughout the duration of this course and beyond.

We are incredibly proud to have you here. Let's get to work!

Sincerely,

A handwritten signature in black ink, appearing to read "R. L. Jr.", is written in a cursive style.

1.3 Scope and Definitions

1.3.1 Scope

This document outlines policies and procedures for the Emergency Medical Technician (Basic) course, including Original, Refresher, and Core Content courses. These policies apply to all enrolled students and faculty involved in course instruction.

Multiple organizations regulate and oversee this course, each with its own policies. This document does not override any external policies but sets guidelines where none exist. Links or references to superseding policies are provided as needed.

All policies—whether in this document or referenced externally—apply to all students in the course.

1.3.2 The EMT-B Original Course

The EMT-B Original course at Stony Brook University (SBU), is in the School of Health Professions (SHP), Department of Health Science. The EMT-B Original course is a non-credit certificate course and will be referred to as the course in the remainder of this handbook.

The course has dedicated staff including a Program Director, Medical Director, as well as faculty that perform a wide variety of functions, all of which are defined in later sections of this document.

The chair of the Department of Health Sciences is [Deborah Zelizer, PhD, LCSW](#).

1.3.3 Other Policies

In addition to the policies and procedures outlined in this handbook, students must also comply with the following documents:

[Stony Brook University's Code of Conduct](#)

[School of Health Professions Student Handbook](#)

Policies may be revised or updated throughout the duration of the course. If that occurs students will be notified, and the course will request documentation from the student that they have received revisions.

1.3.4 NYS Bureau of Emergency Medical Services

The New York State Bureau of Emergency Medical Services and Trauma Systems (BEMS), a part of the NYS Department of Health, regulates EMS activity, manages certification processes, and sets curriculum standards for EMS providers, agencies, and courses.

This course follows BEMS curriculum standards, and successful completion qualifies students for EMT certification in New York State.

For education and certification inquiries, students should email the [Education and Certification Unit](#) for the fastest response unless otherwise directed.

Additionally, EMS providers will likely need BEMS assistance at some point in their careers. A [regional and departmental contact list](#) is available on the BEMS website.

1.3.5 Course Sponsorship

A Course Sponsorship, also referred to as a “Course Sponsor” or simply “Sponsor” throughout this document, is an organization that is certified, registered, and approved by the Bureau of EMS to teach specific courses that culminate in provider certification. In order to be granted entry to a certifying exam regulated by the Bureau of EMS, a candidate must successfully complete a corresponding course taught by a Course Sponsor.

The EMS Program at Stony Brook University is a NYS Course Sponsor recognized by the Bureau of EMS and registered as the Stony Brook University Paramedic Program (#04-014). The sponsorship is qualified to teach BLS and ALS courses including:

- Certified First Responder (CFR) Original
- Certified First Responder (CFR) Refresher
- Emergency Medical Technician (EMT) Original
- Emergency Medical Technician (EMT) Refresher
- Emergency Medical Technician (EMT) CME Refresher Core Content
- Advanced EMT (AEMT) Original
- Advanced EMT (AEMT) Refresher
- Paramedic (P) Original
- Paramedic (P) Refresher
- ALS CME Refresher Core Content
- Advanced Standing Original Course

All courses taught by the EMS Program at Stony Brook University under the course sponsorship comply with the [Administrative Manual for EMS Educational Programs](#), published in 2013. All courses further comply with the many [policy statements and advisories](#) the Bureau of EMS has published in order to keep the manual current.

1.3.6 Clinical Site

In this course students are required to complete clinical rotations, as outlined in this document. Clinical rotations provide students with the potential to participate in patient-facing or patient-contact activities. All clinical rotations must be under the supervision of a qualified preceptor. The role of a preceptor and course policies regarding clinical rotations are further defined in later sections of this document.

For the purposes of this document, a clinical site is defined as any location managed or operated by an organization that provides healthcare and has a current affiliation agreement with SHP. The term clinical site refers to both stationary spaces, such as an emergency room within a hospital or mobile spaces, such as ambulances that operate on the field. Some clinical sites may have additional policies that the student must adhere to. Students will be provided with any policies that are specific to their clinical site prior to their clinical rotation, it is the student's responsibility to understand and adhere to them.

1.3.7 Lab Area

The course has a lab component built into the curriculum, sometimes referred to as "skills" components. Several policies in this document apply to conduct specifically in the lab area(s).

For the purposes of this document, the lab area is any physical space that is in-use by the EMS Program for the purposes of conducting lab sessions, storing lab equipment, or traveling to and from rooms where lab sessions are being conducted.

1.3.8 NYS Practical Skills Evaluation

The NYS Practical Skills Evaluation (PSE) is the first of two certifying exams for EMT certification through the NYS Bureau of EMS. It is not the same as the lab final exam.

While course completion is required to qualify, the PSE is a state-sponsored event conducted by the course sponsor, administered per the [BLS Practical Skills Examination Manual](#).

For updates, please refer to the NYS Bureau of [EMS Policy Statements and Advisories](#).

1.3.9 NYS Cognitive Exam

After completion of the EMT-B course, you will need to take the NYS Cognitive Exam. This is the second of two exams required for Emergency Medical Technician (EMT) certification through the NYS Bureau of EMS. It is administered by third-party vendors contracted by the Bureau.

This exam is distinct from the written final exam in the EMT-B course. The NYS Cognitive Exam is not conducted or overseen by Stony Brook University's School of Health Professions or the course sponsor.

After course completion, the NYS Bureau of EMS forwards student information to its third-party vendors, who will contact students via the email provided on their certification application. Students must then schedule the NYS Cognitive Exam directly with the vendor.

For details on scheduling and administration, refer to the [BEMS Examination Information](#) page.

If students encounter scheduling or registration issues, they can submit an [Exam Incident Report Form](#).

If additional information is needed, they may contact the Course Sponsor for guidance.

1.4 Key Roles & Individuals

1.4.1 Medical Director

The medical director oversees all medical aspects of the course, including curriculum, instruction, labs, and clinical experience.

Medical director's responsibilities include, but are not limited to, curriculum review, instructor development, setting competency standards for successful course completion, conducting reviews of student, faculty, and course performance evaluations, and participation in student academic progress and appeals.

The medical director for the course is [Dr. Lauren Maloney, MD, NRP, FP-C, NCEE, CIC](#).

1.4.2 Program Director

The program director oversees all aspects of the course and Course Sponsorship, including curriculum, clinical experiences, faculty development, student support, and academic administration.

The program director is [Rudolph Princi Jr., MA, NRP, TP-C, NCEE, CIC](#).

1.4.3 Clinical Coordinator

The clinical coordinator manages communication between students and clinical sites. They handle site availability, scheduling, and notify students of site-specific policies.

Responsibilities may be delegated to instructors based on class size. The clinical coordinator for each course is listed in the syllabus. All communication regarding the availability of sites, the scheduling process, and site-specific policies and procedures shall be directed to the designated clinical coordinator by emailing ems_clinicals@stonybrook.edu.

1.4.4 Lead Instructor

The lead instructor (or instructor coordinator) delivers the course content and curriculum, addresses course and student needs alongside the program director, maintains academic records, manages student concerns, and oversees the presentation of didactic and lab sessions. These sessions may be taught directly by the lead instructor or delegated to other qualified instructors, faculty, or guest lecturers, depending on class size.

The designated lead instructor for each course will be listed in the course syllabus.

1.4.5 Lecturers

Lecturers are invited by the lead instructor to present didactic material. They may be faculty, subject matter experts, or individuals that are representative of a population relevant to the instructional topic.

Lecturers cannot address course policies, academic performance, or student-specific issues. Those questions must be directed to the lead instructor. Unless explicitly invited to by the lecturer, students should not open a direct line of communication with them. If a student wishes to reach out to a lecturer, they must discuss the possibility of doing so with the lead instructor.

1.4.6 Lab Instructors

Lab instructors (or skills instructors) provide skills-based instruction and lead simulation training during lab sessions.

They do not address course policies, academic performance, or student-specific issues. Unless explicitly invited to by the lab instructor, students should not open a direct line of communication with them. If a student wishes to reach out to a lab instructor, they must discuss the possibility of doing so with the lead instructor.

1.4.7 Clinical Preceptors

Clinical preceptors are professionals that are employed by the clinical sites, who supervise students during rotation shifts. During clinical rotation shifts, a student will be assigned to one or more preceptors for the duration of the shift. The preceptor is the student's immediate supervisor and point of contact during the shift. Clinical preceptors hold credentials at or above the student's certification level.

If a preceptor also happens to be EMS faculty in the course, during clinical rotation shifts, they are an employee of the clinical site. Your interaction with them should be specific to your clinical rotation as opposed to questions about the course (i.e., assignments, exams, etc.)

1.4.8 Student

The term student refers to any individual enrolled in the course.

1.5 Course Goals

The primary goal is to prepare Emergency Medical Technicians who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

Goal 1: Students will demonstrate the clinical competence of an entry-level Emergency Medical Technician with the following learning outcomes:

- Students will deliver prehospital emergency medical care and transport to the sick and injured in accordance with New York State EMS protocol
- Students will demonstrate basic knowledge and understanding of medical and trauma emergencies

Goal 2: Students will possess critical thinking skills with the following learning outcomes:

- Students will adequately respond to challenges faced during emergency medical situations
- Students will show the ability to provide care in a timely manner

Goal 3: Students will practice with professional values with the following learning outcomes:

- Students will display professional and ethical conduct in the performance of their duties
- Students demonstrate life-long learning

Goal 4: Students will communicate effectively with the following learning outcomes:

- Students will demonstrate written communication skills
- Students will demonstrate oral communication skills as members of healthcare teams
- Students will communicate with patients, peers and all members of the healthcare team in a way that promotes quality and timely care, teamwork and positive relationships with all involved

1.6 Tuition & Additional Requirements

1.6.1 Tuition Cost and Refunds

At time of registration, students will be charged a deposit of 25% of the course's tuition in order to hold their registration. The remaining 75% of the course's tuition is due prior to the first day of class.

All requests for full or partial refunds must be sent to the program director via email. When determining a student's eligibility for a refund, the date and time of the email sent to the program director will be used as the date of refund request. Refund requests that are not submitted via email or submitted to any individual other than the program director will not be considered.

A full refund shall be issued if the student makes a request to the program director via email prior to the first day of class.

A refund of 75% of the course's tuition shall be issued if the student makes a request to the program director via email on or after the first day of class, but prior to the third day of class or within 2 weeks of the first day of class, whichever occurs first.

No refunds shall be made for any request submitted on or after the third day of class.

1.6.2 NYS Verification of Membership Waivers

The course sponsorship cannot accept NYS Verification of Membership vouchers as payment for tuition.

However, eligible students should still submit Verification of Membership forms as part of their certification application. Students who submit a form may advise their endorsing organization to request reimbursement from the NYS Bureau of EMS after completing the course.

1.6.3 Additional Costs

While the cost of tuition covers the cost of attending this course, there may be additional costs a student incurs as a result of fulfilling the course's requirements. While this document does its best to disclose such additional costs, it is ultimately the student's responsibility to purchase any additional material that enables them to successfully complete the course.

1.6.3.1 CastleBranch

CastleBranch is a third-party vendor contracted by Stony Brook University to verify students' medical clearance, drug-testing, and background checks to participate in clinical rotations or enter patient-facing areas.

Students must pay for a CastleBranch package specific to their course. Additional costs may apply for students that need a physician visit, lab work for titers, vaccinations, or other CastleBranch requirements.

All questions related to CastleBranch completion or standing should be directed to ems_castlebranch@stonybrook.edu.

1.6.3.2 Textbooks and Literature

Students must purchase the course textbook. Any format or supplier is acceptable, but the publication and edition must match the required textbook. The best way to verify the correct textbook is by matching the ISBN.

This course's textbook is Emergency Care and Transportation of the Sick and Injured (12th ed.) by the American Academy of Orthopedic Surgeons. The book's ISBN is 978-1284243758.

Additional workbooks or literature will be provided free of charge by the course.

1.6.3.3 Required Materials

This course requires students to bring certain materials to class and participate in activities outside of class hours including attending clinical rotations and practicing skills at home. The materials to be able to do those activities include, but are not limited to:

- Blood pressure cuff
- Stethoscope
- Trauma Shears
- Digital or analog (non-smart) watch
- Certification costs and fees
- Uniforms or apparel to meet dress code requirements for lecture sessions, lab sessions, and clinical sites
- Materials of clothing to meet dress code requirements included in this document
- Binders and stationary
- Writing utensils
- Other general materials that students may use throughout a college course

The course and its faculty do not endorse or take a position on the specific brands or models of materials. If a student requests a member of faculty to review a potential purchasing decision, faculty members may advise the student on specific functional characteristics of a product but their statement should not be construed as an endorsement.

2 Eligibility and Qualifications

2.1 General Qualifications

When students enroll, an application for certification is submitted to the NYS Bureau of EMS on their behalf by the course sponsor. This registers their intent to become a certified EMT with the certifying authority.

Students must meet the qualifications for certification in [Title 10, Part 800, Section 6 of the New York Codes Rules and Regulations](#).

Students must be at least 17 years old by the last day of the End of Course month. The End of Course date can be found on the course schedule. Those 16 or younger should consult the lead instructor or program director before starting the EMT-B course.

2.2 Functional Position Qualifications

The requirements to certify as an Emergency Medical Technician in the State of New York include successfully completing this course and all of its requirements. Successful completion of this course will require students to employ the same functional position qualifications that a certified Emergency Medical Technician is expected to employ throughout their work duties, as outlined by [Policy Statement 00-10 Functional Position Description](#).

While the list of qualifications will not be explicitly examined, the course's curriculum will incorporate components that will require students meet some or all of the qualifications in order to successfully complete. Note that the age requirement cited in the policy statement has changed since its publication, however all other requirements remain the same.

Students are advised to pay particular heed to the following qualifications, as they must have the ability to:

- Communication
 - Communicate effectively via telephone and radio equipment
 - Converse, in English, with coworkers and hospital staff with regard to the status of the patient
 - Interview patients, patient family members and bystanders
 - Interpret oral, written and diagnostic form instructions
 - Read English language, manuals and road maps
 - Accurately discern street signs and addresses

- Document, in writing, all relevant information in prescribed format in light of legal ramifications of such
- Physical
 - Lift, carry and balance up to 125 pounds (250 pounds with assistance)
 - Possesses good manual dexterity with ability to perform all tasks related to the highest quality patient care
 - Bend, stoop and crawl on uneven terrain
 - Work in low light situations and confined spaces
 - Function efficiently without interruption throughout an entire work shift
 - Withstand varied environmental conditions such as extreme heat, cold and moisture
 - Be unaffected by loud noises and flashing lights
- Cognitive and Affective
 - Use good judgement and remain calm in high stress situations
 - Work with other providers to make appropriate patient care decisions
 - Calculate weight and volume ratios

Students will be evaluated by the qualifications listed above during lab and on clinical rotations.

If a student's physical condition changes throughout the duration of the course, or if an instructor identifies a potential risk to a student's safety due to their physical condition, the lead instructor or program director may request a documented clearance from the student's physician to attend future lab sessions. The student continues to be responsible for communicating with the lead instructor regarding missed coursework throughout this process.

2.3 Americans with Disabilities Act Statements

2.3.1 NYS Bureau of EMS

The NYS Practical Skills Exam and the NYS Written Certifying Exam are not components of the course and are events sanctioned and endorsed by the NYS Bureau of EMS. Accordingly, accommodations for the NYS Practical Skills Exam and the NYS Written Certifying Exam may only be granted by the NYS Bureau of EMS.

It is the Bureau's position that accommodations may not be granted for the NYS Practical Skills Exam if they in any way alter the physical components of the exam simulation, exempt the student from the

qualifications of a certified EMT, or require accommodations that would not be available to a provider on the field.

Accommodations for the NYS Written Certifying Exam are reviewed on a case-by-case basis by the NYS Bureau of EMS. In order to request an accommodation, the student must submit a [Request for ADA Accommodations Form](#) at least 8 weeks prior to the end of course. The student will be required to submit documentation to support the need for the request. The request will require the student's NYS Provider Number which will not become available until several weeks after the first day of the course, however students may proactively reach out to their lead instructor to check if the provider number has been issued.

The Bureau of EMS has published [Policy Statement 22-03 ADA Accommodations Requests for NY State EMS Certifying Exam](#) which outlines its policies on ADA accommodations. Furthermore, students may email the Bureau of EMS at EMS.ADA.testing@health.ny.gov if they have specific questions regarding the state's policies.

2.3.2 SBU Student Accessibility Support Center Statement

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, Stony Brook Union Suite 107, (631) 632-6748, or at sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. Procedures and information can be found on Stony Brook University's Environmental Health and Safety website by opening the [Evacuation Guide for People with Physical Disabilities](#) page.

2.4 Clinical Clearance Requirements

2.4.1 Deadlines for CastleBranch

The course has several deadlines for CastleBranch completion milestones. These deadlines shall be treated as critical competencies for the course and failure to meet them may ultimately result in dismissal from the course. These deadlines include:

- Registering for and purchasing the CastleBranch package by the first day of class.
 - If a student is admitted off the waitlist, they must purchase the CastleBranch package by no later than the third day of class.
- Be cleared in CastleBranch no later than the deadline listed on the [CastleBranch portal](#).
 - Submit your lab work as early as possible if you need to repeat a test or receive a booster to be cleared you can be compliant by the deadline.
 - If a student misses a deadline, the lead instructor will counsel them and assess the cause. Based on this review, the instructor might be able to get a 7-day extension. Failure to meet the plan's requirements by that date will result in a referral to the program director to begin the dismissal process.

Regardless of any extension, students who do not complete clinical rotations before the NYS Practical Skills Evaluation will not pass the course.

2.4.2 Physical Clearance

A physical exam is required for CastleBranch clearance. A student may use a previous medical exam as long as it was performed within 12 months prior to the start of the course. Your medical provider must submit the information on the CastleBranch-provided form.

2.4.3 Immunization Requirements

Students must provide documentation of immunity as part of CastleBranch clearance, including blood work, vaccination dates, lot numbers, administration, and expiration dates, depending on the disease.

Required vaccinations for medical clearance are detailed in the CastleBranch portal. Some vaccines may be declined without proper paperwork, and the process is outlined in the portal.

While the program may allow vaccine declinations, clinical sites set their own policies. Students cannot attend clinical rotations if they lack required vaccinations, regardless of CastleBranch status. For site-specific requirements, contact the clinical coordinator.

2.4.4 Drug Screening and Background Check

Students may need a drug screening and a background check. These are included in the CastleBranch package and must be completed through the approved vendor.

Outside drug tests or background checks will not be accepted or reimbursed. CastleBranch provides detailed instructions, and students should consult the lead instructor before making any purchases outside the package.

Visit the [Health Science Catalog](#) for more details on background checks and drug screening.

2.5 Criminal Conviction Policy Statement

Individuals with misdemeanor or felony convictions may be eligible for EMT certification after a review process, as outlined in [Title 10, Part 800, Section 6](#) and [Policy Statement 18-01 Certification of Individuals with Criminal Convictions](#).

Students with convictions should not sign the Application for Emergency Medical Services Certification. The lead instructor will confirm that the omission was intentional. Students do not need to discuss the details of their conviction with the faculty.

The NYS Bureau of EMS will review the circumstances and may deny certification. Students must continue attending courses until a decision is made.

All inquiries must be directed to the Bureau of EMS. The Program Director, Medical Director or course faculty cannot provide guidance on individual cases.

3 Academic Policies and Procedures

3.1 Professional Conduct

The primary purpose of this course is to certify individuals as Emergency Medical Technicians (EMTs), and students must uphold high standards of professional conduct.

As attendees of this course, students must follow the university's [Code of Student Responsibility](#) and the [EMS Code of Ethics](#) at all times, both on and off university property.

The progressive disciplinary process can be found in later sections of this document; however, some forms of conduct are egregious and will result in immediate removal from clinical setting and can result in dismissal from the program. Examples include but are not limited to:

- Inappropriate behavior in academic or patient care settings
- Violations of health and safety policies
- Criminal behavior (theft, vandalism, harassment)
- Discriminatory or inappropriate behavior
- Noncompliance with instructions from faculty, clinical preceptors, or clinical staff
- Breaches of patient confidentiality
- Lack of respect and courtesy toward peers, faculty, healthcare professionals, or the public
- Possession of firearms, weapons, or dangerous objects
- Use of alcohol, unauthorized drugs, an/or prescription drugs that lead to impairment on university property, clinical sites, or while representing the course
- Actions potentially compromising patient safety

3.1.1 Sexual Misconduct Policy Statement

The EMS Program adheres to Stony Brook University's [Sexual Misconduct and Reporting Policy](#) which outlines how to report sexual misconduct.

3.1.2 Alcohol and Drug Policy Statement

In order to support the highest standard of conduct in the clinical environment, advised that alcohol or illegal drug possession, use, distribution, or being under the influence of any such substance while at a clinical site, during a lecture session, or in a lab area will not be tolerated. Students taking prescription medication must not attend clinical if that medication impairs the student's judgement, ability to conduct themselves professionally or provide safe, effective care to patients.

3.1.3 Academic Integrity Statement

Students are expected to adhere to the highest levels of academic integrity. As part of the School of Health Professions, the EMS Program and its students are subject to the Academic Dishonesty policy and disciplinary procedures outlined in the [School of Health Professions Student Handbook](#).

Members of faculty for the School of Health Professions are required to report any suspected instances of academic dishonesty using the process outlined in in the [School of Health Professions Student Handbook](#).

3.1.3.1 Plagiarism

Plagiarism is simply the use of others' words or ideas without clearly acknowledging their source. Students are exposed to a myriad of ideas presented through the course's literature, discussions, and lectures. When incorporating such ideas into their own work, credit must be provided wherever appropriate. The use of large language models such as ChatGPT or other AI-driven tools is considered plagiarism for the purposes of this course.

Members of faculty for the School of Health Professions are required to report any suspected instances of intentional or unintentional plagiarism using the process outlined in in the [School of Health Professions Student Handbook](#).

3.1.4 Required School Statements

3.1.4.1 Diversity, Equity, and Inclusion Statement

The School of Health Profession (SHP) is committed to ensuring safe, welcoming, and inclusive learning spaces for all members of our community. Inclusive learning spaces can include classrooms, labs, and other places of learning where all stakeholders (students, faculty, and staff) will be treated with respect and dignity. Students will be provided equitable opportunities to express ideas, opinions, and worldviews.

The use of any language or behavior that may be construed as offensive and/or disparaging based on a person or group's race, ethnicity, sexual orientation, gender identity, age, religion, socio-economic status, disability status, citizenship status, or any other characteristic is not acceptable behavior.

Students who are in violation of the aforementioned may be referred to the Office of Student Conduct and Community Standards.

3.1.4.2 Academic Integrity Statement

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Professions, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website on Academic Integrity.

3.1.4.3 Critical Incident Management

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Student Conduct and Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the [Undergraduate Bulletin](#), the [Undergraduate Class Schedule](#), and the [Faculty-Employee Handbook](#).

3.2 Attendance

Attendance is mandatory, beginning with the first day of class.

- Attendance will be assessed multiple times and numerous ways during the class session (for example, review of zoom data regarding login and logout times)
- Leaving class early or coming back late from break can equal an absence
- Not participating in small group activities can equal an absence
- Attendance is recorded in the course gradebook, in 1-hour blocks
 - Arriving 10 minutes after the class begins will equate to an absence of 1 hour
 - Leaving 10 minutes early from class will equate to an absence of 1 hour

- Repeated lateness or leaving class early will result in disciplinary action

Students can monitor their attendance hours and percentage through the gradebook.

3.2.1 Absences & Attendance Tracking

3.2.1.1 Excused Absences

Officially documented university-recognized religious observance, illness, car accidents, legal subpoenas, etc. are excused with supporting documentation. Documentation should be submitted to the lead instructor either in person or through email.

Examples of documentation include but are not limited to:

- Note from a medical provider stating you could not be in class on the day of the absence. This note should not include a diagnosis
- Police report of a car accident

Examples of inadequate documentation are

- A note stating you had a medical appointment
- Picture of a flat tire or dented car

If an absence is excused, the student is responsible for making up missed work without grade penalty and can be eligible to attend an instructor scheduled remediation session if applicable.

There is a limited number of excused absences permitted – if a student has absences exceeding 10% of the course content (14 blocks of time over the entire course) the program director will support the students request to the Dean for a leave of absence.

3.2.1.2 Unexcused Absences

Absence requests for personal reasons (vacations, weddings, work, etc.) will not be approved.

Students with unexcused absences:

- Will not be eligible to attend scheduled remediation sessions
- May make-up high stakes exams with a 10-point grade penalty

- Will fail the course if they fail to attend the Practical Skills Evaluation

Absences exceeding 10% of the course – will result in a failing grade for the course and the program director will not support the students request to the Dean for a leave of absence.

3.2.1.3 In-Person Attendance

Attendance for in-person sessions is recorded via an attendance sheet available throughout the class session. Students must sign this sheet upon arrival and departure, accurately noting the exact time. Falsifying attendance times will be treated as academic dishonesty.

Sessions begin precisely at the scheduled time. Students must be signed in and prepared to begin coursework by this time.

Students are responsible for planning appropriately to ensure they arrive on time for class.

Attendance is determined by the sign-in and sign-out times recorded on the attendance sheet. Students failing to sign in or out will be marked absent for the entire session.

If a student steps out of class after signing in and fails to return prior to the start of the session, their attendance records will be adjusted accordingly to reflect actual participation, and they may be charged with academic dishonesty for falsifying attendance records.

3.2.1.4 Online Attendance

Except for orientation and the first day, students must use their Stony Brook University Zoom accounts to join online classes. If all students have not been provided with Stony Brook University Zoom accounts, students may join online classes by using a Zoom account that matches their email and full name to the course's roster records.

Sessions will be locked to unauthenticated or external users.

Students must have a functioning camera turned on, with their faces clearly visible throughout the session. The student must be seated in an area conducive to learning - a consistent, private environment with functioning audio and video capabilities.

- For example, students may not attend class while driving in a car or while at work.

Attendance for online sessions is determined by:

- Zoom login timestamps indicating entry and exit times.
- Continuous visibility of the student's face on camera.

Students who turn their camera off or are not visible will be considered absent for the corresponding attendance block.

3.2.2 Class Schedule

The class schedule, days, and times are identified at the time of registration and will be provided by the instructor leading up to the first day of class. The schedule will also be available through the Brightspace platform. It is the student's responsibility to check Brightspace for announcements on a daily basis.

3.2.3 Mandatory Classes External to the Course

Some external sessions are mandatory to successfully complete the course. Those sessions will be outlined by the lead instructor during the orientation. For example, the NYS Practical Skills Evaluation is not a part of the course. However, attendance is required if the student wishes to acquire certification through the NYS Bureau of EMS.

3.2.4 Special Classes

Some sessions may require that the student attend a make-up session in the event of absence, as a requirement for successful completion of the course. Those sessions will be outlined by the lead instructor during the orientation. Students that miss special sessions (with an excused absence) must reach out to the lead instructor proactively to schedule a make-up session. Make-up sessions will be scheduled in conjunction with other students that missed the initial special session and will be held during days and times that do not conflict with the course's schedule.

3.3 Grading

Grades are recorded and regularly updated on the Brightspace platform. Students will receive instructions for accessing Brightspace at the course start.

Grading components include, but are not limited to:

- Assignments
- Attendance
- Clinical Performance
- Group Simulations
- Participation
- Psychomotor Evaluations
- Quizzes and Exams

Specific grading weights are detailed in the course syllabus. Students must maintain a weighted course average of 70% or higher to pass. Additionally, students must meet all Critical Competency requirements described separately in this policy.

If a student's average falls below 70%, the lead instructor will provide academic counseling and develop a performance improvement plan. This plan will outline corrective actions and deadlines to help the student achieve the required average.

Individual Critical Competency requirements are detailed separately in their respective policy sections.

3.3.1 Critical Competencies

Critical competencies are requirements that must be met in order to successfully complete the course in addition to maintaining attendance and grade requirements.

3.3.1.1 Course Written Final Exam

Students must score at least 70% on the course written final exam. If a student scores below 70%, the lead instructor will counsel the student, issue a performance improvement plan, and schedule a make-up exam.

The student must score at least 70% on the make-up exam. Failure to do so will result in referral to the program director for dismissal proceedings.

A passing final exam score must be obtained for admission to the NYS Practical Skills Evaluation.

3.3.1.2 Course Lab Final Exam

Students must pass all psychomotor competency stations in the lab final exam. If a student fails any station, the lead instructor will counsel the student, issue a performance improvement plan, and schedule a make-up exam for the station.

The student must pass the make-up exam. Failure to do so will result in referral to the program director for dismissal proceedings.

A passing lab final score must be obtained for admission to the NYS Practical Skills Evaluation.

3.3.1.3 Clinical Rotations

Students must complete all clinical hours, patient contact requirements, and associated documentation.

Meeting clinical requirements is solely the student's responsibility. They cannot be made up after the course ends.

All clinical work and documentation must be completed and submitted before the NYS Practical Skills Evaluation.

3.3.1.4 Additional Certifications

In addition to other Critical Competencies, the course, university, NYS Bureau of EMS, or other relevant organization may require students to obtain CPR certification to complete the course. These requirements and deadlines will be listed in the course syllabus.

Failure to obtain required CPR certification by the stated deadlines is a failure to meet a course competency and may prevent the student from participating in course sessions, clinical rotations, or completing the course.

3.3.2 Missed and Late Assignments

Assignments that are not completed by their deadline are automatically marked as a 0% in the gradebook. There are a limited number of assignments that are required to pass the course, those will be required for the student to complete but the grade will remain zero.

3.3.3 Exam Policies

All exams are administered in person using non-electronic means.

During exams, when you enter the room and while exam is in progress, please adhere to the following guidelines:

- All tests/exams/quizzes must be taken independently. Failure to comply will result in a charge of academic dishonesty
- All electronic devices must be turned off (i.e., cell phones, smart watches, Fitbits, Google glasses, etc.) and must be put either at the front of the room or in your closed bag/backpack stored under your seat
 - If you are found with an electronic device (i.e., cell phone/smart watch/step tracker, etc.) on your person (in your hand, in a pocket, on your lap, etc.) or at your desk during an exam it will result in a charge of academic dishonesty, even if that device is turned off
- Follow the instructor or proctor's seating instructions and instruction on where your electronic devices/personal belongings can be stored
- Once the exam starts a student will not be permitted to leave the room and return to the exam (e.g., you are not permitted to go to the restroom and then return to exam unless you have a SASC accommodation)
- Do not begin the exam until you are instructed to
- It is a student's responsibility to make sure that all questions have been answered prior to handing in the exam. Students cannot review or make changes to the exam once they have left the room
- Students are required to turn in all answer keys and exam materials prior to exiting the room
- Students must quietly gather belongings before signing out/once signed out students must quietly exit the room
- At any time during the exam the instructor may ask you to change seats

- Tests and examinations will begin on time and any student arriving 10 minutes after the start of the exam or after a fellow student has completed the exam will not be able to take the exam
 - Any student missing the exam or arriving too late to take the exam will need to contact the professor as soon as possible after the completion of the exam and submit an excused absence petition to the program director
- Students must complete the exam in the allotted time, unless the instructor has received an accommodation letter from SASC indicating additional time is warranted

3.4 Technology Policy

3.4.1 Electronic Devices

3.4.1.1 Cellular Phones

Cell phone use is not permitted during course sessions unless explicitly allowed by an instructor for instructional purposes. Phones must be set to silent or vibrate for the entire session.

If a student must use their phone for an urgent reason, they may step out briefly. However, time missed may affect attendance credit as outlined in the attendance policy.

3.4.1.2 Laptops and Tablets

Laptops and tablets may be used for note-taking or academic activities but must remain silent, with no sounds or use of earphones.

Device use must stay focused on course-related tasks. Students using devices for unrelated activities or causing distractions may be asked to stop using the device or leave the session. This will be considered an absence, see attendance credit policy.

3.4.1.3 Cameras

According to the Bureau of EMS, the program may be required to record zoom and lab sections to evaluate faculty delivery of course content. These recordings may be shared with the program's faculty and the Bureau of EMS.

Students are prohibited from recording any portion of the course: capturing audio, photo, or video during any course-related activity—including lectures, labs, or clinical rotations.

3.5 Lecture Sessions

3.5.1 Appearance and Dress Code

3.5.1.1 In-Person Lectures

During in-person lectures, students must follow the dress code outlined in the [School of Health Professions Student Handbook](#). Students must also wear their Stony Brook ID card visibly above the waist. Reasonable hygiene is expected.

3.5.1.2 Online Lectures

During online lectures, students must follow the dress code outlined in the [School of Health Professions Student Handbook](#). Students must also ensure they are in an environment that is free from distraction and does not endanger the safety of themselves or others.

3.6 Lab Sessions

3.6.1 Appearance and Dress Code

During lab sessions, students must wear attire suitable for physical activity, including kneeling, lifting, and bending. Open-toed shoes are prohibited for safety. Stony Brook ID cards must be worn visibly above the waist.

Students are required to bring a stethoscope, blood pressure cuff, and wear a watch. Reasonable hygiene is expected.

3.6.2 On-site Supervision

All work in the lab will be conducted under the supervision of a lab instructor. Equipment or supplies may not be removed from the lab area unless under the direction of a lab instructor.

Use of sharps (e.g. needles) is limited to instances where an instructor is directly supervising the student in a one-to-one capacity. All sharps must be disposed of in a designated sharps container.

3.6.3 Equipment Handling

Students are expected to assist with setting up and breaking down each class. Equipment must be used only as intended; misuse will result in disciplinary action.

All equipment must be handled carefully, kept in good condition, and returned to its proper location before dismissal. Students should not attempt repairs and must report any issues to a lab instructor.

3.6.4 Invasive Procedures

Invasive procedures on human subjects for the purposes of practice is strictly forbidden during this course. Students will be provided with opportunities to practice invasive procedures on mannequins.

3.7 Clinical Rotations

Clinical rotations are supervised opportunities for students to demonstrate their knowledge, perform skills, and interact with actual patients.

At the start of the course, student availability will be collected. The clinical coordinator will coordinate with clinical sites to schedule appropriate shifts and confirm that each student is cleared to attend.

Students may not attend any clinical shift or site without a scheduled assignment and explicit clearance from the clinical coordinator.

3.7.2 Clinical Rotation Requirements

Students must complete a minimum of two clinical rotation shifts, with at least one on an ambulance.

Across all rotations, students must document at least ten patient contacts. Those who have not met this requirement must arrange additional shifts with the clinical coordinator.

3.7.2.1 Clinical Rotation Documentation

Students must document each clinical rotation shift and every patient contact. Preceptors must complete separate activity forms provided to the student.

Students are responsible for printing and bringing all required clinical rotation forms to their shifts. All documentation must be submitted through the Brightspace platform.

3.7.3 Check-in Procedures

Location details, parking instructions, and check-in procedures for each clinical site will be provided with shift confirmation. Students should direct any site-specific questions to the clinical coordinator.

3.7.4 Appearance and Dress Code

3.7.4.1 Emergency Room

Clinical rotations in the emergency room require business casual attire.

Students must meet the following requirements:

- Wear a well-fitted collared shirt, slacks and a belt
- Wear closed-toe shoes
- Wear a Stony Brook University ID above the waist
- Tie any shoulder length hair in a bun or ponytail
- Bring a watch, stethoscope and blood pressure cuff
- Bring required clinical rotation forms
- Bring a pen and notepad

- Avoid wearing any attire with departmental or agency logos
- Avoid wearing any hanging jewelry including earrings, necklaces, or bracelets
- Avoid wearing heels or shoes that make standing for long periods of time difficult
- Do not use products with fragrances -some patients have asthma or allergies

Students that do not meet these requirements may be denied access to the clinical site.

3.7.4.2 Ambulance Rotations

Clinical rotations in an ambulance require work appropriate attire

Students must meet the following requirements:

- Wear a black or navy blue polo shirt
- Wear black or navy blue work pants or BDU pants
- Wear black boots
- Wear a Stony Brook University ID above the waist
- Tie any shoulder length hair in a bun or ponytail
- Bring a watch, stethoscope and blood pressure cuff
- Bring required clinical rotation forms
- Bring a pen and notepad
- Avoid wearing any attire with departmental or agency logos
- Avoid wearing any hanging jewelry including earrings, necklaces, or bracelets
- Do not use products with fragrances -some patients have asthma or allergies

Students that do not meet these requirements may be denied access to the clinical site.

3.7.5 HIPAA

All students must complete the School of Health Professions compliance training through Brightspace.

As per HIPAA, no real patient information may be shared verbally, in writing, or electronically. Posting about clinical sites or patients on social media is forbidden and will result in removal from clinical rotations while a request for dismissal is being processed.

3.7.6 Hand Washing Procedures

Hand washing is strictly enforced in the emergency room. Students must wash their hands with soap and water when entering or leaving patient rooms, before and after patient contact, and before and after glove use.

During ambulance rotations, hand sanitizer may be used on the ambulance, but hand washing is required before patient contact and after patient drop-off in the emergency room.

Failure to follow these protocols may result in suspension from clinical activities and removal from the site.

3.7.7 Accidents and Injuries

All accidents or injuries while on a clinical shift must be reported to the preceptor and students should seek immediate medical care. Students must also notify the lead instructor, clinical coordinator, and program director as soon as reasonably possible. All accidents or injuries require documentation which the program director will provide to the student.

In the event of a needle stick or blood and body fluid exposure, refer to the [School of Health Professions Student Handbook](#) for additional guidance.

4 Disciplinary Action and Academic Appeals

4.1 Disciplinary Process

Disciplinary action is taken when a student violates any applicable policy, including those of external organizations. For information regarding disciplinary actions and academic standing, refer to the [School of Health Professions Student Handbook](#).

4.1.1 Student Counseling

Instructors may counsel students verbally at any time to address concerns, discuss course standing, or offer guidance. Counseling sessions must take place in a private setting on campus, with the student and faculty. The counseling session will be documented on a Student Counseling form and placed in the student's file.

If a student is unreachable, the lead instructor must document attempts to schedule a counseling session.

If the situation warrants, a counseling session may turn into a discussion of behavior that requires disciplinary actions, such as a performance improvement plan or referral for dismissal. In such cases, both the counseling and the disciplinary action must be documented using the appropriate forms.

4.1.2 Performance Improvement Plans (Learning Contracts)

A performance improvement plan (PIP), also called a Learning Contract, is a documented student counseling session notifying a student of their failure to meet course requirements. It outlines specific, measurable criteria and deadlines the student must meet to resolve the issue.

Issuing a PIP indicates the student is failing to meet a course requirement and upon the program director's review, will place the student on a provisional probation status. The program director will then initiate the probation process as outlined in the [School of Health Professions Student Handbook](#).

In most cases, the program director will recommend to the dean that the student be permitted to continue participating in clinical rotations.

If a student engages in behavior harmful to patients, peers, or the program's mission, the lead instructor may immediately remove the student from course activities and refer them to the program director for suspension or other disciplinary actions as outlined in the [School of Health Professions Student Handbook](#).

4.1.3 Academic Dismissal and Voluntary Withdrawal

If a student on probation or suspension fails to meet the requirements of their Performance Improvement Plan within the probationary period, the lead instructor will refer the student to the program director to initiate the dismissal process, as outlined in the [School of Health Professions Student Handbook](#).

4.2 Appeals Process

4.2.1 Course Sponsorship Appeal Process

The program director will notify the student of their intent to recommend disciplinary action to the Dean based on academic and/or professional violations of the course's policies/procedures.

The student may request an appeal within 48 hours of being provided notice. The appeal will first be reviewed by a committee consisting of the lead instructor, medical director, and an at-large faculty member.

The committee will notify the program director of its decision within 48 hours. If the committee upholds the program director's decision, the program director will proceed with the dismissal process outlined in the [School of Health Professions Student Handbook](#).

Once the program director recommends disciplinary action, the Dean will follow the procedure outlined in the [School of Health Professions Student Handbook](#). If the student wishes to appeal the Dean's decision, they must follow the appeals process outlined in the handbook.

4.2.2 NYS Bureau of Emergency Medical Services Appeal Process

In the event of dismissal, once the School of Health Professions' appeal process is exhausted and the dismissal is upheld, the student may file a final appeal with the NYS Bureau of Emergency Medical Services Area Office. Contact information is available on the Bureau's website under the Metropolitan Region.

5 Additional Policies and Procedures

5.1 Class Cancellation

The lead instructor or program director may cancel course sessions at their discretion. Students will be notified through Brightspace (either email or posted announcement).

Stony Brook University may cancel sessions due to weather, hazardous conditions, emergencies, or other reasons. Updates are posted on the [SB Alert](#) website.

If SB Alert announces a closure, in-person, online sessions, and clinical/field rotations are cancelled.

5.2 Job Placement

The course does not provide job placement services. While employment opportunities may be shared with interested students, the program makes no guarantees or promises regarding job placement or preferential access.

5.3 Visitors and Guests

Visitors or guests are not permitted to attend or participate in any course activities—whether in-person or online—without prior approval from the lead instructor or program director.

5.4 Parking

Students are responsible for following Stony Brook University's parking rules and regulations. Many lots have specific restrictions or fees, and it is the student's responsibility to park in authorized areas and pay any required fees.