



Stony Brook
School of Health Professions

EMT-Paramedic Course

Student Handbook

1 Introduction	5
1.1 EMS Code of Ethics	6
1.2 Letter from the Program Director	7
1.3 Scope and Definitions	8
1.3.1 Scope	8
1.3.2 The Paramedic Original Course	8
1.3.2.1 Accreditation	8
1.3.3 University Policies	9
1.3.4 NYS Bureau of Emergency Medical Services	10
1.3.5 Course Sponsorship	10
1.3.6 Internship Rotation	11
1.3.6.1 Clinical Rotation	11
1.3.6.2 Field Rotation	11
1.3.6.2 Capstone Field Internship	11
1.3.7 Lab and Skills	12
1.3.8 NYS Practical Skills Evaluation	12
1.3.8.1 NYS Practical Skills Examination	12
1.3.8.2 NYS Paramedic Original Portfolio Program	12
1.4 Key Roles & Individuals	13
1.4.1 Program Director	13
1.4.2 Medical Director	13
1.4.3 Clinical Coordinator	13
1.4.4 Lead Instructor	14
1.4.5 Lecturers	14
1.4.6 Lab Instructors	14
1.4.7 Student	14
1.4.8 Preceptor	15
1.4.8.1 Clinical Preceptor	15
1.4.8.2 Field Preceptor	15
1.4.8.3 Capstone Field Preceptor	15
2 Prerequisites and Qualifications	17
2.1 Tuition & Additional Costs	18
2.1.1 Tuition Cost and Refunds	18
2.1.2 NYS Verification of Membership Waivers	18
2.1.3 Additional Costs	18
2.1.3.1 CastleBranch	18
2.1.3.2 Textbooks and Literature	19
2.1.3.3 Required Materials that Students Must Purchase	19
2.2 Qualifications	20
2.2.1 Certification Qualifications	20
2.2.2 Functional Position Qualifications	20
2.3 Americans with Disabilities Act Statements	22
2.3.1 NYS Bureau of EMS	22

2.3.2 SBU Student Accessibility Support Center Statement	22
2.4 <i>CastleBranch and Internship Prerequisites</i>	23
2.4.1 Physical Clearance	23
2.4.2 Immunization Requirements	24
2.4.3 Drug Screening and Background Check	24
2.5 <i>Criminal Conviction Policy Statement</i>	24
3 Academic Criteria	26
3.1 <i>Course Goals</i>	27
3.2 <i>Class Schedule</i>	27
3.2.1 Course Modules and Progression	27
3.3 <i>Successful Course Completion</i>	28
3.3.2 Academic Progress Reports	28
3.4 <i>Grades and Coursework</i>	28
3.4.1 Assignments	29
3.4.1.1 Missed and Late Assignments	29
3.4.2 Didactic Cognitive Evaluations	29
3.4.2.1 Quizzes	30
3.4.2.2 Exams	30
3.4.3 Psychomotor Evaluations	30
3.4.4 Objective Structured Clinical Examination (OSCE)	30
3.4.5 Student Minimum Competency (SMC)	30
3.4.5.1 Failure to Meet SMC Requirements	31
3.4.6 Attendance and Participation	31
3.4.6.1 Excused Absences	31
3.4.6.2 Unexcused Absences	32
3.4.6.3 In-Person Attendance	32
3.4.6.4 Online Attendance	32
3.4.6.5 Participation	33
3.5 <i>Critical Competencies</i>	33
3.5.1 Attendance Requirements	33
3.5.2 High Stakes Exams	33
3.5.2.1 High Stakes Cognitive Exams	34
3.5.2.2 High Stakes Psychomotor Exams	34
3.5.2.3 Objective Structured Clinical Examination (OSCE)	35
3.5.3 Internship	35
3.5.3.1 Capstone Field Internship	35
3.5.4 Student Minimum Competency (SMC)	35
3.5.5 Additional Certifications	36
3.5.6 Mandatory Classes External to the Course	36
3.5.7 Special Classes	36
4 Course Policies	37
4.1 <i>Appearance and Dress Code</i>	38
4.1.1 In Person Sessions	38

4.1.2 Online Sessions	38
4.2 <i>Use of Technology</i>	39
4.2.1 Cellular Phones	39
4.2.2 Electronic Devices	39
4.2.3 Cameras and Recordings	39
4.3 <i>Professional Conduct</i>	39
4.3.1 Program Assets and Equipment	40
4.3.1.1 Lab Equipment	40
4.3.1.2 Sharps and Biohazard Handling	40
4.3.1.3 Program Issued Tablet	41
4.3.2 Invasive Procedures in Lab Settings	41
4.3.3 Physical Contact Policy	41
4.3.4 Social Media	42
4.3.5 Sexual Misconduct Policy Statement	42
4.3.6 Alcohol and Drug Policy Statement	42
4.3.7 Required School Statements	42
4.3.7.1 Diversity, Equity, and Inclusion Statement	42
4.3.7.2 Academic Integrity Statement	43
4.3.7.3 Plagiarism	43
4.3.7.4 Critical Incident Management	43
5 Internship Policies	44
5.1 <i>Internship Goals</i>	45
5.2 <i>Internship Appearance and Dress Code</i>	45
5.2.1 General Internship Site Uniforms	45
5.2.2 Special Internship Site Uniforms	46
5.3 <i>Internship Policies</i>	46
5.3.1 Scope of Practice	46
5.3.2 Check-in Procedures	46
5.3.3 Preceptor Supervision	46
5.3.4 Patient Contact Documentation	47
5.3.5 On-duty Duration Cap – Limited to 16 consecutive hours	47
5.3.6 HIPAA and Patient Confidentiality	47
5.3.7 Hand Washing Procedures	47
5.3.8 Accidents and Injuries	47
6 Disciplinary Action and Academic Appeals	49
6.1 <i>Disciplinary Process</i>	50
6.1.1 Student Counseling	50
6.1.2 Performance Improvement Plans (Learning Contracts)	50
6.1.3 Suspension from Course Activities	50
6.1.4 Academic Dismissal and Voluntary Withdrawal	51
6.2 <i>Appeals Process</i>	51
6.2.1 Course Sponsorship Appeal Process	51
6.2.2 NYS Bureau of Emergency Medical Services Appeal Process	51

7 Other Policies	53
7.1 Class Cancellation	54
7.2 Job Placement	54
7.3 Visitors and Guests	54
7.4 Parking	54
Addendum	55
A Digital Platforms	56
Platinum Planner & Platinum Testing	56
Brightspace	56
ESO Suite	56
MURU	56
B Clinical Rotation Sites	57
Stony Brook University Hospital Emergency Department	57

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 wellbeing.
- 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 to be successful. 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 "Robert L. Jr.", written in a cursive style.

1.3 Scope and Definitions

1.3.1 Scope

This document outlines policies and procedures for the Paramedic (EMT-P) 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 Paramedic Original Course

The Paramedic Original course at Stony Brook University (SBU), is in the School of Health Professions (SHP), Department of Health Science. The Paramedic 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](#).

1.3.2.1 Accreditation

The Stony Brook Paramedic Program is accredited by:

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104-2680
P: (267) 284-5000
www.msche.org

The Stony Brook Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions Commission on Accreditation of Allied Health Education Programs

Commission on Accreditation of Allied Health Education Programs

25400 US Highway 19 North

Suite 158

Clearwater, FL 33763

P: (727) 210-2350

F: (727) 210-2354

www.caahep.org

Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions

8301 Lakeview Parkway

Suite 111-312

Rowlett, TX 75088

P: (214) 703- 8445

F: (214) 703-8992

www.coaemsp.org

1.3.3 University 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 students that they have received the revision.

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 Paramedic 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. 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 Internship Rotation

As part of this course, students will be required to complete an internship.

Internships are conducted at internship sites. An internship site is a location managed or operated by an organization that provides healthcare and has a current affiliation agreement with the School of Health Professions.

Internship rotations provide students with the opportunity to participate in patient-facing or patient-contact activities. All internship rotations must be conducted under the supervision of a qualified preceptor at an internship site. The role of a preceptor and course policies regarding internship rotations are further defined in later sections of this document.

Some internship sites may have additional policies that the student must adhere to. Students will be provided with any policies that are specific to their internship site prior to their internship rotation, it is the student's responsibility to understand and adhere to them.

1.3.6.1 Clinical Rotation

Clinical rotations are internship shifts conducted in a hospital setting. Depending on the course's requirements, these rotations may be scheduled in various departments of a hospital.

1.3.6.2 Field Rotation

Field rotations are internship shifts conducted in an ambulance or other prehospital setting.

1.3.6.2 Capstone Field Internship

A capstone field internship is a series of field rotations that are conducted under the supervision of a capstone-qualified preceptor toward the end of the course.

1.3.7 Lab and Skills

The course has a lab component built into the curriculum, sometimes referred to as “skills” components. Several policies in this document apply 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 steps to obtain Paramedic certification through the NYS Bureau of EMS. It is not the same as a lab final exam.

While course completion is required to qualify, the PSE is a state-sponsored evaluation conducted by the course sponsor, administered in accordance with NYS Practical Skills Evaluation procedures. For updates, please refer to the NYS Bureau of [EMS Policy Statements and Advisories](#). The NYS Bureau of EMS, at their discretion, may offer or require multiple ways to fulfill the PSE requirement.

1.3.8.1 NYS Practical Skills Examination

The NYS Bureau of EMS allows Course Sponsors to administer the first evaluation step of the certification process through a Practical Skills Examination. The examination is conducted by the Course Sponsor in accordance with NYS Bureau of EMS policies and procedures.

1.3.8.2 NYS Paramedic Original Portfolio Program

The NYS Bureau of EMS allows Course Sponsors to participate in the NYS Paramedic Original Portfolio Program in lieu of administering a formal NYS Practical Skills Examination for Paramedic students. The program requires that the Course Sponsor and student develop and document a portfolio of the student progress throughout the duration of the course in accordance with [Policy Statement 24-07 Advanced EMS Practitioner Courses Practical Skills Evaluation](#).

1.4 Key Roles & Individuals

1.4.1 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](#).

1.4.2 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](#).

1.4.3 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.

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.

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 Student

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

1.4.8 Preceptor

A preceptor is a professional that is employed by an internship site, who supervises students during rotation shifts. Their role is to observe and assist with skills, help students meet internship objectives, and provide feedback.

During internship rotations, 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. All preceptors are required to hold a certification or licensure that is equal or higher than the one being sought by the student through this course. Different rotation sites will have different qualifications for preceptors.

If a preceptor also happens to be faculty of the EMS program, during internship rotations, they are acting in their capacity as an employee of the internship site. Your interaction with them should be limited in scope to your rotation and internship functions.

1.4.8.1 Clinical Preceptor

A clinical preceptor is a preceptor in a hospital setting. Clinical preceptors may include physicians, physician assistants, registered nurses, paramedics or other licensed clinicians. Clinical preceptors are assigned by the clinical site at the beginning of a student's shift.

1.4.8.2 Field Preceptor

A field preceptor is a preceptor in an ambulance or prehospital setting. Field preceptors are prehospital providers that are certified at level equal or higher than the certification the student is seeking through this course. Field preceptors are assigned by the internship site at the beginning of a student's shift.

1.4.8.3 Capstone Field Preceptor

A capstone field preceptor is a preceptor in an ambulance or prehospital setting that has met educational and training standards that are higher than that of a regular field preceptor. They possess advanced clinical skills to mentor students during the capstone internship, ensuring readiness for entry-level paramedic practice.

The student and clinical coordinator will choose a capstone field preceptor who will precept the student for their capstone field internship. Students will be scheduled to work with the same capstone field preceptor throughout the entire capstone field internship period.

2 Prerequisites and Qualifications

2.1 Tuition & Additional Costs

2.1.1 Tuition Cost and Refunds

The full balance course's tuition is due prior to the first day of class. Students may refer to the School of Health Professions [Certificate Program Tuition and Refunds](#) webpage for the tuition cost and refund schedule.

The full balance course's tuition is due prior to the first day of class.

All requests for 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.

2.1.2 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.

2.1.3 Additional Costs

While the cost of tuition covers the cost of attending this course, there may be additional costs a student incurs because 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.

2.1.3.1 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 internship 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 titters, vaccinations, professional liability insurance, or other CastleBranch requirements.

CastleBranch requirements may vary by course. All questions related to CastleBranch completion or standing should be directed to ems_castlebranch@stonybrook.edu.

2.1.3.2 Textbooks and Literature

All textbooks and literature required for this course are provided to students at no additional cost. This course's primary textbook is Nancy Caroline's *Emergency Care in the Streets* (12th ed.) by the American Academy of Orthopedic Surgeons. The book's ISBN is 978-1284274004.

Additional literature required for the course includes:

Ellis, K. (2016, September 6). *EKG plain and simple*. Pearson.

American Heart Association. (2020). *Advanced cardiovascular life support: Provider manual*. American Heart Association.

American Heart Association. (2020). *BLS basic life support: Provider manual*. American Heart Association.

American Heart Association. (2020). *Advanced Pediatric Life Support: Provider manual*. American Heart Association.

National Association of EMT, American College of Surgeons: Committee on Trauma. (2018). *Prehospital trauma life support, (9th ed)*. Jones & Bartlett.

2.1.3.3 Required Materials that Students Must Purchase

This course requires students to bring certain materials to class and participate in activities outside of class hours including attending internship 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 internship sites
- Materials of clothing to meet dress code requirements included in this document
- Binders and stationery
- 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.

2.2 Qualifications

2.2.1 Certification 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 Paramedic 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](#).

Additionally, students must be certified at the EMT level or higher before starting the paramedic program. Students must maintain their current EMT certification throughout the entirety of the class. Students whose current EMT certificate expires during the class must complete the necessary recertification requirements, including submission, no less than 90 days before the expiration date.

Students must be at least 18 years old by the Start of Course date. The Start of Course date can be found on the course schedule.

2.2.2 Functional Position Qualifications

The requirements to certify as a Paramedic 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 Paramedic 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 to meet some or all of the qualifications 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 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 regarding 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 considering legal ramifications
- 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 internship 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, accommodation 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 accommodation 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 Paramedic, or require accommodations that would not be available to a provider on the field.

Accommodation 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 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 accommodation is 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 CastleBranch and Internship Prerequisites

Students must meet all required prerequisites for internship rotations prior to attending any rotation shifts. Requirements are tracked through the CastleBranch platform. 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, link to 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 may grant an extension of up to 14 days. 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 internship rotations before the NYS Practical Skills Evaluation will not pass the course.

2.4.1 Physical Clearance

A physical exam is required for CastleBranch clearance. A student may use a previous medical exam if 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.

2.4.2 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, internship sites set their own policies. Students cannot attend internship rotations if they lack required vaccinations, regardless of CastleBranch status. For site-specific requirements, contact the clinical coordinator.

2.4.3 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.

In the event CastleBranch flags a result, please log in to your CastleBranch account as soon as possible and respond directly to any requests or instructions provided by CastleBranch. If additional documentation or clarification is required, it must be handled directly with them.

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-B or EMT-P 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 Criteria

3.1 Course Goals

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

Goal 1: Students will demonstrate the internship competence of an entry-level paramedic 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

3.2 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 and their Stony Brook University email for announcements daily.

3.2.1 Course Modules and Progression

The course is divided into separate modules. The modules are taught consecutively, and each module is a prerequisite to progress to the next one. Each module receives its own letter grade at its conclusion.

3.3 Successful Course Completion

Successful completion of the course requires that students:

- Achieve a passing grade for each individual module
- Maintain compliance with the attendance policy throughout the course
- Meet all critical competency requirements by their respective deadlines
- Meet CastleBranch requirements to qualify for their internship by the CastleBranch deadline
- Complete the course's internship requirements throughout the course

The specific of each requirement are further explained in this document. If a student fails to meet one or more of these requirements, the program will address it through the disciplinary process.

3.3.2 Academic Progress Reports

Academic progress will be reviewed with the student at least once per module. This progress report will include grades in the current module and internship rotation details.

3.4 Grades and Coursework

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

Grades are calculated from nearly every component of the course. In addition to contributing to the module and course grades, some of the coursework may also be a critical competency which is required to complete a module or the course.

At the end of the course and each individual module, students are given a letter grade corresponding to their weighted average. The minimum passing grade for all letter graded components is a C.

Grade	95-100	90-94	87-89	83-86	80-82	77-79	73-76	72-70	67-69	60-66	<60
Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Passing	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗

3.4.1 Assignments

Throughout the course, students may be given assignments to complete. Assignments are collected and graded through Brightspace.

3.4.1.1 Missed and Late Assignments

Assignments that are not completed by their deadline are automatically marked as a 0% in the gradebook.

There are a few NYS required assignments that must be completed even if the grade is 0% for late work to be able to advance to the next module.

3.4.2 Didactic Cognitive Evaluations

Cognitive evaluations are written exams and quizzes which are conducted in person. All testing is conducted following these procedures:

- All testing must be completed 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 the exam unless you have 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

3.4.2.1 Quizzes

Quizzes are short cognitive evaluations and may be announced or unannounced. They may be administered in person, or asynchronously online. Asynchronous quizzes must be completed by the deadline. Students arriving at an in-person class after a quiz has begun will not be permitted to take the quiz. Opportunities for make-up quizzes due to absence or tardiness are covered by the attendance policies.

3.4.2.2 Exams

Exams are summative evaluations that cover large components of the course's curriculum. Exams are scheduled in advance and are always conducted in person.

3.4.3 Psychomotor Evaluations

Psychomotor evaluations assess a student's ability to perform individual skills. Psychomotor evaluations may take several forms throughout the class.

3.4.4 Objective Structured Clinical Examination (OSCE)

Objective structured clinical examinations are scenario-based examinations that assess a student's ability to combine didactic, psychomotor, clinical, and behavioral learnings in an evaluated scenario.

3.4.5 Student Minimum Competency (SMC)

Students are required to participate in regular SMC progress meetings with program faculty to evaluate progress toward meeting Skills Mastery Completion (SMC) requirements. The conference provides an opportunity for students to ask questions and receive guidance.

3.4.5.1 Failure to Meet SMC Requirements

Students who do not meet SMC goals by the required date will be scheduled to meet with the Program Director and Medical Director. Additional clinical hours and/or simulation sessions will be assigned to meet SMC requirements.

3.4.6 Attendance and Participation

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

- Attendance will be assessed multiple times and numerous ways during the course hours
- Course hours include didactic, lab, internship, evaluation, and any other scheduled course activity
- Not participating in activities through class sessions will equal an absence
- Attendance and timeliness are recorded each session
 - Missing 15 minutes or more of a session will be treated as an absence
 - Repeatedly missing partial or entire sessions will result in disciplinary action

Students can monitor their attendance record through BrightSpace.

3.4.6.1 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.

3.4.6.2 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 grade penalty, the maximum grade recorded for the makeup exam will be 73%
- Will fail the module and not be able to advance to the next module if they fail to attend Practical Skills Evaluations

3.4.6.3 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.

3.4.6.4 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.

3.4.6.5 Participation

In addition to physical presence, students are also required to participate in course activities. Non-participation in activities will count as an absence from the course.

3.5 Critical Competencies

Critical competencies are requirements that must be met to successfully complete the course in addition to achieving passing grades for each module and the course.

3.5.1 Attendance Requirements

Students may not miss more than 8 days of the course (classroom, lab, or internship), regardless of whether absences are excused or unexcused.

If a student's excused absences exceed 8 days, the program director may support the student's request to the Dean for a leave of absence.

If a student's absences exceed 8 days and are unexcused, the program director will not support the student's request to the Dean for a leave of absence and will recommend to the Dean that the student be dismissed from the program.

3.5.2 High Stakes Exams

High stakes exams are examinations that students must pass to remain in the course.

3.5.2.1 High Stakes Cognitive Exams

Students must score at least 73% on all high-stakes exams. If a student scores below 73%, they will be counseled, issued a Performance Improvement Plan which includes a remediation plan and a date for a make-up exam. During this meeting the student is notified that they have been placed on academic probation.

Students must score at least 73% on the make-up exam to be removed from probation and able to move to the next module.

Failure to earn a grade of 73% or higher on the makeup exam results in recommendation, from the program director, to the Dean for dismissal.

Students are only permitted to take a makeup exam for three cognitive exams for the entirety of the program. Students who fail more than three high-stakes will be recommended, from the program director, to the Dean for dismissal. High-stakes cognitive exams are identified in the course syllabus.

Students must pass the cognitive final exam for admission to the NYS and or National registry cognitive exams and Practical Skills Evaluations.

3.5.2.2 High Stakes Psychomotor Exams

High stakes psychomotor exams are graded on a pass/fail scale. Students must pass all psychomotor practical exams in each module and for the course practical exam. Failure of any practical exam will result in counseling, issued a Performance Improvement Plan which includes a remediation plan and a date for a make-up exam. During this meeting the student is notified that they have been placed on academic probation.

Failure to earn a passing grade on the makeup exam results in recommendation, from the program director, to the Dean for dismissal.

Students who fail or miss an exam may be allowed one retake, it is the student's responsibility to contact the lead instructor to schedule the retake. All retakes must be completed within 5 calendar days of the original exam, or sooner if it is near the end of the term.

Students are only permitted to take a makeup exam for three high stakes practical exams for the entirety of the program. Students who fail more than three high-stakes will be recommended to the Dean for dismissal. High-stakes psychomotor exams are identified in the course syllabus.

3.5.2.3 Objective Structured Clinical Examination (OSCE)

Students must successfully complete at least two objective structured clinical examinations.

3.5.3 Internship

Students must complete all internship hours (clinical and field), patient contact requirements, and associated documentation as defined in the Student Minimum Competency.

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. Additional information on internships is presented later in this handbook.

3.5.3.1 Capstone Field Internship

The capstone validates the student has achieved entry-level paramedic competence. Students must complete 25 team leads with minimal prompting. To qualify as a Team Lead, the paramedic student must accompany the transport team to a higher level of care and function as the Team Leader, except during termination of resuscitation in the field.

A Team Lead is defined as a student who, with minimal to no assistance:

- Successfully manages the scene
- Performs patient assessments
- Directs medical care and transport

Continuous communication between program staff and preceptors monitors student progress.

3.5.4 Student Minimum Competency (SMC)

The Paramedic Program is competency-based. The Student Minimum Competency (SMC) refers to the minimum knowledge, skills, and abilities that students must demonstrate to successfully complete the paramedic program. Student competence is documented and tracked through the Platinum Planner system using the Student Minimum Competency (SMC) Report, as defined by CoAEMSP.

Competency Evaluation

Students must meet the following to be eligible for program completion:

- Achieve minimum competency in all required patient types, skills, and complaint categories
- Demonstrate professional affective behavior
- Complete all lab, clinical, and field requirements within the specified time frame
- Successfully complete all required formative and summative evaluations

Failure to meet any of the above requirements may result in remediation, delay in program completion, or dismissal.

3.5.5 Additional Certifications

In addition to other Critical Competencies, the course, university, NYS Bureau of EMS, or other relevant organization may require students to attain certain certifications to complete the course. There may be certifications that must be attained through the EMS Program itself. There may also be certifications that will require independent study and completion. For more specific information, refer to the course syllabus.

Failure to complete a required certification by its deadline is a failure to meet a course competency and may prevent the student from participating in course sessions, clinical rotations, or completing the course.

3.5.6 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.

3.5.7 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.

4 Course Policies

4.1 Appearance and Dress Code

4.1.1 In Person Sessions

Students must purchase and wear the complete, approved Stony Brook University EMS uniform as directed. Partial uniforms or uniforms from other agencies are not permitted. The uniform must be worn in its entirety, with a professional appearance always maintained. While in uniform, students represent the EMS profession, Stony Brook University School of Health Professions, and affiliated agencies, and must follow all site-specific policies.

During in-person lectures, students must follow the School of Health Professions Student Handbook dress code and wear their Stony Brook ID card with badge buddy must be visibly above the waist.

Good hygiene is expected, below is a list of approved and required EMS Uniform items

- Student ID – Worn at all times above the waist.
- Footwear – Solid black boots, clean and polished. Black sneakers may be worn for hospital-based rotations where boots are inappropriate. No clogs or open-toed shoes.
- Shirt – Designated colored shirt with SBU patch/logo; white undershirt recommended.
- Jacket – Approved jacket with SBU logo when necessary.
- Pants – Navy blue BDU-style pants, clean, pressed, worn with black belt and shirt tucked in.
- Required Items – Stethoscope, watch, safety glasses, traffic safety vest, trauma shears, penlight, blood pressure cuff, and ink pen.
- Hair – Neatly kept; pulled back when needed for safety/infection control. Beards must comply with infection control requirements; some clinical sites may prohibit facial hair.
- Jewelry – Watches and post earrings permitted. Dangling or hoop earrings are not permitted. Bracelets must be cleanable from BBP exposure. Rings are discouraged due to safety hazards.

Noncompliance: Violations may result in being sent home, a written warning, loss of clinical privileges, grade reduction, or a failing grade.

4.1.2 Online Sessions

If it becomes necessary or mandatory to transition to an on-line learning environment, 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.

4.2 Use of Technology

4.2.1 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.

4.2.2 Electronic Devices

Electronic devices 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.

4.2.3 Cameras and Recordings

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, photos, or video during any course-related activity—including lectures, labs, or clinical/field rotations.

4.3 Professional Conduct

The primary purpose of this course is to certify individuals as National and NYS Paramedics. 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 internship 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, internship preceptors, or internship 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, internship sites, or while representing the course
- Actions potentially compromising patient safety

4.3.1 Program Assets and Equipment

4.3.1.1 Lab Equipment

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. 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 equipment issues to a lab instructor.

4.3.1.2 Sharps and Biohazard Handling

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.

All sharps and biohazardous waste must be disposed of in approved containers and in compliance with safety protocols.

4.3.1.3 Program Issued Tablet

Paramedic students are loaned programmatic iPads for the duration of the course. Students will sign receipt for iPad at the time of issuance and acknowledgement the university iPad loan policy. The iPads are embedded into all aspects of the course and are required to be with the student during all course activities.

4.3.2 Invasive Procedures in Lab Settings

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

Supervision Requirements

- No live injections or use of sharps may be performed without direct instructor supervision.
- A minimum of one instructor per student is required for any supervised invasive skill.
- This includes, but is not limited to:
 - Initiating an intravenous (IV) line
 - Initiating an intraosseous (IO) line
 - Administering medications

Equipment Use

Skills may only be practiced on manikins designed for that purpose.

4.3.3 Physical Contact Policy

Students will be required to serve as simulated patients there may be some medically appropriate physical contact between students throughout the semester. Contact with sensitive body areas is strictly prohibited. If a student feels uncomfortable at any time, they should report the incident to an instructor immediately. Harassment of any kind will not be tolerated. Some forms of inappropriate physical contact may also be covered as part of the Sexual Misconduct Policy Statement in this document.

4.3.4 Social Media

Social media is not to be used in class. No comments about the program, instructors, or clinical sites are permitted to be posted on any social media platform. Students may not be “friends” on social media sites with EMS staff or faculty members while enrolled in an EMS program.

4.3.5 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.

4.3.6 Alcohol and Drug Policy Statement

To support the highest standard of conduct in the internship environment, students are advised that alcohol usage, marijuana usage and/or illegal drug possession, use, distribution, or being under the influence of any such substance while at an internship site, during a lecture session, or in a lab area will not be tolerated.

Students taking prescription medication must not attend internship if that medication impairs the student’s judgement, ability to conduct themselves professionally or provide safe, effective care to patients.

4.3.7 Required School Statements

4.3.7.1 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.

4.3.7.2 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](#).

4.3.7.3 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](#).

4.3.7.4 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.

5 Internship Policies

5.1 Internship Goals

The clinical experiences for EMS students aim to develop behaviors and judgments aligned with the National EMS Education Standards. Students will learn to perform thorough patient assessments, including basic history and physical exams, to identify acute and potential complaints. They will comply with all ethical and legal requirements, including respecting patient privacy and confidentiality, and adhering to clinical site rules. Effective, culturally sensitive communication and sound decision-making skills are emphasized, enabling students to initiate basic and selected advanced interventions to mitigate emergencies and provide symptom relief while facilitating definitive care.

Professionalism is integral, including demonstrating integrity, empathy, self-motivation, appropriate appearance and hygiene, communication, teamwork, time management, and patient advocacy. Students will develop rapport with healthcare professionals and anticipate interventions to improve patient outcomes through safe and effective psychomotor skills within the New York State EMS Scope of Practice. Accurate record-keeping, including reporting assessment findings and interventions, is required.

Students will provide prehospital emergency care and transport for a broad range of patient complaints such as abdominal pain, altered mental status, cardiac emergencies, trauma, respiratory distress, poisoning, behavioral emergencies, and many others. They will learn to function as team leaders during advanced life support calls, ensuring scene safety for all responders and patients.

5.2 Internship Appearance and Dress Code

5.2.1 General Internship Site Uniforms

The dress code for the field internship is the same approved Stony Brook University EMS Program uniform as described in the course uniform policy unless otherwise specified by an internship site.

Students that fail to meet the dress code requirements for an internship site may be denied access to the internship site. Failure to access an internship rotation due to a policy violation constitutes an unexcused absence for the rotation.

5.2.2 Special Internship Site Uniforms

Internship sites may require students to wear specific uniforms such as scrubs as part of their rotation. Some examples of internship sites include but are not limited to:

- Operating Rooms
- Labor and Delivery
- NICU
- Cardiac Cath. Lab

Students may be required to purchase uniforms for sites that have specific requirements. The clinical coordinator will provide students with additional information for each site's uniform whenever necessary. Students will be granted access to Stony Brook University Hospital (SBUH) scrub exchange system when required during a clinical rotation at SBUH.

5.3 Internship Policies

5.3.1 Scope of Practice

During clinical rotations, students may only perform approved skills as listed in Platinum Planner which is represented on the students' ID badge buddy. Before participating in hospital or field rotation, students must successfully demonstrate skills in lab sessions and be cleared by the program to perform them in clinical/field settings. Students are expected to understand all medications they administer, confirm the six rights of medication administration, and should confidently seek guidance from preceptors when needed. Outside of course-related clinical experiences, students are prohibited from performing tasks beyond their current certification level.

5.3.2 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.

5.3.3 Preceptor Supervision

Students must be under direct supervision during all field and clinical training phases.

If a student encounters a preceptor they have not worked with before, the student is responsible for informing the preceptor of the following script verbatim:

“The paramedic program requires the preceptor to directly supervise a paramedic student. I am cleared to perform the clinical skills noted by the punch marks on my ID card under your direct supervision. Please scan the QR code on the back of my ID for additional preceptor information.” The QR code links to the clinical policies and procedures manual for the preceptor’s reference.

5.3.4 Patient Contact Documentation

Students must document each clinical internship shift in Platinum Planner and every patient contact in approved electronic health record. Preceptors must complete a digital student evaluation form in Platinum Planner for each shift attended.

5.3.5 On-duty Duration Cap – Limited to 16 consecutive hours

Students are not permitted to schedule clinical/field rotations or combined rotations with didactic classes for more than 16 consecutive scheduled hours.

5.3.6 HIPAA and Patient Confidentiality

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 to the Dean for dismissal is being processed.

5.3.7 Hand Washing Procedures

Correct hand washing is strictly enforced. 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.

5.3.8 Accidents and Injuries

All accidents or injuries while on an internship 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 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.

6 Disciplinary Action and Academic Appeals

6.1 Disciplinary Process

Disciplinary action may be taken when a student violates any applicable policy, including those of the School of Health Professions, the program, or relevant external organizations. The Medical Director is actively involved in all disciplinary and appeals processes. For information regarding disciplinary actions and academic standing, refer to the [School of Health Professions Student Handbook](#).

6.1.1 Student Counseling

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

If a situation warrants, a counseling session may turn into a discussion of behavior that requires a Performance Improvement Plan (PIP), or other disciplinary actions (requests for probation, etc.).

If the student does not respond to two (2) requests to schedule a meeting or does not attend a mutually scheduled meeting, the counseling will be advanced to a higher level of disciplinary action.

6.1.2 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 students must meet to resolve the issue.

Issuing a PIP indicates the student is failing to meet a course requirement and provides a remediation strategy. The PIP may include a request to Dean that the student be placed on probation. The program director will then initiate the probation process as outlined in the [School of Health Professions Student Handbook](#).

6.1.3 Suspension from Course Activities

If a student engages in behavior that is unsafe, discriminatory, unprofessional or harmful to patients, peers, or the program's mission, the student may be immediately removed from course activities (classroom and/or clinical and field rotations) and referred to the program director for disciplinary actions as outlined in the School of Health Professions Student Handbook.

Please note, a student may be recommended to the Dean for dismissal from the program, without prior counseling sessions or probations.

6.1.4 Academic Dismissal and Voluntary Withdrawal

If a student on probation or suspension fails to meet the requirements of their Performance Improvement Plan will be referred to the program director. The Program Director and the Medical Director will review the case and determine disciplinary actions, which may include requesting to the Dean that the student be dismissed from the program, as outlined in the [School of Health Professions Student Handbook](#).

Voluntary Withdrawal - Non-attendance does not constitute an official withdrawal. Students may request withdrawal from the program by emailing the request to the program director. The date of the email will be considered the official date of withdrawal from the program.

6.2 Appeals Process

6.2.1 Course Sponsorship Appeal Process

The program director will notify the students of their intent to recommend specific disciplinary action to the Dean based on academic and/or professional violations of the course's policies/procedures. The student may request an appeal of the program director's decision, prior to being referred to the Dean. To do so, they must email the program director within 48 hours of notification, requesting that the decision be referred to the appeals committee. The committee will then review the supporting documents within 48 hours and determine whether to uphold or overturn the program director's decision to escalate the matter to the Dean. One of the members of the appeal committee will email the student and the program director of their decision. The appeals committee is composed of the lead instructor, the medical director, and one at-large faculty member.

Once the program director recommends disciplinary action, the Dean will follow the procedure outlined in the [School of Health Professions Student Handbook](#).

6.2.2 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.

7 Other Policies

7.1 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.

7.2 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.

7.3 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.

7.4 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.

Addendum

A Digital Platforms

Platinum Planner & Platinum Testing

Students are required to purchase a subscription to Platinum Planner. Platinum Planner is an online, cloud-based platform designed for educational institutions, particularly in healthcare and EMS fields, to manage clinical and lab experiences. It offers features for scheduling, skill tracking, documentation, and reporting, facilitating communication and organization for students, instructors, and administrators. Platinum Testing web-based platform engineered to support EMS students as they prepare for certification or licensure exams.

Students are responsible for timely entry of clinical data into the Platinum Planner Clinical Tracking Website. Failure to enter data promptly may result in failure of the course.

Brightspace

SUNY has selected Brightspace as the university's Learning Management System (LMS). Paramedic students will be enrolled into Brightspace several paramedic course modules. All course presentations, assignments, grades, announcements, and other pertinent information will be available on the LMS.

ESO Suite

ESO is a web-based Electronic Health Record (EHR) system designed specifically for Emergency Medical Services (EMS) and fire departments. It provides a comprehensive platform for patient care documentation, data analysis, and operational management. All students will be provided ESO log-in credentials. ESO is the program's primary resource for patient care reports.

MURU

MURU is a mobile application and platform designed to provide quick access to protocols, medications, and other relevant information for EMS providers. It also functions as a tool for understanding how providers interact with protocols and can improve patient care, reduce errors, and streamline workflows. All students will be provided MURU log-in credentials.

B Clinical Rotation Sites

Stony Brook University Hospital Emergency Department

The EMS office serves as the check-in location for paramedic students during their ED rotations and provides a space to store personal belongings. Students should not use the EMS office for breaks, meals, or socializing, as it is reserved exclusively for on-duty Stony Brook EMS employees.