



TILLAMOOK BAY
COMMUNITY COLLEGE

Allied Health Programs Handbook

2026-2027



I am delighted to extend a warm welcome and congratulations to you from the Tillamook Bay Community College (TBCC) Allied Health Department! You have successfully entered a new and exciting phase of your life, and we look forward to getting to know you and being with you on your journey to becoming a member of the healthcare community. Whether you are a new or continuing student, you are an important part of our campus community. Your student experience at TBCC will be filled with many diverse and exciting experiences for both professional and personal growth.

The path of healthcare education can be difficult at times, and a lot will be expected of you; however, please know that we are here for you every step of the way as you progress through the program. The TBCC Allied Health Program is invested wholly in your success. Faculty are available to meet with you each week through office hours, so please take advantage of these times whether it be to clarify content, review exams, develop study tactics, or even just say hello!

Please familiarize yourself with this handbook, as it will introduce you to our policies, procedures, and resources. As a TBCC student, you are responsible for your interactions with the school and the greater Tillamook community. This handbook will be your guide. I encourage you to read and understand the information in it, especially our codes of conduct.

Again, welcome to TBCC during this transformational time for healthcare, and congratulations on taking one more step towards achieving your career goals.

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Dean of Nursing and Allied Health

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WELCOME to the Allied Health Department at Tillamook Bay Community College!

This handbook describes the general guidelines for the Allied Health Department. Each program may have additional information with specifics relevant to that area of study. Also, each course will have its own syllabus serving as the contract between the student and instructor(s).

Our desire is to provide answers to frequently asked questions about the programs and policies. Please read and become familiar with this handbook. It is critical to understand what will be required/expected of you during your program. If, after reading the handbook, you have questions or need clarification, please contact the program coordinator.

Resources for additional assistance are available at TBCC and are listed in the Academic Catalog and Security, Safety, and Equal Opportunity documentation on the College website: <https://tillamookbaycc.edu/>

College Mission Statement

Tillamook Bay Community College (TBCC) creates bridges to opportunity by providing quality education that serves the needs of our diverse community. The college offers students of all ages, races, cultures, economic levels, and previous educational experience opportunities for personal growth and attainment of their goals.

To achieve its mission TBCC offers accessible and affordable education to the residents of Tillamook Bay Community College (TBCC) is located 85 miles west of Portland on the beautiful North Oregon Coast in Tillamook, Oregon; the county seat of Tillamook County. The County has a population of 26,000 and TBCC serves over 2,060 students per year. As a public, comprehensive, post-secondary institution, TBCC offers lower-division college transfer programs, occupational and technical programs, basic skills education, and community education programs. Partnerships with business, industry, labor, educational institutions, and public sector agencies provide training opportunities for the local work force and promote economic development. Through effective teaching and supportive student services, TBCC prepares students for success as individuals by providing educational excellence, economic success and leadership, partnership, and community engagement opportunities.

College Accreditation and Program Support

TBCC is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The Allied Health programs are developed based on input from the Healthcare Advisory Committee (HAC). HAC comprises representatives from the local hospital, public health, first responders, various medical clinics, long-term care facilities, senior and disability services, and college and K12 representatives. HAC

assists TBCC in developing program curriculum, serving as clinical placement sites, and supporting our program with expertise. Local healthcare employers have expressed a great need for educated and well-trained healthcare workers. In response to this need, TBCC has created certificate programs that are short-term and fast-paced to expand the candidate pool and provide competent entry-level healthcare professionals.

Add-Drop

If you need to change your schedule, add, or drop courses, check with your advisor first. The advisor can tell you how this change might affect class offerings, registration procedures, student appeals, and other information. There are specific, strict deadlines for dropping/withdrawing from courses. Missing these deadlines can result in loss of tuition and/or negative effect on your GPA.

Allied Health Program Goals

The Allied Health Department strives to deliver the best educational experiences in the classroom and clinical environment that promote student success in becoming a professional in the student's specific career field. Each program is designed to prepare students in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains required to successfully complete the certification process and function in an entry-level capacity.

Application for Certificate/Degree

All students graduating from TBCC must petition for graduation. Petitions for graduation may be obtained from Student Services. A separate petition is required for each degree application. Students must file their petition no later than one year after completing all degree requirements.

Catalog and Schedules

The college issues a course catalog annually and a class schedule quarterly. Each of these contains information about the college and its operations and offerings. Refer to these for rules, procedures, and policies that affect all students, class offerings, registration procedures, student appeals, and other information. The TBCC Catalog and the Class Schedule may be accessed at the TBCC website: <http://tillamookbaycc.edu/programs-services/register-for-courses/course-catalog-schedules/>

Code of Conduct

TBCC Students: As active learners, students at TBCC have the responsibility and opportunity to engage in their own learning to master course outcomes and achieve success both in and out of the classroom. The TBCC Student Code of Conduct ensures

that each member of the TBCC community has an opportunity to experience success. TBCC students are responsible for reviewing the Code of Student Conduct found in the Academic Catalog on the TBCC website [Academic Catalog - Tillamook Bay Community College \(tillamookbaycc.edu\)](http://tillamookbaycc.edu)

Behavior and Discipline Disciplinary Action:

Students who violate the requirements stated in this manual will receive a grade of “F” or “NP” (depending on student’s preexisting choice on record with the registrar) for the course(s). If you fail or are dismissed from the course(s), it is because your performance is not acceptable.

Unacceptable Behavior Includes, but is **NOT** Limited To:

- Chemical dependency
- Inability to perform required skills or meet course requirements
- Poor judgment regarding use of drugs or alcohol, or tampering with toxicology report or submission of false/altered urine sample
- Academic dishonesty
- Fraud, including but not limited to falsifying or withholding information pertinent to criminal background check
- Problems with safe/unsafe behavior
- Violating HIPAA laws
- Uncivil behaviors or behaviors that interrupt learning for other students.

As soon as a problem is identified that, if uncorrected, might result in the student being unsuccessful in the course(s), the student will meet virtually with faculty in a probation/discipline conference. This meeting will identify the problem(s), list a plan of action, give dates for review, and list potential consequences of failing to meet expected criteria. Some circumstances may warrant immediate dismissal from the course or/and Program.

If you fail to meet department standards as outlined, you will be placed on probation or dismissed from the course(s). You may appeal to the faculty and request a hearing with staff to present your case. The staff will then meet in executive session to review the information and offer a recommendation. If you disagree with the recommendation, you have a right to appeal. See your TBCC Student Rights and Responsibilities handbook for the proper protocol in filing a student grievance.

STUDENT SERVICES

The TBCC Catalog has information on TBCC and Community services available for students including Bookstore, Business Office, Counseling Services, Learning Assistance, Library and Media Centers.

Advising

TBCC encourages all students to meet with a Success Coach (Advisor) to create an education plan that will help you reach your goals. A Success Coach will help you stay on track and connect you to resources you may need along the way. [TBCC Advising Website](#)

Financial Aid

The Financial Aid Office has a variety of aid programs and part-time opportunities for students who need financial assistance to attend college. Availability of aid is subject to funds available at the time of application; thus, early application is advised. See policies concerning financial aid on the [TBCC website](#).

Library

The TBCC Library is both:

1. A place on campus where you can find books, DVDs, research help, career or university aids, proctoring, or a quiet place to study.
2. An online environment where you can access our research databases, find help with citations, request peer tutoring, or find any number of other helps designed to aid you in your academic career and beyond.

The main goal of the TBCC library is to make your time at TBCC achievable, beneficial, and enjoyable. So, please do not hesitate to ask us for help. [Library Website](#)

Scholarships

Several scholarships are available through the Financial Aid Office. Students should contact the [Financial Aid Office](#) for information.

Tutoring Services

Individualized help is available for all enrolled students through Student Services. Students may request tutoring for any class offered in the schedule by contacting the Learning Lounge

Student Rights

Please see Academic Catalog, Student Rights and Responsibilities. [Academic Catalog - Tillamook Bay Community College \(tillamookbaycc.edu\)](#)

Children and Pets on Campus

Students are not allowed to bring infants, children, or pets to class, lab or clinical. Children on campus for other reasons must be supervised. Certified service animals are an exception to this policy.

FERPA

The Family Education Rights and Privacy Act of 1974 is a federal law enacted to protect student's privacy with school records and performance. Regarding students over the age of 18 years' Federal law prohibits the sharing of personal school records or performance reports to anyone or agency without the permission and knowledge of the student.

Procedure

Every student is guaranteed the right of confidentiality. No faculty, administrator or TBCC support staff will not share or discuss a student's personal demographic information, course grades, performance evaluation, personal or professional discussion between a faculty and the student, or information on the student's clinical passport with another student or any person not directly involved with the educational supervision or advancement of the student. The student may give written permission for information to be shared such as request for reference or verification of school attendance.

If a TBCC faculty, administrator or support staff has discussed personal issues with a student and they feel it would be beneficial for the reported information to be shared with an appropriate faculty or administrator or support staff they will ask permission from the student before sharing the information.

If the TBCC faculty, administrator or support staff feels the student's behavior or conversation indicates the student is at risk for self-harm or harming others, they will report their concerns to the appropriate person or agency.

Accessibility Services

Accessibility Services collaborates with students, staff, faculty, and community members to create inclusive, equitable, diverse, and sustainable learning environments for all. Tillamook Bay Community College provides a wide range of in-class and campus access services to students who experience documented disabilities. The department is a resource for creative problem-solving to enhance access in the following areas: Admission/registration assistance, advising, and advocacy.

- Accommodations for classes, including:
 - Test accommodations (extended time, reduced distraction, reader, scribe)
 - Alternate format (computer text w/digital audio, Braille)

- Technology (computer software and hardware and other devices)
- Service Providers (sign language interpreter, classroom aide)
- Accessibility information, maps, and basic mobility orientation.

The student is responsible for requesting this service and notifying the instructor about specific accommodation. Accessibility Services is located on campus and at [Accessibility Services](#)

Statement on Equity and Inclusion

"TBCC's Equity and Inclusion Committee was formed in 2017 to build the cultural competence of staff, faculty, and students and to lead the college in becoming a more equitable environment. The committee's mission is to build an infrastructure that supports diversity and promotes inclusion in alignment with the TBCC mission and strategic plan."

Equity Statement. Tillamook Bay Community College is enriched by diversity. Each individual uniquely enhances and strengthens our learning environment.

- We value a community that promotes respect and dignity for all.
- We identify and eliminate barriers to learning.
- We provide equitable support and a safe and inclusive environment.
- We promote full engagement in our college community.

We do this through access, opportunity, and advancement for all. [TBCC Equity and Inclusion Webpage](#)

Notice of Nondiscrimination

Tillamook Bay Community College does not discriminate on the basis of race, color, national origin, disability, sex, age, religion, height/weight ratio, marital status, gender, gender identity, sexual orientation, organizational affiliation, political affiliation, or protected veterans status with regard to employment, admissions, access to education programs, or activities as set forth in compliance with federal and state statutes and regulations.

Any persons having inquiries concerning Title II, Title IV, Title VI, or Title IX may contact: Jason Lawrence, Director of Facilities and Safety 4301 Third Street, Tillamook, Oregon, Room 122, Phone (503) 842-8222, ext. 1020.

Any persons having inquiries concerning Section 504 may contact: Rhoda Hanson, Vice President of Student Services; 4301 Third Street, Tillamook, Oregon, Room 116, Phone (503) 842-8222, ext. 1110. [TBCC Non-Discrimination Notice Weblink](#)

GENERAL ALLIED HEALTH PROGRAMS POLICIES AND PROCEDURES

Each course has certain prerequisites to enter the course, rules for the course itself, requirements, testing, and grading. Each instructor determines these for his or her course. Textbooks, study materials, uniforms and other materials may be required. Attendance policies, assignments, and all other necessary information are contained in course syllabi, which can be located within each Canvas course. It is your responsibility to know and follow the requirements published in these documents, as well as this handbook, individual program handbooks, and the TBCC Student Rights and Responsibilities Handbook.

Academic Integrity

As a member of the Tillamook Bay Community College Allied Health community, and as a student entering the healthcare profession, behaviors indicative of honesty and integrity are expected and necessary. Academic integrity is a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage.

Examples of violations of academic integrity include, but are not limited to

- **Plagiarism:** the use of another's words, ideas, data, or product without appropriate acknowledgment, such as copying another's work, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
- **Cheating:** the use or attempted use of unauthorized materials, information, unauthorized test banks, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; unauthorized copying or collaboration.
- **Fabrication:** intentional misrepresentation or invention of any information, such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
- **Collusion:** assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit.
- **Academic Misconduct:** the intentional violation of college policies, such as tampering with grades, misrepresenting one's identity, or taking part in obtaining or distributing any part of a test or any information about the test.

Statement on the Use of Artificial Intelligence

The Allied Health Programs strictly prohibit the unauthorized use of Artificial Intelligence (AI) tools (e.g., ChatGPT, GrammarlyGO, Quillbot, or similar software) in the completion of assignments, exams, clinical documentation, or any evaluative work. Unless explicitly stated by the course instructor, all submitted work must be entirely the student's own and reflect their personal knowledge, skills, and judgment. Using AI-generated content without permission is considered plagiarism and a breach of academic integrity. Violations may result in academic penalties, including a zero on

the assignment, failure in the course, and possible dismissal from the program, in accordance with the institution's academic misconduct procedures.

If a student is found guilty of violating academic integrity, any one or a combination of the following penalties may be imposed by the faculty member:

- Verbal or written warning.
- A grade of "F" or "NP" for the assignment, project, or examination.
- The following penalty may be imposed by the faculty member only after a hearing conducted by the Vice President of Instruction:
 - A grade of "F" or "NP" for the course, overriding a student withdrawal from the course.

The Vice President of Instruction may also issue the following disciplinary sanctions, in accordance with the code of student conduct:

- Disciplinary admonition and warning.
- Disciplinary probation with or without the loss of privileges for a definite period of time. The violation of the terms of the disciplinary probation or the breaking of any college rule during the probation period may be grounds for suspension or expulsion from the college.
- Suspension from TBCC for a definite period of time. (i.e., suspension of the privilege to attend Tillamook Bay Community College).
- Expulsion from TBCC (i.e., removal of the privilege to attend Tillamook Bay Community College).

Please see TBCC Academic Integrity Policy regarding Complaint and Hearing Information. [Academic Catalog - Tillamook Bay Community College](#)

Accommodations Policy

Students with documented learning or other disabilities may be accommodated as appropriate, but this must be done through Student Accessibility Services (SAS). They may be reached at (503) 842-8222 ext. 1125. The SAS office is located in TBCC Student Services Office. Students who believe they may, or do have, a new disability are encouraged to contact SAS to discuss their situation. Once students have been given accommodation, program procedure must be followed when requesting testing accommodations before the faculty will apply accommodations.

Student Requirements

Prior to the beginning of each term the student with a documented or perceived disability, who desires accommodation, must go to SAS and make a request for this service.

1. SAS will send a confidential notification to the course instructors for the term in which the student has the accommodation.
2. The student will initiate a meeting with the instructor to:
 - Inform them regarding the accommodation(s)
 - Develop a plan for implementation of the accommodation(s)

- Discussing confidentiality
- 3. Students who have approved accommodation for testing in a private room must make appointments with the Library (testing services) in advance of the scheduled testing date and notify instructor of time of appointment.
- 4. Students will schedule testing with the Library on the same day as the scheduled classroom testing date unless otherwise approved by the instructor.
- 5. Students who have an approved accommodation for additional Testing time should be scheduled earlier than the actual classroom testing time to ensure the student's timely arrival to class (if applicable).

Instructor Requirements

1. If the student receives accommodation for a note-taker, the instructor will help the student acquire a volunteer.
2. The instructor is responsible for ensuring that the test is available for students who will be testing in the testing center.

Students at Tillamook Bay Community College are expected to behave as responsible members of the college community and to be honest and ethical in their academic work. TBCC strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society as educated adults. To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination corrupts the essential process of higher education.

Attendance and Participation

Attendance is an important part of this program. Students are expected to attend all scheduled classes and clinical practicums unless advance notification is given to the instructor.

Attendance at the first class is mandatory - No exceptions. Students missing the first class will be dropped from the roster. It is our expectation that students will be on time and prepared for classes. Students are expected to attend and participate in all scheduled classes and off-campus clinical activities. It is the student's responsibility to confer with the instructor about missed lectures/labs.

Participation and attendance in courses facilitate learning; absences seriously impede student learning and compromise a student's ability to meet course outcomes. Moreover, attendance reflects professional responsibility. Theory, lab, and clinical practice days are typically unable to be made up. Excessive absences may put you at risk of failing a course. Each course syllabus states an attendance requirement. Students should not schedule appointments during class or clinical hours and should

plan personal and work obligations to accommodate the program's planned course activities. It is imperative that the student make every effort to meet attendance requirements.

Absence

Attendance is significant in allied health programs. Not only are late entries and early departures disruptive to the learning environment but could lead to a lack of success in a course or the program. Absence is defined as not physically on school grounds (for in-person class) or not on camera or not logged in (for online course).

Absences, tardiness, and early departures will be tracked and will result in point accumulation on the Professional Conduct Record. More than two absences per term may result in probation and being placed on a plan for success. Students are responsible for obtaining any missed content due to tardiness or absence. If a student is absent without prior notification, any assessments during that class period will receive a zero.

Tardiness

Acceptable classroom conduct includes timeliness and professional behavior. Tardiness is disruptive to learning and is considered uncivil behavior. Please see course syllabi for classroom guidelines regarding tardiness. Tardiness will be noted. Repeated incidence of tardiness will result in absences or addition to points accumulation on the Professional Performance Record.

Participation

Faculty provide a variety of learning experiences and resources. Students are expected to complete required assignments before coming to class so they are prepared to participate in class discussions and group learning activities. Please see course syllabi for classroom guidelines regarding participation.

Bloodborne Pathogen Exposure Incident Protocol

Needlesticks in the lab or clinical practicum can expose the student to bloodborne pathogens. All precautions are taken to minimize exposure and risk, but there is always a slight possibility that precautions may fail or that a student may accidentally be exposed to bloodborne pathogens.

If a needlestick injury occurs and the student is exposed to another person's blood, the source is not required to disclose their HIV or HBV status, but they are required to submit to blood testing. If there is a significant exposure, current CDC guidelines will be followed at the student's expense.

If incidents, exposures, or injuries occur students are responsible for all costs associated with evaluation and treatment. The student is encouraged to carry health insurance to help cover these costs.

The student and instructor must complete an Allied Health Program Incident Report and Assessment of Bloodborne Pathogen Exposure form immediately after any incident or exposure.

Certification/Licensure

Each Allied Health program prepares you to take the national certification exam. Please refer to the specific program handbook for certification details. It is up to the student to research eligibility requirements in the state for which the student desires to practice.

Chain of Command Policy

Purpose

To establish a clear and consistent chain of command for Allied Health Program students, ensuring issues related to academics, clinical practice, or administration are addressed efficiently, professionally, and at the appropriate level.

Policy Statement

Students are expected to follow the Allied Health Program chain of command when raising questions, concerns, or issues. Adherence to this policy promotes accountability, professional communication, and timely resolution of concerns.

This policy applies to all students enrolled in any Allied Health program and pertains to academic, clinical, and administrative matters.

Procedure

1. Clinical Instructor / Lab Faculty
First point of contact for questions regarding
 - Daily clinical assignments and patient care
 - Lab activities and skills practice
 - Day-to-day learning or procedural concerns
2. Clinical Coordinator/Program Chair
Contact after the clinical instructor if the concern remains unresolved
 - Questions about course content, grading, or assignments
 - Clinical placement issues
 - Clarification of clinical objectives or program expectations

- Program policy interpretation
- 3. Course Faculty
 - Questions about course content, grading, or assignments
 - Questions about course schedule
 - Accommodation needs
- 4. Dean of Nursing / Allied Health
 - Contact if issues remain unresolved at the program level
 - Policy disputes or formal academic appeals
 - Major programmatic or administrative issues

General Guidelines

1. Students should attempt to resolve issues at the lowest appropriate level before escalating.
2. Professional and respectful communication is expected at all times.
3. Students should document significant concerns or incidents prior to escalation.
4. Immediate patient safety concerns may bypass the chain of command, but the appropriate individuals should be notified as soon as possible.

Clinical Expectations Policy

Purpose

Clinical education is a core component of all TBCC Allied Health programs, including Nursing, EMS, Nursing Assistant, Phlebotomy, and Medical Assisting. Students represent TBCC and their profession while at clinical sites, and therefore must demonstrate professionalism, safety, accountability, and ethical conduct at all times. This policy outlines attendance requirements, expected clinical behaviors, prohibited conduct, and the consequences for violations.

Clinical Attendance Requirements

Mandatory Attendance

- Attendance at all scheduled clinical sessions is required.
- Missing more than 10% of assigned clinical hours may result in course failure and program exit.
- Due to scheduling requirements, timelines, and instructor contracts, clinical hours cannot be made up.
- Students must notify the clinical instructor prior to or at the onset of an absence.

Regular attendance is required to build clinical competence and confidence, ensure patient safety, receive ongoing evaluation and feedback, demonstrate professional responsibility.

Clinical Placement & Site Assignment Guidelines

- Clinical sites are selected by program faculty to meet learning needs.
- Students may not request or arrange their own placements.
- Assignments consider course outcomes, capacity, and site availability.

Expectations for Safe Practice & Patient Care

Students must:

- Follow all TBCC program, site, state, and federal regulations.
- Maintain patient confidentiality (HIPAA).
- Be well-rested and must not work the 8 hours prior to clinical, skills lab, or simulation.
- Provide complete, appropriate, and timely patient care.
- Communicate regularly with instructors and preceptors.
- Adhere to safety and infection-control procedures.

Required Professional Behaviors

Students are expected to:

- Arrive on time, in proper uniform, with required supplies and ID badge.
- Remain engaged in clinical care and learning activities for the entire shift.
- Demonstrate initiative by seeking learning opportunities within scope.
- Use downtime productively (e.g., chart review, observation, restocking).
- Ask for clarification when unsure of tasks or expectations.
- Check in with preceptors regularly and keep them informed of whereabouts.
- Treat patients, families, staff, and peers with respect.
- Maintain professional language, demeanor, and communication.

Prohibited Behaviors

The following actions are **strictly prohibited** and may result in disciplinary action, clinical failure, or dismissal:

A. Misuse of Time / Inactivity

Students may NOT:

- Sit or lounge in staff rooms, recliners, or break areas except during approved breaks.
- Watch TV, movies, YouTube, or other media during clinical hours.

- Be unaccounted for or leave the unit without preceptor approval.
- Take unauthorized or extended breaks.
- Sit in personal vehicles during clinical hours (EMS may be permitted only with preceptor direction).
- Have cell phones or laptops in debrief sessions.

B. Electronic Device Misuse

Students may NOT:

- Use phones for texting, social media, browsing, or personal calls.
- Use smartwatches for messaging or entertainment.
- Take photos or recordings of equipment, patients, staff, or facilities.
- Have phones visible in patient-care areas unless explicitly approved for clinical use.

C. Unprofessional Conduct

Prohibited behaviors include:

- Arguing with or showing disrespect toward staff, preceptors, patients, or peers.
- Sleeping or appearing to sleep during the shift.
- Performing skills outside scope or without supervision.
- Eating or drinking in patient-care areas.
- Any action that jeopardizes patient safety or undermines clinical relationships.

Please see *Standards of Professional Behaviors Policy*

Breaks and Personal Time

- Breaks must follow the clinical site's policies.
- Students may take breaks only with clinical faculty and/or preceptor approval.
- Students must return promptly and ready to work.
- Excessive or repeated misuse of break time is prohibited.

Student Dress and Appearance

Appearance is an important aspect of the healthcare profession. Cleanliness and personal hygiene are critical to controlling infectious disease; students will adhere to the dress code policy, including going to and from classes.

- Clothing must be neat, clean, and appropriate to the activity.
 - Excessively soiled, worn, or torn clothing is not acceptable.
 - Dressing in revealing undergarments is unacceptable for classroom, lab, or clinical activities.

- Personal hygiene shall include the control of objectionable body odors and hand washing between patient contacts.
 - While personal hygiene is important, due to the significant and frequency of allergies and respiratory difficulties caused by perfume and/or cologne, do not use perfumes, colognes, scented aftershave, oils, and other fragrant products prior to or during class, lab, or clinical practicum.
- No hats/head coverings may be worn inside any classroom or unless for religious purposes.
- Hair must be clean, controlled, and away from the face.
- Body piercing and tattoos: Defer to clinical facility policy.
- Acrylic nails are not allowed under OSHA regulations.
- Nail polish must be in good repair without chips.
- Shoes must be clean, closed-toed. For infection control purposes, it is strongly recommended that shoes be dedicated for clinical use only.
- TBCC Student ID must always be worn during class, lab practice, simulation, and clinicals. This may be obtained from the TBCC library. All headwear must be removed for the photo, unless worn for valid religious, cultural, or medical reasons.
- Clinical sites may require students to wear facility issued badges. These are to be visibly displayed at all times while at the clinical site along with the TBCC ID.

See program specific handbook for additional dress code requirements.

Confidentiality (HIPAA)

Students must protect patient information at all times. *Students may access only the charts of the patients for whom they are providing direct patient care.* Unauthorized disclosure may result in removal from clinical, course failure, program dismissal, possible legal consequences.

Incident & Injury Reporting

Any injury sustained at a clinical site must be reported immediately. Students must:

- Notify clinical faculty, preceptor, and staff.
- Complete the TBCC Incident/Injury Report Form.
- Notify faculty and the Campus Safety Officer.
- Follow facility reporting requirements.

Essential Functional Abilities

Students must be able to perform cognitive, sensory, motor, and behavioral functions necessary for safe patient care, with or without reasonable accommodations that do not compromise safety or fundamentally alter program requirements.

Evaluation & Disciplinary Action

Evaluation

Students are assessed through:

- Clinical instructor observation
- Preceptor feedback
- Demonstration of competencies
- Professional conduct and adherence to policy

Consequences for Violations

Depending on severity, violations may result in:

- Verbal or written warning
- Immediate removal from clinical
- Clinical or course failure
- Program dismissal

Clinical Practicum

Each program has a clinical and/or field experience ("Clinical Practicum") that is required to be eligible to take the certification exam.

Clinical practicum will be scheduled by the instructor or program coordinator. Clinical opportunities vary, so it is expected that you will be prepared to attend the clinical practicum in a diverse manner. When doing your clinical practicum on-site, you must follow the classroom rules for behavior. You are representing yourself and TBCC to the public. It is your responsibility to be on time and dressed appropriately for each clinical/field experience. If you arrive at a clinical site out of dress code (including all clinical/professional standards), you will be asked to leave, and your grade will be reduced. You will have no problems with this if you follow the TBCC dress code and other rules pertinent to classroom conduct. If you miss any scheduled clinical practicum, notify the instructor or program coordinator immediately. Excessive absences or tardiness at clinical sites are subject to probation and dismissal from the course. Unannounced absences will not be tolerated and will be subject to disciplinary action. Regardless of the reason for missing a clinical practicum, it may not be possible to reschedule for that term.

Under no circumstances are you to arrange for your own preceptor or clinic, nor to contact clinical affiliates directly for any reason without express permission from TBCC faculty. In order to successfully complete clinical practicum, you must complete the required hours, have satisfactory evaluations, and meet other requirements of your instructors.

Before participating in clinical practicum, you must have on file in the program office:

- An approved background check search

- An approved drug screen report
- Current immunizations
- Current CPR certification
- All Student Handbook forms
- Other agency-required documentation, including but not limited to COVID-19 testing

We have tried to select your clinical practicum sites carefully and are confident that they will strive to help you develop your skills. If it is determined by the clinic that your behavior is not professional or is detrimental to the clinic or the department, you may be removed from your clinical/field site. The college is not obligated to place you on another site that term, which may result in your failure to complete the course successfully.

You are responsible for reliable transportation and being on time for any scheduled clinical assignment. These clinics cannot guarantee your shift will be busy. It could be a slow day. Ask your preceptor for additional duties on slow days. Leaving early because it is “slow” will not satisfy course requirements. Failure to adhere to all of the above guidelines will result in disciplinary action, which may include failure of the course(s).

Clinical Procedures Performed on Students

Clinical procedures will be demonstrated by instructors and/or performed by students on each other. This is done for the following reasons:

- Artificial training aids may be inadequate, or students may surpass the educational benefits of the training aids and need to perform certain procedures on human subjects to gain the requisite experience to practice skills efficiently and effectively.
- Students must become accustomed to the variability of normal human anatomy and physiology.
- Students gain insight into the patient's perspective during the performance of procedures.

Procedures will only be performed as directed by the instructor and within the scope of practice for the level of training. With consideration for the information listed above and having opportunity for questions related to those procedures to be answered to their satisfaction, students sign a consent form allowing or disallowing specific procedures to be performed on them. Consent forms will be kept as part of the student record.

If, later, but prior to the procedure(s), the student wishes to change their decision, another informed consent/refusal form will be completed. Consent shall not be

coerced and refusal to allow a procedure to be performed shall not be cause for any disciplinary action.

Communication Policy

Purpose

To establish clear expectations for timely, professional communication regarding circumstances that may affect a student's ability to fulfill academic, laboratory, clinical, or other program requirements. This policy promotes fairness, consistency, and the development of professional behaviors expected in nursing and allied health practice.

Policy Statement

Professional communication is an essential competency for all nursing and allied health professionals. Students are expected to communicate promptly and responsibly regarding any circumstance that may affect attendance, participation, coursework, examinations, clinical experiences, or other program obligations. Students who anticipate or experience an illness, emergency, personal circumstance, or other event that may impact their academic or clinical responsibilities must notify the appropriate faculty member **before the event whenever possible or as close to the time of the event as circumstances reasonably permit.**

Communication that occurs substantially after a missed class, examination, assignment deadline, clinical experience, laboratory activity, or other required program obligation is generally not considered timely and will not serve as the basis for retroactively granting credit, extensions, make-up opportunities, excused absences, or other accommodations.

The program recognizes that unexpected events and emergencies occur. However, the existence of an emergency or other unforeseen circumstance does not automatically entitle a student to an extension, make-up opportunity, excused absence, credit for missed clinical or laboratory experiences, or other academic accommodation.

Likewise, timely communication alone does not guarantee approval of any requested accommodation. All requests will be evaluated individually based on the specific circumstances, course requirements, program policies, accreditation standards, clinical agency requirements, and the student's overall compliance with program expectations.

Failure to communicate appropriately may be considered unprofessional conduct and may result in academic consequences consistent with course, program, and institutional policies.

Procedure

1. Students are responsible for notifying the appropriate course faculty member as soon as they become aware of any circumstance that may interfere with meeting program requirements.
2. Notification should occur:
 - Before the anticipated absence, missed deadline, or examination whenever reasonably possible; or
 - As close to the time of the event as circumstances reasonably allow in the event of an unexpected emergency.
3. Communication should include:
 - The nature of the circumstance (to the extent the student is comfortable disclosing);
 - The course(s) or program requirement(s) affected;
 - The anticipated duration of the impact, if known; and
 - Any request for consideration or accommodation.
4. Students may be required to provide documentation when appropriate or when required by program or institutional policy.
5. Faculty will review requests individually and determine whether any accommodation is appropriate based on applicable course objectives, program requirements, accreditation standards, clinical agency expectations, and institutional policies.
6. Faculty decisions regarding extensions, make-up work, missed clinical experiences, examinations, or attendance considerations are made on a case-by-case basis and are not guaranteed by either the occurrence of an event or the student's communication regarding that event.

Professional Expectations

Effective communication is a fundamental professional responsibility in healthcare. Nursing and allied health students are expected to demonstrate timely, respectful, and responsible communication consistent with the standards of the profession. Developing these habits while enrolled in the program prepares students for the communication expectations required of licensed healthcare professionals and contributes to safe, accountable practice.

Core Principles

Certain aspects of clinical behavior are so essential that they should always be present in a student's performance throughout the program. These aspects, Core Principles, include:

Safety

Safety denotes freedom from the occurrence or risk of injury, danger, or loss. This is to be exemplified in all aspects of the learning environment. *Evidence that the Core Principle of safety has not been met include behaviors or a pattern of behavior that demonstrates:*

1. Any actual or potential harm to the patient.
2. Failure to conform to the essential standards of acceptable and prevailing practices; actual injury need not be established.

Accountability and Professional Behavior

Accountability is the obligation or willingness to accept responsibility for one's actions. Professionalism is an individual's adherence to a set of standards, code of conduct or collection of qualities that characterize accepted practice within this educational setting and the healthcare profession. *Evidence that the Core Principle of accountability/professionalism has not been met includes behaviors or a pattern of behavior that demonstrates:*

1. Failure to demonstrate individual honesty and integrity.
2. Inability to accept constructive feedback.
3. Inability to self-disclose mistakes.
4. Demonstration of lack of professional behavior.
5. Engage in Academic Dishonesty.

Policy Compliance

Demonstrated through the ability to comply with behaviors outlined in policies and procedures of TBCC Allied Health Programs, clinical agencies, and Governing Agencies (NREMT, OSBN). *Evidence that the Core Principle of adherence to policies has not been met includes behaviors or a pattern of behavior that demonstrates:*

1. Knowingly deviating from policies regarding confidentiality, cheating, plagiarism, etc.
2. Inability to provide rationale related to policies when explaining a behavior.

Violations of **Core Principles** in the clinical area, lab, or classroom are considered extremely serious and can result in disciplinary action and/or program exit.

Course Syllabus

Each course in the allied health programs has a course syllabus which is posted on Canvas. The syllabus describes and defines the course including requirements

students will meet to progress satisfactorily. We suggest students keep all their syllabi as a reference of course content for employment or in the event a student needs to transfer to another program.

The course syllabus is the contract with your instructor(s) for the term. Each syllabus is individualized for the course; it is the final word in objectives and expectations. It is the student's responsibility to read the syllabus and ask for clarity if uncertain about any aspect of it.

Course syllabi will be available on Canvas as soon as Canvas is available for student access, which should be the first day of class. In the event this is not possible, students will be notified via the student's TBCC email account.

Drug Screening Policy

The Allied Health Program is committed to ensuring a safe, effective learning environment and maintaining the integrity of the professions. Because students participate in direct patient care during clinical experiences, compliance with drug screening requirements is mandatory to protect patient safety and meet the standards of affiliating clinical agencies.

Policy Statement

All students are required to undergo drug screening prior to clinical placement and as otherwise required by the Program or affiliating clinical agencies.

- A positive drug screen will result in the student being ineligible for clinical participation.
- Because clinical participation is a required component of all courses, a student with a positive drug screen will be exited from the course.
- Students exited from the program due to a positive drug screen may be considered for reentry only in accordance with the various Allied Health Program Reentry Policy and any additional conditions as outlined by the Program Administrator.

Procedures

1. Initial Screening
 - a) Students must complete drug screening through the Program's designated vendor or process by the established deadline.
 - b) Results are sent directly to the Program Coordinator or designee.
2. Positive Results
 - a) A confirmed positive drug screen will result in removal from the program.

- b) The student will receive written notification of course exit and program ineligibility.
 - c) The student will be referred to the Program's Reentry Policy for next steps, which may include demonstration of rehabilitation, negative drug screens, or other conditions for consideration.
3. Other Considerations
- a) Failure to complete the required drug screening by the deadline will be treated as a positive result and the student will be exited from the course.
 - b) Drug screen results are maintained in confidential student records in compliance with applicable federal and state regulations.

Electronic Devices

Cell Phones

All students will silence electronic communication devices during class and laboratory sessions. Clinical faculty will advise students on the accepted use of communication devices while in the clinical setting. Students should advise their family members to call TBCC security if an emergency arises while the student is in class, lab, or clinical. College security will notify students of emergencies if necessary. Students should establish contact information for family members in the event of an emergency during clinical hours.

Computers

The use of laptops/notebook computers as note taking devices are allowed in the classroom at the discretion of the individual instructor. Internet usage is allowed in class only as directed by the instructor. Inappropriate use of laptops during the lecture/seminar period may result in the student being asked to leave the classroom and will forfeit their right to have the use of the device for the remainder of the term.

Other

Handheld devices may be used in the clinical setting only to access downloaded resources approved by the individual allied health program. No use of picture taking equipment is allowed in the clinical setting. Students will always adhere to clinical facilities policy regarding use of handheld devices.

Grading

Each instructor establishes the grading criteria for his/her course(s), which can be found on the class syllabi. A "C" grade or better is required for all medically related courses to continue with the sequence. Students must pass all written and practical

examinations (and clinical experience) for eligibility to participate in certification exam. Please refer to the TBCC catalog and schedules for further grading guidelines, including drop policies and deadlines.

Discrepancies in grading:

- TBCC recognizes that mistakes can be made during the scoring of evaluation instruments (exams and quizzes) and seeks to provide students with an avenue to correct oversights.
- Allied Health students have a professional obligation to accept their responsibility for poor performance on evaluation instruments.
- If there are questions or concerns about grading, the student should arrange to resolve the problem with the course instructor. Before meeting to discuss points of concern, students will be prepared to defend their answers by reference to class notes or textbook pages. Points will not be awarded to students based on their intent but by what was submitted on the quiz, exam, or worksheets.

Practical Exams

Students are required to pass all psychomotor and affective competencies. In-class practical skills practice and skills exams will be utilized to verify competency level.

Skills testing can be intense – skills testing is ‘performance role-play’ based on a given clinical scenario where the student is responsible for correctly providing care using a mock patient (sometimes in front of the whole class). Our expectation is that you (as a determined student) will commit to learning these skills by devoting sufficient time **outside** of class preparing for these testing scenarios.

Health Risks and Working Conditions

As a student enrolled in an Allied Health program, you may be required to participate in activities that may present a risk to your health, and you may be working with other students and patients in various states of health/illness. Per contracts with our clinical partners, no patient is discriminated against in the provision of healthcare. Students may be exposed to significant risks, including various diseases, infections, or exposure to blood and/or body fluids. All students learn “Standard Precautions” and are required to practice these in labs and clinical facilities to minimize risk. However, it is important to understand that there is always a risk. Potential risks to students in clinical/laboratory placements include, but are not limited to the following:

- Exposure to communicable diseases, Hepatitis (A, B, C, or D), HIV/AIDS, TB, Measles, Mumps, Rubella, and/or Chicken Pox.
- Risk of falling, especially on wet surfaces.

- Risk of injury related to lifting heavy objects or moving patients.
- Risk of needlestick or instrument-related injuries.
- Risk of bloodborne pathogen exposure.
- Students may be at risk from infectious agents present in the surrounding environment including surfaces or from equipment; and there may be an increased risk of transmission associated with specific procedures.

All students must have appropriate immunizations, and they must be kept up to date throughout the program. The typical working conditions vary depending on the program.

Insurance and Exposure

Each student is covered by \$1,000,000 medical malpractice liability insurance while enrolled in a TBCC Allied Health program course(s). Registration in the course the student attends is mandatory.

While enrolled in an Allied Health program course you may be covered for certain medical expenses specifically related to on-the-job injuries while performing clinical or internship duties. You are not insured while traveling to or from sites, nor are you insured for loss of time or wages.

It is recommended that you also purchase personal health insurance (if you do not already have personal health insurance coverage). TBCC students of any age are **NOT** insured by the college for health and/or accident.

If you are injured or exposed to a communicable disease while participating in clinical activities, notify your on-site preceptor immediately. If you require emergency care, seek care as required, and complete workers' injury forms at that time. As soon as reasonable, notify the course instructor and program coordinator. The student is responsible for completing the incident report paperwork and submitting it to the program coordinator within 12-24 hours of the exposure or incident.

Lab Policy

Skills Lab

The skills lab has been designed to provide students with individualized skill instruction, practice and evaluation. Evaluation will be one on one. Instructors will document regular lab hours that are missed. Some skill labs will be crowded, with only one instructor available, staying on task and completing skills performance sheets is mandatory.

Labs will be intermixed with lectures to reinforce material learned and there will also be occasional open labs available, as the instructor's time deems available.

1. The goal of open lab is to provide additional hands-on practice time for students. Students who miss their sessions may make up the work with approval of instructor only.
2. Invasive techniques may be practiced only under the direct visual supervision of staff.
3. Students must adhere to standards of universal precautions and current OSHA regulations when there is possible exposure to hazardous body fluids (see textbook).
4. Students' progress and performance will be evaluated at mid-term and before the final exam. The student must complete assigned skills (at required proficiency) to complete the course.
5. Open skill lab hours will be determined by student need and availability of staff. In the interest of cost containment, skills lab personnel cannot be employed for sparsely scheduled time periods. Students may therefore be requested to reschedule sessions.
6. All skills demonstrated in class must be successfully performed in the campus lab before the student is allowed to perform that skill in the clinical area.

Lab Safety

The responsibility for maintaining safe conditions within the lab must be shared by everyone concerned. Students are asked to cooperate in preventing injuries and to enlist everyone in lab's cooperation. To ensure a safe and clean learning environment, students will comply with the following guidelines. Failure to comply could result in dismissal from lab.

1. Read labels and equipment instructions carefully before use.
2. Keep aisles clear. Store backpacks, books, purses, etc. in designated areas and off the floor. Equipment will be kept out of the main walkways, put away clean, and stored properly.
3. Prior to any procedures, students will wash their hands and use **Personal Protective Equipment** (PPE) in accordance with universal precautions. PPE is available in the Isolation Precaution Cart. Students with latex allergies or precursors to latex allergies should notify the instructor and non-latex material will be made available.
4. **All sharps will be disposed** of in the appropriate **red sharps containers**. Sharps containers are located at each bedside and throughout the Labs. Do not recycle sharps.
5. Clean up spills immediately. Consult your instructor before cleaning up hazardous chemicals.
6. All procedures must be demonstrated on the manikin prior to live injection if a mannequin is available. For safety reasons, practice injections using the injection pad placed on manikins only. Injection pads should not be placed on humans, but used on a flat, firm surface.
7. All procedures must be done under the direct supervision of the instructor or lab assistant and the patient must be seated.

8. Be alert and proceed with caution in the lab. Notify the instructor immediately if you notice or observe potentially unsafe conditions.
9. Notify the instructor of poor lighting or broken or defective equipment immediately. Label it unusable and store it if an instructor is not available.
10. Notify the instructor when consumable supplies are getting low and in need of replacement.
11. Biological and Chemical waste must be disposed of in the proper containers. Follow written or instructor's instructions on how to dispose of your waste products. Always ask if you are unsure.
12. Students are not to enter the clean supply room. If you require supplies, please ask for assistance from your instructor(s).

Dress Code

- Program uniform, student ID badge, and closed-toe, low-heeled shoes must be worn for attendance in either lab or simulation. Scrub jackets may be worn if the student gets cold.
- Maintain proper hygiene. Hair should be tied back away from face. No fragrance or perfume, including scented lotion.
- No food or gum is permitted in the lab spaces. Water bottles with secure lids are acceptable.

Biohazards/Sharps

Biohazard waste areas and sharps disposal containers will be clearly marked. Biohazard disposal will not be left out and will be disposed of immediately after lab/class. When labs or instruction involve biohazard waste or sharps, the following steps will be complied with, or disciplinary action will be taken.

1. Sharps must be disposed of immediately and include needles, glass, syringes, ampules, and vials.
2. Sharps may never be recapped, set down, handed to another person, reused, or stuck in a table or chair.
3. Work areas must be kept clean with soap and water before and after each use and disinfected with 10% bleach solution or approved medical disinfectant.
4. Supplies, such as gauze, tape, etc. that is saturated with blood or other body fluids must be disposed of in garbage labeled "biohazard" waste (red-lined garbage can). If uncertain of where waste goes, dispose of it in the biohazard wastebasket. Never put non-sharps in the sharp containers.
5. Sharps containers will be disposed of when 2/3 full. Students must notify the instructor if a container needs to be disposed of.
6. Sharps containers will be stored in a locked cupboard until time of disposal.

Accidents and Injuries

Report any accident (spill, breakage, etc.) or injury (needle stick, cut, etc.) to the instructor or TBCC staff immediately, no matter how trivial it may appear.

Never handle broken glass with your bare hands. Use a brush and dustpan or tongs to clean up broken glass and place broken glass in the designated glass disposal container.

If your skin or eyes come in contact with blood, body fluids, or reagent/chemical:

1. Rinse immediately and thoroughly using the sink or eyewash station.
2. Alert your instructor immediately.
3. Seek medical attention.
4. Complete the Allied Health Program Incident Report and submit it to the College Safety Officer as soon as possible.

Manikins

Manikins are important elements of simulation learning. This specialized equipment is expensive and fragile. Handle manikins with care and respect.

- Do not use pen, markers, iodine, or other solutions that can easily stain or damage the manikins.
- Please do not mark manikins with pens.
- Manikins are heavy and have limited range of motion. To protect our manikins and you please do the following:
 - Use 2-3 students when moving manikins in and out of bed.
 - Secure manikin with gait belt when placed in a chair or wheelchair
 - Manikins have tubes and other fragile parts attached. If you meet resistance or are unable to use the manikin in the way you have been instructed, stop, and ask for instructor assistance.
 - Liquids should not be used in the manikins unless specifically instructed to do so by an instructor.

Lab Cleaning Policy

Proper technique in cleaning surfaces and medical devices/equipment ensures it is safe for all students and faculty and protects them from contact with potentially infectious agents. All equipment is to be cleaned of obvious debris and fully disinfected before being returned to service. All individuals shall wear gloves when cleaning reusable items. Always utilize universal precautions when cleaning any item. Always assume all items are contaminated.

General Cleaning Guidelines

1. Clean and disinfect all high-touch surfaces, such as tables, equipment, faucets, doorknobs, and keyboards after each use to prevent the spread of viruses and bacteria.
2. Practice good hand hygiene after cleaning (and always!):
 - Wash hands often with soap and warm water for at least 20 seconds.
 - If soap and warm water are not readily available, use an alcohol-based hand sanitizer that contains at least 60% alcohol.

Safety Guidelines During Cleaning and Disinfection

1. Wear disposable gloves when cleaning and disinfecting. Gloves should be discarded after each use. Clean hands immediately after gloves are removed.
2. Wear eye protection when there is a potential for splash or splatter to the face.
3. Gowns or aprons are recommended to protect personal clothing.
4. Store chemicals in labeled, closed containers. Keep them in a secure area. Store them in a manner that prevents tipping or spilling.

Cleaning and Disinfection of Surfaces

1. Clean surfaces and objects that are visibly soiled first. If surfaces are dirty to sight or touch, they should be cleaned using a detergent or soap and water prior to disinfection.
2. Clean and disinfect surfaces as soon as possible in areas where a person with respiratory symptoms (e.g., coughing, sneezing) was present.
3. Follow the manufacturer's instructions for safe and effective use of all cleaning and disinfection products (e.g., dilution concentration, application method and contact time, required ventilation, and use of personal protective equipment).

Leave of Absence/Withdrawal Policy

Purpose

Withdrawal is a separate procedure and is the student's responsibility. A student who is unable to complete a course due to extenuating circumstances, including but not limited to personal illness, family emergency, legal issues, and severe financial hardships may withdraw from current courses for a temporary leave of absence from the program.

Procedure

1. Reentry will be evaluated on a case-by-case basis.
2. If reentry does not occur for greater than 2 years, the student must reapply to the entire program.
3. Re-entry is permitted based on the availability of space, approval from faculty and Dean, and length of time one has been out of the program.
4. Re-entering after a medical withdrawal will not count toward the "one re-entry per program" policy.
5. Reentry will follow Progression policies/procedures where applicable.

Programs Admissions

Each of the Allied Health programs has differing admission and prerequisite criteria. Please refer to the handbook of your program of interest for specific details.

Allied Health program students are required to complete the CastleBranch process prior to clinical practicum. CastleBranch will track background check, drug screening,

and CPR certification as required for clinical placement in Tillamook County. See Appendix for further information about this process.

If you do not attend the first class session/meeting of the course offering, you will be dropped from the course. If you leave the program during a course or sequence of courses, you may be required to retake a course or sequence of courses.

Program Progression

Each student is responsible for his or her own progress through the Allied Health program courses. All the Allied Health programs are a lock-step cohort model, and courses must be completed in the required sequence. Students who have been academically disqualified from a program or who have had to withdraw on their own initiative will have to restart the course sequence.

If a student exits the course or sequence for any reason, the date of record for exit will be the end of the last term completed. Students accepted for re-entry may be required to demonstrate their decision to meet Department standards by participating in a probationary agreement that meets approval of the Allied Health Department, the instructor, and the student.

A student who is dismissed from a clinical site due to breaches in safety, ethics, or lawful activity will be terminated from the program and not allowed to re-enter.[Please see program-specific handbook for details on progression policies.]

Self-Care

Self-care involves adopting daily habits and behaviors that promote a person's overall health and well-being. It's a crucial process for ensuring holistic wellness. Studying, irregular class and clinical schedules, and other life obligations can cause stress, sleep deprivation, and exhaustion, which can be harmful to physical health and impair a student's capacity to learn and provide safe patient care. It is imperative for the student to care for themselves so that they may effectively care for others.

Social Media and Networking Policy

Professional communication and respect are vital in the role of the healthcare professional. With the increasing use of social media, it is important that students be aware of the risk of posting materials on a social media site that could be considered inappropriate or offensive. This includes but is not limited to LinkedIn, Facebook, Instagram, X (formerly Twitter), and YouTube. Not only does what you post reflect on the college and program, but also on you. Perspective employers look at these accounts prior to and after employment and any inappropriate or offensive materials

discovered could result in not being offered employment, discipline, or grounds for termination with ineligibility for rehire.

Policy

The TBCC Allied Health Program supports social media use to reach audiences important to the college, such as students, prospective students, faculty and staff. This policy applies to the TBCC Allied Health Program students who engage in internet conversations for school related purposes or school related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

Procedure

1. Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary information about the college, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a TBCC Allied Health student.
2. Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the college. For guidance, visit the College librarians.
3. Do not use TBCC College or program marks, such as logos and graphics, on personal social media sites. Do not use TBCC's name to promote a product, cause, or political party or candidate.
4. Use of the program marks (logos and graphics) for School sanctioned events must be approved (posters, fliers, postings) by the administration.
5. No student shall videotape professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall patients/clients be videotaped or photographed. This is a HIPPA violation.
6. Be aware of your association with TBCC College in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers.
7. Identify your views as your own. When posting your point of view, you should not imply you are speaking on TBCC's behalf, unless you are authorized to do so in writing.
8. HIPPA guidelines must be followed. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
9. When it comes to online posting, remember that you are solely accountable for what you publish. Be wise and safeguard yourself, as well as your own and others' privacy and confidential data.

Considerations

1. There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed.
2. Think twice before posting. If you are unsure about posting something or responding to a comment, ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.
3. Future employers hold you to a high standard of behavior. By identifying yourself as a TBCC student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.
4. Students are preparing for a profession which provides services to a public that also expects high standards of behavior.
5. Respect your audience.
6. Adhere to all applicable college privacy and confidentiality policies.
7. You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous, or obscene (as defined by the courts).
8. Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not be regrettable in the future.
9. Monitor comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
10. Do not use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.

Consequences

1. Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
2. Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and possibly dismissal from the program.

3. Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

Standards of Professional Behavior Policy

It is the policy at TBCC that all persons, regardless of race, color, religion, national origin, disability, sexual orientation, age, sex, or any other status or characteristic protected by applicable state or federal law have access to higher education. TBCC strives to provide an environment that celebrates the freedom to learn. Each member of the College community shares responsibility for maintaining conditions which support the College's mission. Students at TBCC assume responsibility to behave compatible with the College's educational institution function. Although TBCC is dedicated to an open, free society, there are actions inappropriate in an institution of higher learning.

Circumstances may arise during a student's course of study that call into question the capacity or commitment of the student to maintain this academic standard. The TBCC Allied Health Program has the responsibility and authority to determine a student's fitness to continue in their program of study.

The process of transitioning from a student to a health care professional requires study, self-reflection, and self-management on the part of learners. Development of ethical and professional behavior is critical in the education of students and considered a core competency in the academic program. Thus, ethical and professional behaviors are key factors in achieving and maintaining academic good standing. When a student accepts an offer of admission into a TBCC health program, they commit to comply with all College and Program rules and expectations, including those regarding ethical and professional conduct.

The objective of this Policy is to articulate the academic importance of the ethical and professional behavior of students within Allied Health programs at TBCC. This Policy provides students with clearly articulated expectations regarding student ethical and professional behavior, assures professional programs have the authority and responsibility to act on concerns regarding the ethical and professional behavior of students, outlines a description of the procedures for managing and addressing student ethical and professional behavior, and assures standards are implemented consistent with principles of fairness, equity and inclusion, privacy, and due process.

Definitions

Civility

Civility is personal conduct that includes polite, reasonable, and respectful behavior toward others. This includes honoring one's personal values while simultaneously listening to and respecting divergent points of view. Civility facilitates mutual respect, effective communication, and positive productive relationships. In the educational setting and the workplace, civility is demonstrated by actively listening to others, accountability for one's actions, showing respectful behavior toward others, and making other individuals feel valued. Incivility is any behavior or action that is considered rude, disruptive, or threatening behavior that may result in distress for others. Discourteous behaviors that disregard others are considered uncivilized and unsafe. Any form of harassment, disrespect or threatening behavior will not be tolerated. Students are responsible for their conduct.

Incivility

Incivility has been defined by Berger (2000) as, "[any] speech or action that is disrespectful or rude" (p. 446). Clark (2008) later defined incivility as, "disregard and insolence for others, causing an atmosphere of disrespect, conflict, and stress" (p. E38). The simplest definition of incivility, which can be easily located, is a rude or discourteous act (Merriam-Webster, 2021). Ultimately, incivility is rude, condescending behavior, and a general lack of respect for another such as open criticism, degradation of integrity, or derogatory comments (ANA, 2015; Clark, 2013; Lachman, 2014).

Accrediting Organizations

1. American Nurses Association
 - a. [Code of Ethics](#)
 - b. [ANA Bullying and Incivility Position Statement](#)
2. [International Council of Nursing Code of Ethics](#)
3. [Oregon State Board of Nursing Div 21 Rules](#)
4. [NREMT Culture Statement](#)

Policy

The TBCC Allied Health Program has established this policy to outline expected professional behaviors. In addition to the academic and clinical-related requirements of each program, this policy and its related procedures govern academic, ethical, and professional behavior of allied health students.

The policy and procedures identify student responsibilities and rights along with standards of fairness, privacy, and due process. They are derived, in part, from the standards of conduct adopted and published by national organizations that accredit

various programs (e.g., CCNE, American Nurses Association, NREMT, etc.) or license or credential Professional Graduates (e.g., state licensing boards, NREMT, OHA, NCLEX, etc.) and the standards of ethical and professional behavior adopted by national and local professional organizations. Students are also expected to comply with federal, state, and local laws and regulations, and TBCC policies and procedures.

As noted above, professional ethical and behavior standards are integral elements to the comprehensive education of allied health students and violations of this Policy are academic matters. Failure to meet ethical and professional behavior standards may result in: i) action up to, and possibly including, program dismissal, and ii) referral to the college's Student Conduct Officer, which may result in suspension or dismissal from the college. A student who violates this Policy will jeopardize their progression through the program and the likelihood of completing the program and graduating.

Procedure

This Policy is a means to formally address unmet professional behaviors. All students are expected to demonstrate high standards of ethical and professional behavior in all educational and clinical settings including, but not limited to:

1. Classroom environment (e.g., classrooms, laboratories, online and technology-based classes).
2. Professional and clinical sites that are part of the learning program (e.g., hospitals, clinics, community health centers, schools, ambulatory settings, TBCC Simulation Center); and
3. Other settings not part of the formal learning program but which contribute to the learning process (e.g., student-run special interest group meetings and activities, clubs and governance structures, interactions with other administrators, faculty and staff of the college, or any other member of the campus community).

Students are always expected to hold themselves to the highest standards of ethical and professional conduct. As part of their education, these students must begin to practice behavior that they will uphold for the rest of their professional lives. While not all-inclusive, examples of unacceptable ethical and professional behavior include, but are not limited to, the following:

1. Lack of integrity and honesty (e.g., lying about, misrepresenting, cheating, or not reporting information about care given; clinical error or any action related to clinical functions; acting outside the scope of the student's role in a clinical, academic, professional, or administrative setting);
2. Failure to demonstrate professional demeanor or concern for patient safety (e.g., use of offensive language and gestures; being under the influence of alcohol or

- drugs in the educational or clinic setting);
3. Unmet professional responsibility (e.g., not contributing to an atmosphere conducive to learning due to poor attendance; punctuality issues; distracting or insensitive behavior in class, lab, or clinic; poor personal hygiene; needing continual reminders to complete responsibilities in a timely manner; not responding to written, verbal, email, telephone or other requests in a timely manner; breaching patient confidentiality);
 4. Exhibiting disruptive or uncivil behavior (e.g., assault or threat of assault; throwing things; making inappropriate gestures; threats or verbal intimidation; language that belittles or demeans; negative comments with racial, ethnic, religious, age, gender, or sexual overtones; making impertinent or inappropriate written entries in the medical record; making statements attacking students, faculty, or staff, whether in person, in writing, or on social media or other public websites; dominating class time or conversation; arguing over grades; inappropriate electronics [cell phone, computer, etc.] use during class; engaging in side conversations during instruction time; tardiness or early departure from classes). Certain behavior complaints, particularly in cases of complaints of sexual harassment, sexual assault and other violations of the college's Policy and Procedures Prohibiting Sexual Misconduct and Other Sex and Gender- Based Discrimination will be reported to the college;
 5. Lack of effort toward self-improvement and adaptability (e.g., resistant or defensive in accepting constructive criticism; remaining unaware of one's inadequacies; resisting considering or making suggested changes to improve learning, behavior, or performance; not accepting responsibility for errors or failure; abusive or inappropriately critical or arrogant,);
 6. Lack of respect for cultural diversity (e.g., inappropriate behavior with respect to age, culture, race, religion, ethnic origin, gender, sexual orientation). Certain behaviors that may constitute discrimination will be reported to the college;
 7. Exhibiting poor relationships with members of the health care team (e.g., not functioning appropriately within the health care team or not demonstrating the ability to collaborate with fellow students, staff);
 8. Exhibiting poor relationships with patients and families (e.g., insensitive to the patient's or family's needs, inappropriate personal relationships with patients or members of their families; lack of empathy);
 9. Failure to maintain and safeguard the confidentiality of patient and research participant information, including paper and electronic records, verbal communications, and social networking and electronic media sites; and
 10. Failure to comply with college, and/or program academic and clinically related requirements (e.g., education, cheating, immunization, HIPAA, FERPA)

Violations of Policy

Complaints regarding suspected breaches of ethical and professional behavior may be initiated by faculty, administrators or students within the Allied Health Program, the

college, or by external sources (e.g., patients, families, visitors, extramural rotation sites, or other agencies with which a student has had contact). Additionally, if in the absence of a specific complaint, the college or the allied health program becomes aware of conduct of an egregious or serious nature, it will be investigated in lieu of a formal and the college and/or program will take all appropriate actions in compliance with the procedure outlined in this Policy. The initial complaint should be promptly forwarded to the student's Dean of Nursing & Allied Health. The Dean will then notify the faculty of the complaint. The formal complaint must follow the formal complaint procedure ([Grievance Procedure](#))

There are four (4) categories of complaints and associated procedures outlined below. The complaints are categorized by severity of behavior and whether immediate punitive action is warranted. The four categories are as follows:

Troubling Behavior – Teaching Opportunity

For less egregious unethical and unprofessional behavior, rather than filing a formal complaint about professional behavior, the faculty member may conclude (but is not required to conclude) that the incident is more appropriately handled as a teaching opportunity rather than a disciplinary matter. This policy is a means to formally address unmet professional behaviors. In such cases, the faculty member will contact the student directly to discuss the issue, provide feedback, and make suggestions for how the behavioral issue can be mitigated. If the faculty member believes an effective resolution resulted from meeting with the student, no further action is required (i.e., Informal Resolution). However, the incident shall be documented on the Performance Record in the student's file and may be reviewed in the future, where applicable, to indicate a pattern, practice, or failure to benefit from redirection (i.e., documentation of mentoring).

Troubling Behavior – Professionalism Concerns Reports

In the event that a student fails to meet the expected standards of ethical and professional conduct as documented on the Professional Performance Record in the student's file, the faculty may exercise the option to institute probation or program dismissal. If the decision for probation or dismissal was made, the faculty will notify the student in writing (by email) of the decision. The Dean will encourage the student to submit in writing (by email) to the Faculty and Dean within two (2) College business days, their description of the events that led up to the punitive action. Concurrently with the notification to the student of probation or dismissal, the Dean will schedule a meeting with the faculty, for review of the complaint and affirmation of the action. Faculty will make the determination of action via email. If the student is eligible for reentry to the program, the Dean will contact the student to discuss the procedure.

Egregious, Unethical, or Unprofessional Behavior

Any accusation of egregious, unethical, or unprofessional behavior should be reported in writing to the Faculty and Dean. If in the absence of a specific written complaint, individuals within the College become aware of conduct of an egregious or serious nature, they will investigate in lieu of a formal complaint and will take all appropriate actions in compliance with the procedures outlined in this Policy. Complaints or accusations of egregious, unethical, or unprofessional behavior will be considered serious and necessitate that the Faculty and Dean to take immediate action to prevent any continuation of the behavior and potential harm to self, patients, or members of the community. Following notification and with the purpose of understanding the circumstances of the complaint, the Dean will urgently conduct an interview of the student and any witnesses to the event that led up to the complaint and review any pertinent documents and any other action deemed necessary to make an interim decision. This information will be shared with the faculty involved. The reported behavior may result in the student's immediate dismissal from the program. Examples of egregious misconduct include, but are not limited to, unprofessional behaviors, patient endangerment, unacceptable patient management, inappropriate alteration of patient records, behavior posing a danger to persons or property, an ongoing threat of or disruption of the academic process, or certain acts of sexual misconduct, or any other violations of the program Core Principles. Faculty of record have the authority to take the immediate action of dismissing a student from a clinical session, or didactic class; Faculty of record with the Dean have the authority to take the immediate action of dismissing a student from the program. If the decision for probation or dismissal is made, the Dean will notify the student in writing (by email) of the decision.

Documentation of Incidences of Professional Conduct Record

Points will be cumulative throughout the program. Outcome of the review will determine actionable consequences including but not limited to exit from the program.

Name:	Program/Cohort:					
Criteria	1 st Term	2 nd Term	3 rd Term	4 th Term	5 th Term	6 th Term
<i>General Program Requirements</i>						
Meeting Deadlines; including but not limited to clinical requirements (2 pts)						

Failure to follow the Chain of Command (3pts)						
Failure to adhere to course expectations; including but not limited to deadlines, cell phone use, communication (1 pt)						
<i>Tardiness or Early Departure</i>						
Without 2 hour-window communication to instructor (3 pts)						
With 2-hour window communication to instructor (2 pt)						
<i>Absence</i>						
Absence from a course with or without prior communication to instructor (3.5pts) **More than 2 absences will place student on probation and plan for success**						
Failure to schedule professional appointments (advising, test review, etc.) (3 pts)						
Missing <i>scheduled</i> professional appointments (3 pts)						
Student sent home from clinical by instructor for being unprepared (3 pts)						
<i>Unprofessional Behavior</i>						
HIPAA violation (8 pts)						
Discourteous/disrespectful behavior to faculty, staff, peers, clinical staff, patients, family members (See handbook Professional Behavior Policy) (5 pts)						
Disclosure of information related to exams, checkoffs, quizzes, simulation, or other sensitive classroom materials (this may also be escalated to Academic Honesty infraction) (5 pts)						
Interfering with the educational environment including but not limited to distracting from others' learning such as having side conversations (2 pts)						
Not following clinical/lab dress code (1 pts)						
<i>Unsafe Clinical Behavior</i>						

Any violation of the critical elements outlines in the Program Handbook; including but not limited to: (9 pts) * failure to adhere to institutional and facility policies. * Lying, covering up, or knowingly failing to report a mistake in the clinical setting. * Falsifying any documentation or failure to document * Actions that create potential harm through negligence or willfulness including proceeding with patient care without proper clinical preparation, performing tasks not previously signed off on in lab, or clinical instructor's authority or knowledge						
TOTAL POINTS						

5 points = Student will be placed on a success plan. If related to unprofessional behaviors, the student will be reported to the Student Conduct Officer
7 points = Student will be placed on Probation.
9 points = Student will be subject to a review of performance and conduct by the program. Outcome of the review will determine actionable consequences including but not limited to exit from the program.

Probation

Probation is a notice to a student that immediate changes are needed in some problem(s) and/or behavior(s). Subsequent occurrences of problems and/or behaviors while under a probation period will result in disciplinary action, which may include dismissal from the program. Academic dishonesty, clinical performance issues (including Skills Lab and unsafe clinical practice), and substance use are examples of behavioral categories for which students may be placed on probation. A conference with the student, instructor(s), and the Dean of Nursing & Allied Health will be scheduled. A Probation document will document specifics regarding the problems and/or behaviors, the plan for success, and any other items deemed necessary by the instructor(s).

Once a student is placed on probation, they will remain on probation for the program's completion.

A student on probation related to conduct who is unsuccessful in a course or otherwise exited from the program is ineligible to reapply for the program they exited from as well as any other TBCC Allied Health Program.

Student Records

Students are responsible for the maintenance of all dated certifications and immunizations.

CPR Requirements

Allied Health students are required to have a current American Heart Association Healthcare Provider/BLS CPR certification to participate in clinical practicums. Your CPR card must be verified in CastleBranch two weeks prior to your first clinical practicum.

Immunization Requirements

Oregon State Law requires that all persons working in healthcare facilities, healthcare clinical experiences, and certain work experience programs have immunizations. Exemptions from these requirements may sometimes be allowed for medical or personal reasons, including religious beliefs. Students who exempt themselves from these requirements should be aware that circumstances may arise that would require their exclusion from clinical experiences. Exclusion from clinical experiences may result in an inability to meet course requirements, and therefore, a failure to progress in the course.

Required Immunizations (documentation required):

- **Hepatitis B:** Three vaccinations or a positive antibody titer (*lab report required*)
- **Measles, Mumps and Rubella (MMR):** Two vaccinations or positive antibody titer for all three components (*lab report required*)
- **Varicella:** Two vaccinations or positive antibody titer (*lab report required*)
- **Tetanus, Diphtheria & Pertussis (TDaP):** Booster within the past 10 years
- **Tuberculosis (TB):** Provide results of current negative TB skin test or QuantiFERON Gold Blood Test (*lab report required*) within the last thirty (30) days (positive reactions to the skin test or a history of known positive reactions will require a clear chest x-ray).
- **COVID-19 & Influenza:** Card or lab report or declination.

Criminal Background Checks

Criminal background checks must be completed and approved for all Allied Health students who will be doing clinical practicums. These are ordered by the student via the internet, with results submitted directly to TBCC (via the CastleBranch process). You must be prepared to provide appropriate personal information before the deadline announced by your instructor or program coordinator. No exceptions will be made to this.

Failure of a criminal background check will not be grounds for refund of tuition or other fee/expense. Background check requirements are due to certain legal, contractual, and entity accreditation standards required by our clinical/field agency affiliates.

Components of a criminal background check may include, but are not limited to:

- Office of Inspector General (OIG) Sanctions List
- General Services Administration's Excluded Parties Listing System (GSA/EPLS)
- Social Security Number Trace
- Criminal History Record
- Sex Offender Registry/Predator Search

Certain clinical/field affiliate(s) may also exclude students/interns with a history of certain offenses such as DUI.

Drug Screen

Before you participate in the clinical practicum, you must pass the criminal background check and drug test. This is required by clinical sites and is a condition of successful program completion.

Allied Health Programs require (through an authorized service provider) a criminal background check, 10-panel drug screen and verification of immunizations and current Healthcare Provider CPR Certification before placement into clinical sites. CastleBranch information and forms are provided and must be completed by specific due dates prior to being scheduled for clinical practicums.

Note: Although Marijuana is legal in Oregon, it is an illegal drug federally and considered illegal drug use in the Allied Health Program. Marijuana use will result in a "Positive" and failure of the drug test.

Avoid drinking excessive amounts of liquids (no more than 12 ounces) three to four hours before the specimen collection. Specimens determined "dilute" or "invalid" for any reason constitute "failed" tests and will likely require at least an additional fee. If you believe you are taking anything which might compromise your drug screen result, including a prescription medication, you should consult with your physician before submitting a specimen for testing. The fact that you have a valid prescription for a medication may not be an adequate excuse for failing your drug screen and could prevent you from successfully completing your course. If your test results are other than "negative", your information will be referred for formal review by a Medical Review Officer who may need to consult with you for additional information. This can also delay your results.

Currently, categories of compounds tested for in the drug screen may include Amphetamines (also includes methamphetamine), Barbiturates, Benzodiazepines, Cocaine, Ethanol, Methadone, Methaqualone, Opiates (expanded/2000), PCP, Propoxyphene, and Marijuana. Validity tests are performed for urine characteristics, including: Creatinine, Specific Gravity, Oxidant, pH, foaming, odor, uric acid, appearance. Although Marijuana use is legal in Oregon, it is an illegal drug federally and considered illegal drug use in the Allied Health program. Marijuana use will result in a "Positive" and failure of the drug test.

In addition to testing for certain compounds, urine specimens are also evaluated for traits consistent with human urine. Your specimen must be consistent with human urine for all attributes evaluated. Traits evaluated may include creatinine, specific gravity, absence of oxidants, pH (acidity/alkalinity), uric acid, urine odor, temperature, appearance, and foaming.

Print and save your receipt as proof that you submitted your specimen. Results are typically reported to TBCC within one week of collection, but may take longer, so do not delay submission of your information or specimen.

If your results are not approved, you will be exited from the program. Submission of synthetic or substitute urine, tampering with a specimen or results, attempting to deceive, or falsifying or withholding information pertinent to your drug screen will result in exit from the Program.

Drug screen results are typically reported as "negative", "negative dilute", "positive", or "invalid".

- "Negative" typically means the substance(s) tested for was/were not detected at a significant level.
- "Negative Dilute" typically means the substance(s) tested for was/were not detected at a significant level, but the specimen was unusually dilute and may require submission of additional specimen(s) at the student's expense, and/or submission for Medical Review. Sometimes this result is due to the student ingesting too much fluid in the 12 hours immediately prior to specimen submission, so follow instructions on the specimen submission form.
- "Positive" typically means the substance(s) tested for was/were detected at significant levels, and thus failure of the drug test. A failed drug test will result in failure of the course and program exit.
- "Invalid" typically means the specimen submitted was not human urine. This can indicate an attempt to deceive on the part of the student, and will result in removal from the program.

Substance Abuse Policy

Purpose

The purpose of this policy is to protect the welfare of clients, students, instructors, TBCC, and affiliating agencies. All students are expected to perform clinical/practicum activities efficiently and safely, without the influence of drugs (including marijuana) or alcohol. This includes any medications that may cause sedation, slowed reflexes, or other alterations in physical and mental abilities.

Policy

The misuse and/or illegal use of alcohol and drugs is contrary to college policy. In keeping with federal and state statutes, the illegal use, possession, distribution, manufacture, or sale of alcohol, marijuana and/or other drugs is not permitted on college owned or college-controlled property. The legal sale and consumption of alcohol on the campus facilities and/or college-sponsored event are regulated by Board policy.

Procedure

The following actions/conditions are prohibited:

- Unsafe or potentially unsafe clinical performance due to use of drugs and/or alcohol, including marijuana. Reporting for a clinical session with the odor of alcohol, marijuana, or illegal chemicals.
- Reporting for a clinical session with the odor of alcohol, marijuana, or illegal chemicals.
- Possessing any illegal narcotic, hallucinogen, stimulant, sedative, or similar drug while on clinical time.
- Using any intoxicating or illegal substances while at clinical, on the premises, or away from the premises when required to return to the clinical facility.
- Removing any drug from the institution or patient supply for any reason.
- Falsifying specimen collection for required drug screen in clinical.

If, in the judgment of the clinical instructor, the student's behavior in clinical is creating or potentially creating unsafe patient care, and may be caused by substance misuse or abuse (reasonable suspicion):

- The student will be sent home, and the instructor will notify the TBCC Dean of Nursing and Allied Health.
- A Substance Abuse Assessment will be required of the student at a facility approved by the College at the expense of the student. The student will agree that the results of the assessment will be made known to the Program Dean. If the student refuses the Substance Abuse Assessment, the student will be dismissed from the program on the grounds of implied admission to substance use/misuse.
- If a student agrees to drug treatment, the student may not progress in the program until treatment has concluded. At that time, the student may apply for

re-entry to the program as per the re-entry policies and procedures.

- Any student dismissed from the program for substance use/misuse may apply for re-entry with evidence of having successfully completed an approved treatment program. The standard re-entry policies and procedures apply.

The student shall not use drugs for other than legitimate medical purposes at any time.

TBCC Email Address

All official TBCC communication will be sent to the student's TBCC email address, such as financial aid information, library updates, up and coming events, school closure etc. Clinical facilities require a TBCC email address when we onboard you to their system. Students need to have access to the internet and will provide us with their TBCC issued email address and a valid personal email address. Please notify the Program Coordinator if you change your personal email address.

Zero Tolerance Statement:

Bullying, Incivility, Harassment, and Unprofessional Conduct

The Tillamook Bay Community College Allied Health Program upholds the highest standards of professionalism, respect, and ethical behavior. To maintain a safe, supportive, and effective learning environment for all students, faculty, staff, and clinical partners, the program enforces a Zero Tolerance Policy for any form of bullying, incivility, harassment, discrimination, intimidation, retaliation, or any other behaviors outlined as unacceptable within the Standards of Professional Behaviors Policy.

Any student who engages in conduct that violates these expectations may be immediately exited from the Allied Health Program. Such removal from the program will be considered permanent, with no opportunity for reentry or future reapplication. This policy applies to all environments associated with the TBCC Allied Health Program, including classrooms, labs, simulations, clinical sites, college-sponsored activities, and all forms of communication (in-person, written, electronic, or online).

By participating in a TBCC Allied Health Program, students agree to uphold these standards at all times and understand the consequences for violating them.



Nursing Program Student Handbook 2026-2027

Tillamook Bay Community College Nursing Program is approved by The Oregon State Board of Nursing (OSBN) www.oregon.gov/OSBN/

About the Program

Purpose of the Handbook

The Nursing Program Handbook provides students enrolled in the nursing program with essential information about policy and procedures. Students are responsible for knowing and adhering to the information and policies presented in the Nursing Program Handbook.

General Information

Nursing requires a high degree of knowledge, skill, judgment, and integrity. The American Nurses' Association (ANA) [Code of Ethics for Nurses](#) and the [International Council of Nurses](#) provide standards for the role. Your responsibilities as a student nurse reflect these standards. Graduates of the program earn an Associate Degree in Nursing (ADN), which prepares students to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN) to become licensed as a Registered Nurse and transfer to most baccalaureate in nursing (BSN) programs.

Mission Statement

As nurse educators at Tillamook Bay Community College Nursing Program, our goal is to help students reach their full potential by offering outstanding, ethical, and devoted instruction, to prepare individuals for competent, entry-level registered nursing, and practice to serve the overall health and well-being of the community.

Vision Statement

The nursing program's alumni are capable, exceptional professionals who are committed to meeting the healthcare requirements of various people, families, and communities. When giving care to individuals in their charge, they uphold the highest ethical standards, combine the most recent scientific findings with their clinical knowledge, and consider the unique values and needs of each patient. Graduates are dedicated to continuing their education.

Program Objectives

At the completion of this program, students should be able to:

- Provide nursing care across the spectrum of health, including end-of-life care, acute and chronic disease management, and disease prevention.
- Communicate effectively and collaborate with interdisciplinary health care providers, clients, and families in planning and delivering care.
- Show the integration of knowledge, skills, and professional behaviors necessary to practice in the registered nurse's role.
- Integrate knowledge of cultural diversity as well as legal and ethical principles to provide and/or manage client care in a variety of health care environments.

- Utilize technology to find, retrieve, plan, and implement evidence-based nursing care.

Philosophy

Compassion is a fundamental aspect of nursing that drives the TBCC Nursing Program. It empowers nurses to promote each patient's well-being within their unique environment. The program's philosophy is based on several key themes, which are outlined below. The nursing faculty has developed definitions of each theme to clarify their respective beliefs.

- **The Individual.** In nursing care, the individual is a unique and dynamic entity that is constantly reacting with their environment. Whether an individual requires nursing attention or is benefiting from the care provided by a nurse, they must receive unwavering respect, care, value, nurturing, understanding, and assistance. Within the context of community and family, everyone is regarded as a distinctive person, and this should be reflected in their care.
- **Whole-Person Health.** Health is a dynamic and multi-faceted concept that goes beyond the mere absence of disease. A person's overall well-being encompasses all aspects of their being. One's actual surroundings and perceived environment can greatly affect their health.
- **Any Environment.** When it comes to a person's health and well-being, the environment plays a crucial role. It encompasses both internal and external factors that can impact an individual's ability to heal and stay healthy. The immediate environment directly influences a person's sense of comfort and security, while the greater environment refers to community elements that can affect an individual's health and access to medical care.
- **Holistic Caring.** Nursing is a profession centered on care and compassion. It involves a human-to-human process where the nurse observes, empathizes, and responds to the patient's holistic needs, including the mind, body, and soul.
- **Autonomous Nurse.** Nurses are distinguished professionals who take a comprehensive approach to addressing the healthcare needs of individuals in their surroundings while maintaining their autonomy.
- **Dynamic Nursing Education.** Nursing education is a multifaceted learning process that encompasses the social and biological sciences and the practice of nursing, including cognitive, affective, and psychomotor domains. The discipline of nursing and education is based on practice and supported by evidence-based research. It is also grounded in core values of social responsibility, caring, and a strong emphasis on the teacher-student relationship. Nursing education is committed to equipping students with competencies that promote lifelong learning.

Nursing Curriculum and Course Design

First Year			Second Year		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
NURS 101	NURS 102	NURS103	NURS 201	NURS 202	NURS 203
NURS 101C	NURS 102C	NURS 103C	NURS 201C	NURS 202C	NURS 203C
NURS 101D	NURS 102D	NURS 103D	NURS 201N	NURS 202N	NURS 203N

Nursing Faculty and Staff

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Nursing Program Policies

Admission Policy

All conditions listed below must be met for a prospective student to be considered for admission to the nursing program:

Procedure

1. The prospective student must participate in the required live interview as scheduled. The live interview will be given by a panel of at least two TBCC Staff and/or Faculty and will utilize a predetermined rubric to consistently score the prospective student's responses. If the interview is missed, it will not be rescheduled and the candidate will need to reapply.
2. The prospective student must complete the required proctored admission exam. The cost of the test is the prospective student's responsibility, if applicable additional dates will not be added once they have been published for the application cycle. A prospective student may retake the admission exam for future applications.
3. The prospective student must submit the required materials prior to the submission deadline. Applications submitted after the deadline will not be considered.
 - The Nursing Education Point Score Grid (below) must be fully completed

and submitted with the application. Supporting documentation (if/where indicated) must be submitted with the application.

- Official transcripts are required to document classes used as prerequisites.
- Documentation of graduation from a High School in Tillamook County or being a current resident in Tillamook County for a minimum of 6 months prior to the beginning of the application cycle is required to receive residency points.
 - Examples of documents to show a minimum of 6 months residency: rental agreement with rent payment receipts, utility bills.
 - All submitted materials must be fully completed.
 - Partially completed applications will be disqualified.
- 4. The prospective student must submit documentation of required immunizations before the nursing program begins.
- 5. The prospective student must obtain nursing student insurance prior to program start.

NURSING APPLICATION WORKSHEET

Prerequisite Core Course	Not Started	In-Progress	Completed	Grade
BI 231 Human Anatomy & Physiology 1	☐	☐	☐	
BI 232 Human Anatomy & Physiology 2	☐	☐	☐	
BI 233 Human Anatomy & Physiology 3	☐	☐	☐	
BI 234 Microbiology	☐	☐	☐	
NUTR 240 or FN 225 Human Nutrition	☐	☐	☐	
PSY 201 Introduction to Psychology	☐	☐	☐	
PSY 215 Human Development	☐	☐	☐	
AH 100 Medical Terminology	☐	☐	☐	

Education, Military Service, and Residency	
Highest Education Attained ☐ Associate's degree ☐ Bachelor's Degree ☐ Master's Degree ☐ Doctoral Degree	Previous Experience in Field ☐ MD, DO, NP, etc. ☐ Licensed Paramedic ☐ Licensed Practical Nurse (LPN) ☐ Emergency Medical Technician ☐ EMT Course Taken at TBCC ☐ Certified Nursing Assistant (CNA) ☐ NA Course Taken at TBCC ☐ Medical Assistant (MA) ☐ MA Course Taken at TBCC ☐ Phlebotomy or Surgical Tech ☐ Phlebotomy Course Taken at TBCC
Veteran Status DD214 Honorable Discharge ☐ YES	
Local Residency Tillamook County High School graduate or Tillamook County Resident ☐ YES	

Admissions Selection Process

While point-based evaluation tools may be used administratively as part of the admissions review process, admission to the TBCC Nursing Program is not determined solely by point totals. Applicant selection is based upon a comprehensive review of multiple factors including academic performance, prerequisite completion, healthcare experience, professional conduct, program readiness, and alignment with program goals and outcomes. Final admission decisions remain at the discretion of the TBCC Nursing Program administration and nursing faculty.

Advanced Placement and Transfer Credit Policy

The TBCC Nursing Program recognizes prior academic achievement, healthcare experience, military education, and validated competency-based learning through advanced placement and transfer credit processes consistent with TBCC Experiential Learning Policy 408 and Oregon State Board of Nursing (OSBN) requirements. Students seeking admission into the TBCC Paramedic or LPN-to-RN Bridge pathway may be awarded advanced placement and transfer credit through evaluation of prior coursework, licensure, certifications, military education, and documented experiential learning.

Experiential Learning Policy (TBCC Policy 408.1)

Experiential learning is the process whereby a student receives credit for experience or information gained outside of the traditional academic setting. Tillamook Bay Community College awards experiential learning credit through the following methods:

- Cooperative Education and Experience courses within the college catalog, including internships, work experiences, and clinical practices;
- Credit by Examination, including:
 - Advanced Placement (AP),
 - International Baccalaureate (IB),
 - College Level Examination Program (CLEP),
 - DANTES/DSST examinations;
- Military service credit;
- Transfer credit from accredited institutions; and
- Credit for Prior Learning (CPL) according to Oregon state guidelines and institutional policy.

Credit for Prior Learning (TBCC Policy 408.2)

Credit for Prior Learning (CPL) allows students to demonstrate knowledge and skills acquired through prior education, employment, military service, certifications, licensure, or other experiential learning.

Students requesting CPL may be required to submit:

- Official transcripts,
- Licensure verification,

- Course descriptions or syllabi,
- Competency assessments,
- Skills validations,
- Professional certifications,
- Portfolio documentation,
- Employment verification,
- Examinations or demonstrations of competency.

CPL is based upon assessment of documented learning and demonstrated competency; it is not a graded process. Awarded credit is documented on the student transcript as Credit for Prior Learning.

Students intending to transfer CPL credits to another institution are responsible for verifying acceptance policies with the receiving institution.

Nursing Program Advanced Placement Requirements

Advanced placement within the TBCC Nursing Program is determined through administrative review of prior education and demonstrated competency consistent with current nursing program outcomes and OSBN Division 21 requirements.

For Paramedic-to-RN or LPN-to-RN Bridge applicants, advanced placement evaluation may include:

- Verification of current Oregon paramedic licensure or NREMT certification;
- Verification of current Oregon LPN licensure
- Review of paramedic or LPN education transcripts;
- Assessment of prior healthcare experience;
- Completion of prerequisite coursework;
- Skills competency validation;
- Challenge examinations;
- Dosage calculation assessments;
- Clinical readiness evaluation;
- Completion of designated transition coursework.

Advanced placement credit is awarded course-by-course and only for demonstrated college-level learning equivalent to current TBCC nursing curriculum outcomes.

Transfer Credit Evaluation

Transfer credits from regionally accredited institutions will be evaluated according to:

- TBCC institutional transfer policies,
- Nursing curriculum equivalency,

- Oregon State Board of Nursing standards,
- Course recency requirements,
- Program learning outcomes.

The Nursing Program reserves the right to require additional competency validation, transition coursework, laboratory evaluation, simulation assessment, or clinical remediation when necessary to ensure student readiness for progression.

Standards for Experiential Learning Credit (TBCC Policy 408.3)

All experiential learning credit awarded by TBCC conforms to the standards of the Council for Adult and Experiential Learning (CAEL), including:

1. Credit is awarded only for learning, not for experience alone;
2. Credit is awarded only for college-level learning;
3. Credit reflects an appropriate balance between theoretical knowledge and practical application;
4. Competency determinations are made by qualified faculty and subject matter experts; and
5. Credit is awarded on a course-by-course basis rather than in block credit formats.

Compliance with OSBN Requirements

The TBCC Nursing Program ensures that all students receiving advanced placement or transfer credit meet the equivalent outcomes of the current nursing curriculum in accordance with:

- OAR 851-021-0055(3),
- OAR 851-021-0050,
- TBCC institutional policy,
- Applicable accreditation standards.

Students admitted through advanced placement pathways must successfully complete all required transition, didactic, laboratory, simulation, and clinical components necessary to achieve program outcomes and eligibility for graduation.

APA Style

APA Style was developed by the American Psychological Association to create a standardized format for scientific writing. It is used across the discipline of nursing for both academic and professional writing. The TBCC Nursing Program requires written assignments to be formatted utilizing APA Style, unless otherwise stated.

The latest edition of the *Publication Manual of the American Psychological Association* will be used as the benchmark for acceptable formatting. Several open

resources may be used for assistance with formatting papers in APA Style: [Latest APA Edition](#) and the [Purdue University Online Writing Lab \(OWL\)](#).

Contact the [TBCC Library](#) for assistance.

Clinical Facility and Preceptor Selection Policy

Purpose

To establish standards for the selection of clinical facilities and RN preceptors to ensure safe, effective, and high-quality clinical learning opportunities that align with program outcomes and comply with Oregon State Board of Nursing (OSBN) requirements.

Procedures

Pre-Placement Requirements

Students must submit documentation of the following prior to beginning any clinical placement:

- Immunizations: Evidence of required vaccinations
- MMR
- Tdap
- Hepatitis B
- Influenza
- COVID-19
- Varicella
- Tuberculosis Screening: Screening using PPD or IGRA, or documentation of treatment/clearance if positive.
- Drug Screening: As required by the clinical facility.
- Criminal Background Check
- Mandatory Trainings: Completion of site-required modules
- Infection control
- HIPAA
- OSHA bloodborne pathogens
- Tuberculosis
- Workplace safety.
- Health or Liability Insurance: Proof of coverage if required by the facility.

Record Retention and Sharing

Documentation will be collected and verified by the Nursing Program or designated vendor in accordance with OAR 409-030-0180 (Information Sharing and Data Use). Records may be shared with clinical facilities for compliance verification. Most documentation is portable across multiple clinical placements unless expired or otherwise invalidated.

Site-Specific Requirements

Students may be required to complete additional site-specific requirements (e.g., orientation modules, N95 fit testing, or specialized immunizations). Failure to comply with these requirements will result in removal from the assigned clinical site.

Clinical Facility Selection

Facilities must:

- Comply with Oregon Administrative Rules ensuring adequate clinical experiences to meet curriculum outcomes.
- Offer diverse patient populations and care settings consistent with course objectives.
- Maintain an active clinical affiliation agreement with the Nursing Program.
- Demonstrate adherence to state, federal, and accreditation standards for patient care and student safety.
- Provide adequate resources and a safe learning environment.
- The Nursing Program Chair (or designee) will:
 - Coordinate scheduling of clinical rotations with partner facilities.
 - Communicate facility-specific requirements (immunizations, training, background checks, etc.) to students.
- Periodically evaluate facilities for continued appropriateness and effectiveness.

RN Preceptor Selection

Preceptors must meet Oregon Administrative Rules requirements:

- Hold an unencumbered RN license in Oregon.
- Have at least 12 months of experience in the area of practice.
- Demonstrate competence, professionalism, and ability to mentor.
- Faculty are responsible for oversight of all precepted experiences per Oregon Administrative Rules, including evaluation and final grading of students.

Drug Calculation Testing (DCT)

Purpose

The purpose of this policy is to evaluate and document student competency in dosage calculation. Accurate dosage calculation is essential to patient safety and is a fundamental responsibility in professional nursing practice.

Policy

Drug Calculation Testing (DCT) is a required clinical competency throughout all six terms of the Nursing Program. Failure to meet this competency will result in an

unsatisfactory grade for the clinical course. Test content will increase in complexity each term to reflect current and prior course material.

Procedure

1. General Requirements

- a) The DCT is administered every term as part of the clinical curriculum.
- b) Students must achieve a passing score of 100% on each test.
- c) Each test consists of 10 questions and must be completed within 1 hour.

2. Attempts and Retesting

- a) Students may attempt the DCT once per week.
- b) Testing will start by Week 7.
- c) Students who do not achieve 100% by Week 10 will not be eligible to attend clinical until successful on the DCT. Any missed clinical days due to DCT will count towards absences.
- d) After the second unsuccessful attempt, students are required to test at the college's Testing Center.
- e) Prior to retesting at the Testing Center, students must provide documentation of:
 - 1) A meeting with their instructor(s), and
 - 2) A tutoring session with a math tutor.

3. Student Responsibility

While faculty provide guidance and resources, it is ultimately the student's responsibility to seek remediation and ensure readiness for the DCT.

Dress Code Policy

As a representative of Tillamook Bay community College and the nursing Program, your appearance plays a significant role in shaping the public's perception of you. It is expected that all nursing students dress appropriately when attending theory class, practice lab, and clinical.

Procedure

Uniform

In most clinical practice areas, the student will be required to wear the Nursing Program uniform.

- Navy-blue scrubs.
- TBCC Associate Degree Nursing Program Patch affixed to the left shoulder of scrubs.

- If an undershirt is worn it must not have any visible lettering or pictures. It may be short or long sleeve.
- Uniforms should be used for academic activities only and need to be laundered frequently.
- Clinical sites may require students to wear facility issued badges. These are to be visibly displayed at all times while at the clinical site along with the TBCC ID

Evaluation & Testing

Policy

The passing grade for ALL courses in the ADN Program is "C" (for letter grades) or "S" (for classes based on satisfactory/unsatisfactory).

Grading Scale

Letter grades are based on the following percentages:

A = 91-100%

B = 81-90.99%

C = 75-80.99%

D = See Below*

F = 74.99% and below

**** NOTE:** If student is unsuccessful [$<75\%$ exam average], student's final grade will reflect **testing average** instead of overall course grade. ******

D = 64% - 74.99% F = $< 64\%$ ******

- Grades are not rounded and will be awarded at the percentage earned.
- If a student is unsuccessful in a nursing course due to failed exams, the testing average will be entered as the final grade.
- An evaluation of student performance in the clinical setting will be made by the assigned clinical instructor.
- Specific grading methods for individual courses are described in each course syllabus.

Written Work

Written work is judged on its content, legibility, spelling, and grammar; presentation is very important. Typewritten or computer-printed work is required. Clinical prep and care plans may be exempt from this requirement for some clinical instructors. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, to meet course requirements (including a paper, project, exam, computer program, oral presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's

own and is considered a violation of academic integrity. The Statement on the Use of Artificial Intelligence located within the Academic Integrity Policy applies to all written work.

Course Examinations/Testing

The following guidelines apply to the administration of exams:

1. **Exam Scheduling:** The student is expected to take examinations on the scheduled date and at the scheduled time. The course instructor(s) will list examination dates and times in the course syllabus. If a change of examination date and time is needed due to school closure or other extraordinary circumstances, the instructor(s) will communicate this information to the class.
2. **Alternative Exam Arrangements:** In emergency circumstances, the student or designee must contact the course instructor in charge of the exam at the earliest opportunity prior to the exam. Failure to notify may put the student at risk of failing. At the instructor's discretion, the student may be given the opportunity to reschedule the exam.
3. **Notification of Exam Scores:** While grades may be first visible directly after an exam, the instructor will review and evaluate the exams statistically before grades are finalized. The finalized exam score will be available within 3 business days.
4. **Exam Review:** Students who achieve less than 75% on an assessment *must meet with the instructor to review content*. This review *must be completed before the next scheduled exam*. If a student achieves less than 81%, it is strongly encouraged that the student meets with the instructor to review content. Please see course syllabi for more information on course-specific exam review policies and requirements. Failure to make appointments and attend remediation meetings will result in addition of points to the Professional Performance Record.
5. **Remediation:** Details will be identified in each course syllabus.
6. **Re-testing:** There is no re-testing in the program.
7. **Course Failures:** Notification of course failures will be done on a personal basis and will be initiated via TBCC email from the instructor.
8. **Compliance with American Disabilities Act:** A student with a confirmed or suspected disability must follow TBCC's Accessible Education Services' guidelines when seeking accommodation for course examinations or other adaptations.
9. **Accommodation:** The course instructor administering the exam must receive the correct paperwork from the student requiring testing accommodation. This must be done in a timely manner to allow for provision of the accommodation to occur as planned. All accommodated students must schedule and take their test at the Testing Center. English as

a second language (ESL) status is not included in the accommodation process. Accommodations are not retroactive.

10. **Computerized Testing:** All nursing classes utilize computerized testing. All tests must be taken at the assigned date and time and will be via Respondus Lockdown Browser/Respondus Monitor. Instructors will outline testing specifics for each course. No test results will be available until all students have completed testing and the instructor has reviewed the tests.
11. **Expected Professional Behaviors:** Students are required to avoid talking about the test/test results until all students have completed testing AND the instructor has released test grades. Discussing the test/test results prior to the instructor release of the test grades constitutes cheating and compromises the validity of the test.

Kaplan Testing

As students progress through the TBCC Nursing Program, they will be required to take a series of standardized tests. The exams are administered for the purpose of assessing student mastery of core nursing content and to prepare students to be successful on the NCLEX NGN- RN. Used as a comprehensive testing program, the proctored and non-proctored computer-based exams help learners identify areas that need more study. The Kaplan Testing Service allows students to focus their review and remediation efforts, thereby increasing their confidence and familiarity with the NCLEX NGN-RN content.

Kaplan General Testing Guidelines

Focused Testing targets specific content areas, helping students identify and strengthen their knowledge in weaker topics. It's useful for reviewing one subject at a time, like pharmacology or cardiac nursing.

Integrative Testing, on the other hand, combines multiple content areas in a single exam, mimicking the NCLEX format. This helps students apply knowledge across systems and develop critical thinking skills in a more realistic test environment. Together, they support both content mastery and clinical judgment development. See course syllabi for more information on course specifics.

Kaplan Remediation Policy

Test review and analysis provides an opportunity to reflect on test performance, identify areas of weakness, and develop a remediation plan. It is important to remediate every completed test in order to correct knowledge deficits. Students should utilize the Test Reflection Tool for

analysis and reflection of all questions. This practice will allow students the opportunity to identify performance strengths and weaknesses as well as missed concepts.

Analysis and reflection of Kaplan tests provides students an opportunity to review questions, answers, rationales for correct and incorrect answers, and remediate content in varied formats which may include written, video, bio digital illustrations and animations.

In order for the Kaplan system to capture that remediation was completed, a student must review all questions for a minimum of one minute, understanding that a purposeful and effective remediation may require more time. Review of correct questions could strengthen knowledge, especially for those questions for which the correct answer was a guess or for which the student had only partial understanding.

Review of incorrect questions and the implementation of remediation strategies could decrease knowledge gaps, correct thinking, promote and strengthen concept connection, and build clinical judgment within the NCLEX Client Need Categories.

1. Students who are successful in meeting the threshold of 75% or better for the focused & integrated test do not need to remediate, although strongly encouraged.
2. Students who fall below the threshold, but above the cutoff of 65% will remediate all incorrect questions
3. Students who fall below 65% will remediate all test questions
4. Remediation assignment due dates are specified in the course syllabi. Those who complete remediation correctly and completely will receive full points for the assignment. Those who do not complete remediation in its entirety or who do not submit their remediation will receive zero points for the assignment but will still need to submit in order to complete the course.
5. After remediation of the integrated test, the student will retest with another version of the same integrated test.
6. There will be no remediation for Q-Bank questions.

Final Clinical Practicum Policy

Purpose

The final clinical practicum for Associate Degree in Nursing (ADN) students is a capstone experience that occurs at the end of the nursing program. It is designed to help students transition from the role of student to entry-level registered nurse by providing immersive, hands-on learning in a real clinical setting. Typically, students are

paired with a registered nurse preceptor and follow their work schedule, which may include 8- to 12-hour shifts. During this time, students take on increasing responsibility for patient care while demonstrating critical thinking, clinical judgment, time management, and communication skills. The practicum emphasizes professional development and allows students to apply the knowledge and skills they've acquired throughout the program. Faculty and preceptors work together to evaluate the student's performance and readiness for independent practice. This experience is essential in preparing students for the NCLEX-RN and entry into the nursing workforce.

Policy

General

1. Clinical practicum sites will be obtained by the Nursing Department Chair or Nursing Program Clinical Coordinator.
2. Students may not seek out their own clinical practicum sites or shifts.
3. Students will not be permitted to do practicum on any *unit* where they are currently employed.
4. Students will be sent practicum placements as they become available. This will contain their preceptor information, location, and shift.

Clinical Experience Hours

1. Students must complete 150 hours of hands-on patient care under the supervision of their preceptor while meeting clinical objectives. This equates to 12 (12-hour) shifts, 15 (10-hour), or 19 (8-hour) shifts within the assigned facility. Students may work no more than 3 shifts in a week for 12-hour shifts and no more than 4 shifts per week if 8-hour shifts are worked.
2. Students will also participate in Simulation sessions as part of the Practicum course to achieve the total 180 hours required for the course.
3. Students must coordinate their clinical schedule directly with their primary nurse preceptor. Evening, night, or weekend shifts may be necessary to meet the required hours.

Schedule Submission & Attendance

1. Students must submit their work schedule to the clinical faculty at least two weeks in advance of attendance at their rotation.
2. Once submitted, the schedule is final. Changes are not permitted unless approved by both the preceptor and clinical faculty.
3. Unauthorized schedule changes will result in course failure.

Graduation and Nursing Pinning Ceremony

Pinning Ceremony

At the end of the program, students take part in a special event to celebrate their achievements. The Nursing Pin is traditionally worn by nurses as a symbol

of their educational background. Organized by student volunteers from the graduating class, with the guidance of a nursing faculty advisor, the ceremony planning should begin during the second term of school. The pinning committee should meet with the faculty liaison at least once every term to receive guidance. Approval of all elements of the ceremony is required by the Dean.

This is not a required event, and each student may decide if they want to purchase the pin and/or participate in the ceremony.

TBCC Commencement

Additionally, it is highly encouraged that all nursing students attend TBCC commencement ceremonies for college graduation. This typically takes place on the Friday of finals week during spring term.

Letters of Recommendation Policy

Purpose

The purpose of this policy is to ensure fairness, consistency, and equitable treatment of all students within the Nursing Program. Because faculty and staff may have varying levels of interaction with students, the program seeks to avoid actual or perceived favoritism, bias, or unequal access to recommendations. This policy establishes a uniform approach to requests for letters of recommendation.

Policy

The Nursing Program does not provide letters of recommendation for current students, former students, graduates, or applicants seeking employment, academic admission, scholarships, licensure, professional advancement, or other opportunities. Faculty, staff, administrators, and clinical instructors are not authorized to write letters of recommendation on behalf of the Nursing Program or in their official capacities as representatives of the program.

Students may request official documentation verifying objective information, such as enrollment status, academic standing, course completion, clinical hours, graduation status, or other educational records, through established institutional procedures and in accordance with applicable privacy laws and institutional policies.

This policy applies to all Nursing Program personnel and to all requests for recommendations related to a student's participation in the Nursing Program.

Nursing Program Course Audit Policy

Purpose

This policy establishes the requirements for students who have been unsuccessful in a nursing course and reenter the program to repeat the course. Because nursing knowledge and clinical competency must remain current, students who are readmitted may be required to audit previously completed nursing courses before resuming enrollment in the RN Program.

Policy

Students who leave the RN Program for any reason and are subsequently approved for readmission may be required to audit one or more nursing courses before reentering the curriculum. The purpose of the audit requirement is to ensure that returning students demonstrate current knowledge, clinical judgment, and readiness to safely progress in the program.

The Nursing Department will determine, on a case-by-case basis, whether a returning student must audit one or more courses. Factors considered may include, but are not limited to:

- the length of time the student has been out of the RN Program;
- the point in the curriculum at which the student exited;
- the student's academic standing at the time of exit;
- changes in course content, curriculum, technology, clinical requirements, or program standards;
- the need to refresh theory, lab, simulation, and/or clinical knowledge and skills to support safe student performance.

Audit Requirement for Returning RN Students

A student required to audit a nursing course as a condition of reentry must complete the audit before enrolling in subsequent nursing coursework, unless otherwise approved in writing by the Nursing Department.

Audited courses may include theory, laboratory, simulation, and/or clinical components as determined by the Nursing Department. Students auditing a course are expected to attend and participate in required learning activities as directed by the nursing faculty in order to demonstrate readiness for progression.

Auditing a course does **not** result in academic credit and does **not** replace or remove any previously earned grade. An audited course also does **not** satisfy prerequisite requirements for any course in which prerequisites are specified unless the student has otherwise successfully completed those prerequisites for credit.

Tuition and Fees

In accordance with TBCC policy and college catalog requirements, students who audit a course must pay **all tuition and fees associated with that course**. This includes any course-specific fees, laboratory fees, clinical fees, and other required charges assessed by the college. No exceptions will be made based solely on the fact that the student previously completed or attempted the course.

Procedure for Audit Enrollment

Students who are required to audit a course as part of RN Program reentry must:

1. meet with the Nursing Department to determine the courses, if any, that must be audited prior to reentry;
2. notify Registration prior to the published drop deadline in order for the course to be assigned an **AUD** mark, consistent with college policy; and
3. pay all tuition and fees associated with the audited course by published college deadlines.

Catalog and Institutional Audit Rules

The RN Program follows the college catalog definition of **AUD (Audit)**. An audit permits a student to attend a course without receiving a grade or academic credit for the course, even though tuition and fees must be paid. The “AUD” mark may be assigned only through the Student Services/Registration process in accordance with college policy. Students must obtain required permissions and notify Registration before the published drop deadline.

Liability Insurance Policy

Purpose

The Nursing Program requires all students to carry professional liability (malpractice) insurance to ensure protection for both the student and the patients under their care during clinical experiences. This policy is consistent with the requirements of affiliating clinical agencies and the standards of the nursing profession.

Policy Statement

All students must obtain and maintain individual professional liability insurance coverage throughout their enrollment in the Nursing Program. Proof of liability insurance must be submitted before the start of the program to the Nursing Program Coordinator.

- Students will not be allowed to attend clinical without valid proof of liability insurance on file.
- Failure to submit proof of liability insurance by the deadline will result in administrative withdrawal from nursing courses.

Procedures

1. Coverage Requirements
 - 1) Students must obtain professional liability insurance with minimum coverage as specified by the Nursing Program (e.g., \$1,000,000 per occurrence / \$3,000,000 aggregate or higher if required by a clinical agency).
 - 2) The insurance must remain current throughout the student's enrollment in the program.
2. Submission of Proof
 - a) Proof of liability insurance (certificate of coverage) must be submitted to the Program Coordinator by the deadline communicated during program orientation.
 - b) Proof of renewal must be submitted annually prior to expiration.
3. General Considerations
 - a) Students who fail to provide documentation of coverage before the start of the program (or prior to renewal deadlines) will not be permitted to enter the program.
 - b) It is the responsibility of the student to purchase, maintain, and renew their professional liability insurance while enrolled in the program.
 - c) The Nursing Program does not purchase or maintain insurance on behalf of students.

Nursing Program Course Audit Policy

Purpose

This policy establishes the requirements for students who have been unsuccessful in a nursing course and reenter the program to repeat the course. Because nursing knowledge and clinical competency must remain current, students who are readmitted may be required to audit previously completed nursing courses before resuming enrollment in the RN Program.

Policy

Students who leave the RN Program for any reason and are subsequently approved for readmission may be required to audit one or more nursing courses before reentering the curriculum. The purpose of the audit requirement is to ensure that returning students demonstrate current knowledge, clinical judgment, and readiness to safely progress in the program.

The Nursing Department will determine, on a case-by-case basis, whether a returning student must audit one or more courses. Factors considered may include, but are not limited to:

- the length of time the student has been out of the RN Program;
- the point in the curriculum at which the student exited;
- the student's academic standing at the time of exit;
- changes in course content, curriculum, technology, clinical requirements, or program standards;
- the need to refresh theory, lab, simulation, and/or clinical knowledge and skills to support safe student performance.

Audit Requirement for Returning RN Students

A student required to audit a nursing course as a condition of reentry must complete the audit before enrolling in subsequent nursing coursework, unless otherwise approved in writing by the Nursing Department.

Audited courses may include theory, laboratory, simulation, and/or clinical components as determined by the Nursing Department. Students auditing a course are expected to attend and participate in required learning activities as directed by the nursing faculty in order to demonstrate readiness for progression.

Auditing a course does **not** result in academic credit and does **not** replace or remove any previously earned grade. An audited course also does **not** satisfy prerequisite requirements for any course in which prerequisites are specified unless the student has otherwise successfully completed those prerequisites for credit.

Tuition and Fees

In accordance with TBCC policy and college catalog requirements, students who audit a course must pay **all tuition and fees associated with that course**. This includes any course-specific fees, laboratory fees, clinical fees, and other required charges assessed by the college. No exceptions will be made based solely on the fact that the student previously completed or attempted the course.

Procedure for Audit Enrollment

Students who are required to audit a course as part of RN Program reentry must:

4. meet with the Nursing Department to determine the courses, if any, that must be audited prior to reentry;
5. notify Registration prior to the published drop deadline in order for the course to be assigned an **AUD** mark, consistent with college policy; and
6. pay all tuition and fees associated with the audited course by published college deadlines.

Catalog and Institutional Audit Rules

The RN Program follows the college catalog definition of **AUD (Audit)**. An audit permits a student to attend a course without receiving a grade or academic credit for the course, even though tuition and fees must be paid. The "AUD" mark may be assigned only through the Student Services/Registration process in accordance with college policy. Students must obtain required permissions and notify Registration before the published drop deadline.

Probation Oversight and Continuity

Purpose

The purpose of this policy is to provide consistency, accountability, and continuity in the student probation process. By assigning responsibility to the instructor who initiated the probation, the College ensures that probation decisions are monitored by the individual with the most direct knowledge of the circumstances that led to the action and the expectations for successful remediation.

Policy

The instructor who places a student on probation shall remain responsible for conducting all probation-related meetings, monitoring progress, maintaining required documentation, and evaluating compliance with probation requirements until the probation period is complete.

This responsibility continues regardless of whether the instructor is actively teaching the student during the probation period. Accordingly, an instructor may continue to meet with and monitor a student during a subsequent term in which the student is enrolled in another instructor's course.

Maintaining oversight by the initiating instructor promotes consistency in the application of probation requirements, supports informed decision-making, and provides the student with a single point of contact throughout the probation process. The instructor shall determine, in accordance with established program and institutional standards, when the student has successfully completed the probationary period.

Progression & Nursing Course Failure Policy

Purpose

To outline the standards required for academic progression in the TBCC Nursing Program and clarify procedures following course failure or withdrawal.

Policy Overview

The TBCC Nursing Program is structured in a sequenced manner, with each course building upon the previous one. Students must meet academic and progression standards to continue to the next course in the sequence. Course failure or performance below progression standards may impact a student's ability to remain in or reenter the program.

Courses Requiring Sequential Progression

Students must complete all of the following courses in order and with required minimum grades

- First term: NURS 101, 101C, 101D
- Second Term: NURS 102, 102C, 102D
- Third Term: NURS 103, 103C, 103D
- Fourth Term: NURS 201, 201C, 201N
- Fifth Term: NURS 202, 202C, 202N
- Sixth Term: NURS 203, 203C, 203N

Progression Standards

To move forward in the program, **all** of the following conditions must be met:

1. Minimum Course Grade
 - A 75% cumulative average in all courses.
 - Grades are not rounded (e.g., 74.99% does not round to 75%).
2. Exam Requirements
 - A 75% cumulative exam average in courses with graded exams.
 - For pass/fail exams, the student must pass all exams.
 - Grades are not rounded (e.g., 74.99% does not round to 75%).
3. Clinical / Application Course Requirement
 - Related clinical or application courses must be passed to progress.
4. All assigned coursework items must be completed prior to end of term regardless of credit received for the assignment.

Course Failure

1. Failure of First Term Courses

If a student fails any first-term course (NURS 101, 101C, 101D), The student must reapply as a new applicant and undergo the full admission process.

2. Failure After First Term

- If a student fails any nursing course after the first term the student will meet with the course instructor(s) and/or the Dean of Nursing & Allied Health.
- The student must petition for reentry by submitting a letter within one week (7 calendar days) addressing

- Barriers that contributed to unsuccessful performance
 - A specific, measurable success plan for future coursework
- 3. Any submissions for reentry are subject to the Policy: Statement Regarding the Use of Artificial Intelligence.
- 4. If reentry is granted, the student will be subject to the Policy: Nursing Program Course Audit.
- 5. Reentry is not guaranteed and depends on:
 - Space availability
 - Faculty and Dean approval

Remediation & Student Success

Purpose

The purpose of this policy is to establish a consistent process for identifying, documenting, and supporting students who are at risk of not meeting academic, clinical, laboratory, or professional expectations. The Student Performance, Success, and Remediation process is intended to promote student success while maintaining program standards, ensuring patient safety, and supporting the development of competent, professional nurses. This process supplements student learning and does not replace course objectives, curriculum, or program requirements.

Policy

Faculty are responsible for monitoring student performance in the classroom, laboratory, simulation, and clinical settings. When concerns regarding academic performance, clinical competency, or professional conduct are identified, faculty will communicate those concerns to the student and develop an individualized Student Success Plan.

The Success Plan serves as an early intervention tool designed to identify areas of concern, establish measurable expectations, provide appropriate remediation activities, and document student progress. Documentation may also include a Professional Performance Record when concerns involve violations of professional standards or repeated performance issues.

Criteria for Initiating a Student Success Plan

A Student Success Plan may be initiated when a student demonstrates one or more of the following:

- Low quiz or examination scores
- Failure of a dosage calculation or mathematics examination
- Failure of a clinical competency evaluation
- Unsafe behavior in the clinical or laboratory setting

- Attendance issues, including excessive absences or tardiness that place course success at risk
- Professional behavior concerns, including communication, accountability, attitude, or conduct inconsistent with Nursing Program expectations
- Any other concern identified by faculty that may jeopardize successful course completion or progression in the program

When multiple unrelated concerns exist, separate remediation plans may be developed for each identified area.

Procedure

1. Identification

Faculty will initiate the Student Success Plan as soon as a student is identified as being at risk for unsuccessful course completion or progression.

2. Faculty Meeting

The faculty member will meet with the student to:

- Review identified concerns
- Discuss the impact on course progression
- Develop an individualized Success Plan
- Answer student questions regarding expectations

3. Student Success Plan

Each Success Plan will include:

- A clear description of the identified deficiencies or concerns
- Specific and measurable learning outcomes
- Individualized remediation activities appropriate to the student's needs
- A timeline and completion deadline
- Methods for evaluating successful completion
- Signatures of both the faculty member and the student

Possible remediation activities include, but are not limited to:

- Faculty-developed review assignments
- Practice examinations
- Skills laboratory practice
- Simulation activities
- Clinical skill practice
- Faculty conferences
- Additional assignments designed to improve competency

The signed Success Plan will become part of the student's educational record.

4. Student Responsibilities

The student is responsible for:

- Completing all required remediation activities by the established deadline
- Requesting additional assistance from faculty as needed
- Demonstrating improvement in the identified areas
- Meeting all course objectives and program requirements

Faculty will provide guidance and support throughout the remediation process; however, successful completion remains the responsibility of the student.

5. Evaluation of Outcomes

Following completion of the Success Plan, the faculty member will meet with the student to evaluate progress.

Successful Completion

When all remediation outcomes have been achieved:

- The Success Plan will be documented as successfully completed.
- Faculty and student will sign the completed documentation.
- Success Plans are generally retained through the end of the academic term unless related to academic probation or ongoing concerns.

Unsuccessful Completion

Remediation is considered unsuccessful when the student fails to demonstrate competency in required course objectives or does not complete the Success Plan.

Unsuccessful remediation may result in:

- A non-passing course grade
- Requirement to repeat the course
- Withdrawal from a co-requisite clinical course when appropriate, as determined by the Dean and course faculty on a case-by-case basis
- Additional faculty review when professional performance concerns continue

Academic Probation

Students placed on academic probation will remain on probation for the duration of the Nursing Program unless otherwise determined by program policy.

Professional Performance Record

When a student:

- Fails to comply with the requirements of a Student Success Plan,
- Demonstrates repeated professional behavior concerns, or

- Commits additional performance violations, the situation will be referred to the Nursing Faculty for review. The Nursing Faculty will determine the appropriate course of action based on the severity, frequency, and nature of the concern.

Professional Expectations

Students are expected to uphold the Nursing Program's Core Principles and standards of professional conduct at all times.

Unsafe clinical practice, violations of professional standards, or behaviors that jeopardize patient safety may result in immediate removal from the clinical setting and may lead to dismissal from the course or Nursing Program.

If a clinical agency requests that a student be removed from the clinical site, the student's clinical placement may be revoked, which may result in an unsuccessful clinical outcome.

Documentation

Documentation associated with this policy may include:

- Student Success Plan
- Professional Performance Record
- Academic Probation documentation
- Faculty conference notes
- Supporting remediation materials

These documents become part of the student's educational record and are maintained according to institutional policies.

Simulation Policy

Purpose

The purpose of this policy is to define expectations and standards for student participation in clinical simulation within the TBCC ADN Program. Simulation is an essential component of the clinical learning environment and supports the development, assessment, and demonstration of competencies required for safe, entry-level nursing practice as outlined by the Oregon State Board of Nursing (OSBN) and incorporated into the program's Competency-Based Assessment (CBA) model.

Policy Statement

Simulation learning experiences are designed to provide a safe, structured environment for students to practice clinical judgment, skill performance, communication, and teamwork without risk to actual patients. Participation in all assigned simulation activities, including pre-briefing, scenario execution, and debriefing, is required.

Scope

This policy applies to all TBCC ADN students enrolled in courses utilizing simulation, including high-fidelity, medium-fidelity, low-fidelity, and virtual simulation modalities.

Definitions

Simulation: A structured learning activity that replicates clinical situations for the purpose of skill development, assessment, or evaluation.

Debriefing: A reflective, faculty-facilitated discussion following a simulation scenario, designed to consolidate learning and evaluate performance.

Student Responsibilities

Professional Conduct

Students must

1. Demonstrate professional behavior consistent with TBCC ADN Standards of Professional Conduct, including respectful communication and teamwork.
2. Maintain confidentiality of all scenario content and peer performance in accordance with FERPA and program confidentiality expectations.
3. Wear required TBCC-approved clinical attire and bring necessary equipment.

Preparation

Students are required to:

1. Complete all assigned pre-simulation work (modules, readings, skill review, quizzes).
2. Arrive on time and prepared for the full simulation session.
3. Notify faculty in advance if unable to participate due to illness, emergency, or other approved circumstances as outlined in the Attendance Policy.

Participation

Students must:

1. Engage fully in all components of the simulation: pre-brief, scenario, and debrief.
2. Apply principles of safe, patient-centered care within the simulated environment.
3. Participate actively and professionally in debriefing, identifying learning needs and reflecting on performance.
4. Accept and integrate feedback from faculty and peers.

Confidentiality Requirements

1. All simulation materials including scenarios, scripts, video, performance data, and debriefing content are educational tools and intellectual property of TBCC.
2. Students may not record, photograph, or disclose any portion of simulation activities through verbal, written, or electronic means, including social media.
3. Breaches of confidentiality constitute a violation of program professionalism standards and may result in disciplinary action up to and including dismissal from the program.

Safety Expectations

Students must

1. Use simulation equipment safely and report malfunctions immediately.
2. Follow TBCC ADN safety guidelines for medication administration, sharps use, patient movement, and environmental hazards.
3. Maintain both physical and psychological safety for themselves and peers; unsafe behavior may result in removal from the session and remediation.

Attendance and Makeup Requirements

1. Simulation is a required component of clinical hours.
2. Absences must follow the TBCC Nursing Program Attendance Policy.
3. At faculty discretion, missed simulations may require
 - o an alternative assignment,
 - o a scheduled makeup simulation, or
 - o absence, which may result in course failure.

Evaluation

Simulation activities may be formative (practice-focused) or summative (evaluation-focused).

1. Performance is evaluated using TBCC evaluation tools, which may include:
 - o clinical judgment/decision-making metrics,
 - o psychomotor skill checklists,
 - o communication and teamwork competencies,
 - o safety and professionalism standards.
2. Students must demonstrate competency in simulation-based assessments to progress within the program.

3. Students who do not meet expected competency benchmarks will receive targeted remediation and may be required to repeat simulation experiences.

Acknowledgment

All students are required to sign the TBCC ADN Simulation Learning Agreement and Confidentiality Form at the start of each academic year affirming understanding of and compliance with this policy.

Student Governance Policy: Student Cohort Representative

Purpose

To provide a structured mechanism for each cohort to communicate program- or cohort-related needs, concerns, and suggestions to faculty and staff in a professional and constructive manner.

Policy

Representation and Term Length

- Each cohort will elect one Student Cohort Representative.
- The same individual may be re-elected if the cohort chooses.
- Once elected, the representative will serve for the first year of the program (Terms 1–3).
- Elections will be held again for the second year (Terms 4–6).
- Election Timing:
 - First-year representative: Elected by Week 3 of Term 1.
 - Second-year representative: Elected by Week 1 of Term 4.

Role and Responsibilities

- Collect and Communicate Feedback: Gather cohort input related to program processes, scheduling, resources, or other cohort-wide matters.
- Appropriate Scope: This venue is not for airing personal grievances about faculty or staff, nor for resolving individual issues.
- Chain of Command: The representative does not function as part of the formal chain of command. Students must follow established procedures for academic or clinical concerns.
- Event Support: Assist faculty and staff with planning and coordination of the pinning ceremony for the cohort.

Expectations

- Demonstrate professionalism, reliability, and impartiality.
- Communicate respectfully and accurately between the cohort and faculty/staff.

- Ensure all students have the opportunity to provide input, whether through meetings, surveys, or group communication methods.
- Commit to attending first portion of monthly nursing program faculty meetings.

Limitations

- The representative may not speak on behalf of individual students regarding personal academic, clinical, or behavioral matters.
- The representative has no authority to make programmatic decisions.
- Any faculty- or staff-specific concerns must be redirected to formal reporting avenues.

Student-to-Faculty Ratios in Clinical Rotations Policy

Purpose

The Nursing Program will assign students to clinical placements that provide diverse, high-quality learning opportunities and are consistent with course outcomes, OAR 851-021 Nursing Education rules, and accreditation requirements. Clinical faculty-to-student ratios will be maintained in compliance with OSBN standards to ensure patient safety and optimal student supervision.

Procedures

Student-to-faculty ratios will comply with OSBN OAR 851-021-0045 requirements

1. Acute Care Settings: Maximum of 1 faculty to 8 students.
2. Community/Non-Acute Care Settings: Maximum of 1 faculty to 12 students, depending on patient acuity and site capacity.
3. Precepted Clinical Experiences: One (1) student to one (1) RN preceptor.
4. Precepted clinical experience faculty oversight: Maximum of 1 faculty to 15 students, depending on patient acuity and site capacity.
5. Ratios may be further reduced if:
 - a) Patient acuity is high.
 - b) The complexity of care requires closer supervision.
 - c) The clinical site imposes stricter ratio requirements.



Emergency Medical Services Program Student Handbook

2026-2027

Tillamook Bay Community College Emergency Medical Programs are approved by The Oregon Health Authority (OHA) <https://www.oregon.gov/oha/pages/index.aspx>

**WELCOME to the Emergency Medical Services (EMS) Program at Tillamook Bay
Community College!**

This program offers courses that provide entry-level preparation as an Emergency Medical Technician (EMT-B) as well as Advanced Emergency Medical Technician (AEMT). The College allows EMS students to obtain an associate degree in general studies (AGS) or an AAS in Healthcare Administration.

This handbook has been developed to provide answers for frequently asked questions about the EMS program and policies. Please read and become familiar with this manual. It is important to have a clear understanding of what will be expected of you during your coursework. These expectations encompass your instructor, the department, the College, the clinical & field experience sites, National Registry of Emergency Medical Technicians (NREMT), and the State of Oregon. The knowledge obtained from this program will play a vital role in your prehospital care experiences. The course will give you a basic fieldwork foundation. Ongoing education and skills practice are essential to achieve and maintain proficiency. Patients depend on competent prehospital care for optimal outcomes; emergency department personnel and physicians expect it. Accurate assessments and treatments with care and compassion will define you as a true healthcare professional. If, after reading the handbook, you have questions or need clarification, please contact the instructor, program director, or program coordinator.

The program courses provide a wealth of educational opportunities and role models to help you gain the knowledge, skills and attitudes necessary for success in the EMS field. This groundwork will ultimately prepare you for success at your National Registry certification and Oregon State licensure exams. We fully understand our role in this endeavor and are also aware of the responsibility you must take for your education. We expect you to be an active participant in this learning process. You are encouraged to meet this challenge with determination, self-motivation, and enthusiasm.

Resources for additional assistance are available at TBCC and are listed in the Academic Catalog and Security, Safety, and Equal Opportunity documentation on the College website: <https://tillamookbaycc.edu/>

EMS Program Overview

EMT-B

EMS students learn to recognize and treat symptoms of illness and injury in the prehospital setting. Each student must complete two consecutive course terms for 80 lecture hours, 60 skills lab hours, and 60 clinical/field hours. The clinical/field hours include 24 hours of ambulance field rotation and 36 hours of emergency department clinical rotation. Clinical/field experiences will be scheduled during the second term of the program. Classroom training and clinical/field rotations prepare students to take the NREMT certification and State of Oregon EMT licensure exams.

Successful completion of the EMS Program is not a guarantee for certification or licensure as an EMT. Applicants must pass the NREMT cognitive exam to receive certification/licensure.

AEMT

The AEMT program builds upon EMT foundational skills with added education in intravenous therapy, advanced airway management, and the administration of approved emergency medications. Students are expected to demonstrate competency in these expanded skills in both clinical and prehospital environments. Completion of the AEMT program qualifies students to sit for the National Registry of Emergency Medical Technicians (NREMT) AEMT cognitive and psychomotor exams and to apply for Oregon AEMT licensure.

Faculty and Staff

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Program Goals

The goal of Tillamook Bay Community College's EMS Program is to provide the best education possible in pre-hospital emergency management of illness and injury. This is assured by maintaining the quality of our teaching staff, teaching aides, and equipment, and by following the national curricula. Ultimately, we aim to provide students with the cognitive (knowledge), psychomotor (skills), and affective (behavior) skills needed to successfully complete the EMT/AEMT certification and licensure process and function at the appropriate level in EMS.

Program Outcomes

EMT-B

Upon completion of the EMS Basic Program students will:

1. Act in accordance with the ethical and professional medical standards of the entry-level EMT.
2. Demonstrate the professional and technical skill set necessary in emergency situations in an EMT capacity.
3. Demonstrate effective communication, cultural competence, and emergency intervention skills for people in crisis.

4. Pass the National Registry certification and State of Oregon EMT licensure exams.

AEMT

Upon completion of the EMS Advanced EMT course students will:

1. Demonstrate proficient understanding of proper interventions for specific medical emergencies.
2. Demonstrate knowledge of the format established by the EMS systems for communicating patient reports.
3. Identify the skills required for an EMT based on the NREMT performance checklists.

EMS Curriculum

TBCC follows National Emergency Medical Services Education Standards, and corresponding Instructional Guidelines for the level of license, published by National Highway Traffic Safety Administration, as modified and adopted by the Oregon Health Authority, Emergency Medical Services & Trauma Systems (OHA-EMS). Changes are made frequently to keep the training up-to-date and follow the requirements of Oregon Administrative Rule 333-265.

EMT-B

TERM 1	TERM 2
EMS105	EMS106
EMS105L	EMS106L
	EMS106C

AEMT

TERM 1
EMS107

EMS Admission Criteria

Applications submitted by the deadline for EMT-B will be reviewed. Once reviewed, offers for interviews will be sent to eligible students. After all interviews are complete, decision letters will be sent to students.

- Students must be 18 years of age to be able to take certification exam.

Applications submitted by the deadline for AEMT will be reviewed. Once reviewed, acceptance letters will be sent based on space availability. Other requirements for AEMT course admission include

- Current Oregon EMT license
- Active CPR card (AHA BLS)

- Six months of EMT experience preferred

EMS Course Progression

The EMT-B program is a lock-step cohort model, and courses need to be completed in the required sequence. Each student is responsible for his or her own progress through the course(s). Please refer to the current TBCC Class Schedule for a listing of class times and days.

EMS students must be concurrently enrolled in EMS 105 (EMT Part I) and EMS 105L (EMT Part I, Lab) and achieve a final letter grade of a "C" or greater in both courses to progress to EMS 106. Students must be concurrently enrolled in EMS 106 (EMT Part II), EMS 106L (EMT Part II, Lab), and EMS 106C (EMT Part II, Clinical) and achieve a final letter grade of "C" or greater in all courses to be eligible to take NREMT certification and State of Oregon licensure exams. If a student does not receive a final letter grade of a "C" or greater in any of the required courses, the entire sequence must be retaken.

EMS Grading Scale

Letter grades are based on the following percentages:

A = 91-100%

B = 81-90.99%

C = 75-80.99%

D = See Below*

F = 74.99% and below

**** NOTE:** If student is unsuccessful [$<75\%$ exam average], student's final grade will reflect **testing average** instead of overall course grade. **

D = 64% - 74.99% F = $< 64\%$ **

Once students have successfully completed both terms, the student will be eligible to take the NREMT exam as well as obtain a certificate from TBCC.

AEMT courses are held once per year and are one term in length. Students will be enrolled for EMS107, which consists of theory, lab, and clinical time. Students must achieve a final letter grade of a "C" or greater to pass the course and be eligible to apply for Oregon AEMT licensure.

EMS Disability Accommodations

Based upon averages set by the National Registry of EMT's, ample time is provided for coursework, as well as in class exams. You must contact the course director prior to taking exams for proper time allotment settings to be assigned.

Disability Accommodations for EMS Certification/Licensure Testing

Please read and understand the following information regarding Americans with Disabilities Act accommodations for certification/licensure exams:

- ADA accommodations for state certification/licensure testing will only address reading disabilities that are confirmed by a professional [OAR 333-265-0040(3)(b) through (4)(b)].
- The State of Oregon OHA-EMS and NREMT will not provide any physical accommodation for a student during the certification/licensure exam process.
- Written and practical testing associated with the TBCC EMS courses will match the standards listed above.

If you believe you have a disability, contact your advisor or program director for further information regarding certification/licensure testing allowances and preparation.

EMS Student Rules and Requirements

In addition to the Academic Integrity Policy outlined in the Allied Health Department Student Handbook and TBCC Course Catalog, all Oregon EMS Providers (including your instructor and lab assistants) are bound by law to report unprofessional conduct of EMS to the Oregon Health Authority.

ORS 682.025 (15)

"Unprofessional Conduct" means conduct unbecoming a person licensed to perform emergency care, or detrimental to the best interest of the public and includes:

- (a) Any conduct or practice contrary to recognized standards of ethics of the medical profession any practice which does or might constitute a danger to the health or safety of a patient or the public or any conduct, practice or condition which does or might impair an emergency medical service provider's ability safely and skillfully to practice emergency or nonemergency care..."

OAR 333-265-0083

Identifies Conduct or Practice Contrary to Recognized Standards of Ethics. You should be familiar with all the laws pertaining to EMS Providers, and we encourage you to review them often. The following list includes, but is not limited to, conduct or practice by an EMS Provider that OHA considers to be contrary to the recognized standards of ethics of the medical profession:

1. Knowing or willful violation of patient privacy or confidentiality by releasing information to persons
 - a. not directly involved in the care or treatment of the patient;

2. Illegal drug use on or off duty;
3. Alcohol use within eight hours of going on duty or while on duty or in an on-call status;
4. Violation of direct verbal orders from a physician who is responsible for the care of a patient;
5. Violation of orders given by an online medical resource physician, whether delivered by radio or telephone;
6. Violation of standing orders without cause and documentation;
7. Use of invasive medical procedures in violation of generally accepted standards of the medical community;
8. Any action that constitutes a violation of any statute, municipal code, or administrative rule that endangers the public, other public safety officials, other EMS providers, patients, or the general public (including improper operation of an emergency medical vehicle);
9. Instructing, causing or contributing to another individual violating a statute or administrative rule, including an EMS provider acting in a supervisory capacity;
10. Participation in the issuance of false continuing education documents or collaboration therein, including issuing continuing education verification to one who did not legitimately
 - a. attend an educational event;
 - b. Signing-in to an educational event for a person not actually present;
11. Knowingly assisting or permitting another EMS provider to exceed his or her lawful scope of practice;
12. Unlawful use of emergency vehicle lights and sirens;
13. Providing false or misleading information to the Authority, to the State EMS Committee, to the Subcommittee on EMT Licensure and Discipline, to an EMS educational institution or clinical/field internship agency;
14. Responding to scenes in which the EMS provider is not properly dispatched ("call-jumping"), whether in a private auto, ambulance, or other vehicle, in violation of local protocols, procedures, or ordinances, or interfering with the safe and effective operation of an EMS system;
15. Cheating on any examination used to measure EMS related knowledge or skills;
16. Assisting another person in obtaining an unfair advantage on an EMS provider examination;
17. Defrauding the Authority;

Your EMS instructors are certified EMS Providers, and you and your classmates are likely to become EMS Providers. While you may not be "reportable" to the Oregon Health Authority before you are certified, once you become an EMT you must be reported if you have violated this standard at TBCC.

18. Knowingly providing emergency medical care aboard an unlicensed ambulance;
19. Violation of the terms of a written agreement with the Authority or an order issued by the Authority;
20. Sexual misconduct that includes but is not limited to:
 - i. Sexual harassment;
 - ii. Engaging or attempting to engage in a sexual relationship, whether or not the sexual relationship is consensual, with a patient, client, or key party; or
 - iii. Using an EMT-patient, EMT-client, or EMT-key party relationship to exploit the patient, client or key party by gaining sexual favors from the patient, client or key party.
21. Arriving for duty impaired or in a condition whereby the EMS provider is likely to become impaired through fatigue, illness, or any other cause, as to make it unsafe for the employee to begin to operate an ambulance or provide patient care;
22. Failure to cooperate with the Authority in an investigation, including failure to comply with a request for records, or a psychological, physical, psychiatric, alcohol or chemical dependency assessment;
23. During a Governor-declared emergency, failure to comply with an applicable provision of a Governor's Executive Order or failing to comply with guidance issued by the Authority implementing an Executive Order; and
24. Any violation of these rules or any law, administrative rule, or regulation governing ambulances, EMS providers, or emergency medical service systems.

Once reported, OHA will likely investigate. OAR 333-265-0087 states, in part:

- (l) Upon completion of an investigation the Authority may do any of the following:
 - (a) Close the investigation and take no action;
 - (b) Issue a letter of reprimand or instruction;
 - (c) Place the EMS Provider on probation;
 - (d) Place a practice restriction on the EMS Provider;
 - (e) Suspend the EMS Provider;
 - (f) Revoke the license of the EMS Provider;
 - (g) Enter into a stipulated agreement with the EMS Provider to impose discipline; or
 - (h) Take such other disciplinary action as the Authority, in its discretion, finds proper, including assessment of a civil penalty not to exceed \$5,000.

- (2) Any disciplinary action taken by the Authority will be done in accordance with ORS chapter 183.
- (3) The Authority may assess the costs of a disciplinary proceeding against an EMS Provider. Costs may include, but are not limited to:
 - (a) Costs incurred by the Authority in conducting the investigation;
 - (b) Costs of any evaluation or assessment requested by the Authority; and
 - (c) Attorney fees."

This is a serious business; lack of academic integrity can have expensive and career-limiting consequences in EMS!

Expectations of the EMS Provider

Education is cumulative in nature, each topic building knowledge and understanding on-top-of the previous. Materials covered during previous classes should be reviewed frequently and are 'fair game' for quizzes during later classes and courses.

A life-long expectation of each EMS provider is that they are individually responsible for regular review of learned materials to prevent knowledge and skills decline over time. Ongoing continuing education and skills practice are essential to achieve and maintain proficiency.

Driving Record

You are not required to have a valid driver's license to be a student in an EMS class, but you may need a valid driver's license to successfully complete other courses. Also, be aware that although TBCC does not require you to submit a copy of your driving record to enter the program, many employers may not be able to insure you as an employee if you have a record of offenses.

EMS Practical Exams

In-class practical skills practice and skills exams are based on the "Skills Performance Reference sheets" from the National Registry of Emergency Medical Technicians (www.nremt.org). Students will be given a Task Book to compete and obtain signatures to verify skills.

Skills testing can be intense – skills testing is 'performance role-play' based on a given medical or trauma scenarios where the student is responsible to correctly provide care using a mock patient (sometimes in front of the whole class). The expectation is that you (as a determined student) will commit to learning these skills sheets by devoting sufficient time outside of class preparing for these testing scenarios.

EMS Medical Customs and Courtesy

As an EMS student, you are entering the medical profession. Medical custom has long established that patient care performed by EMS Providers of all levels must be supervised by a physician. This respect of medical judgment is reflected in Oregon law, directives of the Medical Advisory Board, and Oregon Health Authority, and EMS & Trauma Systems. This attitude of respect is an essential part of your training at TBCC and should continue throughout your professional life. To earn respect from your clinical and pre-hospital preceptors, faculty, and fellow students, you must give respect toward each person, position, thought, and action.

Derogatory conduct; e.g., public criticism of faculty, preceptors, or affiliates, disruptive behavior in any setting, or insubordination; will not be tolerated. Any such behavior will result in disciplinary action.

EMS Scope of Practice

Students are expected to perform EMS skills within their scope of practice. Prior to licensure as an EMT you may perform EMS skills only if you are currently enrolled in an EMS course, are a student in good standing, and are in an approved clinical experience, under the direct visual supervision of approved preceptors. You are only permitted to function at the level of your current EMS license.

The scope of practice can be found in [Oregon Administrative Rule 847-035-0030](#)

EMS Clinical and Field Rotations

To be licensed as an Oregon EMT or AEMT each student must satisfactorily complete the required number of hours in a hospital emergency department (clinical rotation) and the required number of hours prehospital experience (field rotation) prior to the end of the program.

EMT-B clinical/field experiences will be scheduled during the second term of the program. Students will not be allowed to participate in clinicals until they have passed a Background check with fingerprinting completed in Castlebranch. Instructions will be given before rotations to allow this to be completed.

EMS Certification and Licensure

Completion of EMS program does not automatically result in your becoming an Oregon State licensed or Nationally Registered EMT/AEMT. TBCC does not guarantee certification or licensure; this is a matter between you and the licensing agency. These agencies have various requirements aside from education. While we provide the required training and education, TBCC does not apply for your exams, nor guarantee

that you meet all requirements. See OAR 333-265-0025 for Oregon EMS Provider Application Process information.

Students must complete all their EMS program requirements to be eligible to apply for National Registry certification and Oregon State EMT licensure.

It is the responsibility of the student to research eligibility requirements in the state for which the student desires to practice.

National Registry Certification and State of Oregon Licensure

Students who pass the official online written exam (cognitive exam) will receive an EMT certification card from NREMT and an EMT or AEMT license for the State of Oregon. Persons who desire to work or volunteer as an EMS provider in Oregon must possess (in-hand) a current Oregon State licensure card. Receipt of the NREMT EMT or AEMT card DOES NOT allow you to begin working as a provider by a state regulated agency. However, some agencies qualify to work and follow the NREMT practices alone. If working for a company or agency that qualifies for and follows ONLY the NREMT Scope of Practice, you may work once you have a NREMT certification card (in-hand).

Personal History and the State of Oregon EMS Licensure

The Oregon Health Authority, EMS & Trauma Systems section (OHA-EMS), is responsible for the regulation, testing, and licensure of EMT's and Paramedics. OHA-EMS will conduct a background check on all applicants, and applicants will be required to answer the following questions as listed on their licensure applications:

1. *Do you have any mental or physical impairment(s) that may affect your ability to perform the emergency medical functions for this level of training?*
2. *Have you undergone treatment for any psychological or psychiatric disorder?*
3. *Have you ever personally used any chemical substances for other than legitimate medical purposes or been treated for addiction or dependency?*
4. *Have you ever engaged in excessive or habitual use of alcohol or received treatment for alcoholism?*
5. *Have you been convicted of any misdemeanor or felony, except for minor traffic infractions, under the laws of any state or of the United States?*
6. *If you have been certified as an EMT, have you ever had your EMT scope of practice restricted by your supervising physician?*
7. *If you have been certified as an EMT, have you ever had charges of malpractice brought against you?*
8. *If you have been certified as an EMT, have you ever had any disciplinary action brought against you in connection with emergency medical functions in this state or another state?*

If you answered “YES” to any of the questions above, please attach a completed, signed and dated explanation. Please include all names, dates, and addresses of hospitals or physicians you have seen for any of the items above, and an explanation. If the question is related to an infraction of the law, please provide the city, county, and state where the infraction occurred.

OHA-EMS will require a signature form from the application after all questions have been answered as proof of honesty – there have been a few rare instances where someone was found fraudulent in their answers and licensing was revoked and hearings were required to resolve the issue.

Please alert the course director immediately if you have any reason to be concerned in any of these areas.

Licensure Exam

When it is time for your exams, you will be instructed as to dates, times, locations, etc. These examinations are to be taken very seriously; you will be evaluated by EMS professionals from various agencies; including Ambulance Companies, Hospitals, and Oregon Health Authority representatives. Most candidates pass both cognitive and practical licensure examinations without problems, but some individuals are not successful on their first attempt.

TBCC does not apply for your exams or guarantee that you meet all requirements. NREMT and Oregon applications are completed by the candidate on-line. There are specific procedures for applying for testing and retesting. These will be explained to you by your instructor or other department personnel, and can be accessed at the [OHA-EMS Section Website](#)

The Oregon Administrative Rule governing this process is **OAR 333-265-0025**: Application Process to Obtain an EMS Provider License.

- You will need to submit a copy of your high school diploma or GED when you apply for your Oregon EMT license
- You will need to submit the required non-refundable fees for your level of EMT application:
- Application fee schedule is found in [OAR 333-265-0025](#)
- DHS Criminal History Background Check fee is assessed by DHS of all applicants who have lived or worked outside of Oregon for 60 consecutive days in the last five years. This background check is **in addition** to any previous or additional background checks done for this or any other TBCC Program(s)
- The candidate must submit fingerprints according to OHA EMS guidelines AFTER successful completion of NREMT cognitive exam. Details will be provided in class.

- Cognitive exam fees are paid to NREMT, following instructions given at the appropriate website: www.nremt.org

Any unsuccessful candidate on any licensure exam must contact the TBCC EMS program coordinator or instructor for instructions. You may NOT arrange your own practical testing or retesting schedule, regardless of who you know or where you work; this policy is mandated by the Oregon Health Authority. Do not contact the OHA-EMS office for testing information or test results unless you have been directed to do so by Program personnel. Doing so only results in delays for everyone, including yourself. If you have questions pertaining to your own results, first contact the TBCC Instructor.

Other specific details are available from department staff and by referencing Oregon Administrative Rule 333-265-0040 "Licensure as an EMS Provider". **Students should be acutely familiar with the entirety of this OAR.** This and other important information can be accessed at the [OHA-EMS Section Website](#)

Physical Demands as an EMS Provider

The training and education that prepares a person for work in Emergency Medical Services is as demanding as the job itself. The following table is a Functional Job Analysis that describes the physical and mental requirements for this educational program and for work in the EMS field.

Frequency: **O** = Occasionally (1-33%) **F** = Frequently (34-66%) **C** = Constantly (67-100%)

Physical Stamina and Description	Frequency
Carrying and Lifting includes carrying equipment and patients which may weigh up to 200 lbs. each, moving patients from stretchers to examination tables, positioning arms and legs on tables, etc. (Please note: The average patient weight ranges from 150 to 180 lbs. Weight to be manipulated may vary between 15 to 70 lbs. depending on the weight of the patient and part of the body. Arms may weigh 15 to 35 lbs.; legs may weigh 40 to 70 lbs. Lifting entire patient is a two-person endeavor; true lifting required with help of co-worker is estimated at 50 to 75 lbs).	C
Walking includes pushing equipment such as mobile units, wheelchairs, and stretchers on both carpet and linoleum.	C
Standing includes standing for prolonged periods of time while setting techniques, positioning patients, and positioning equipment.	F
Bending and Stooping includes positioning patients, getting supplies from cabinets, and assisting patients.	F
Reaching and Stretching depending on the patient height, includes adjusting tube controls and getting supplies from the cabinet.	F
Dexterity is required. Fine motor skills and gross finger dexterity is required. Must be able to perform hand/eye coordinated maneuvers.	F

Vision includes average ability required for setting equipment and checking vitals.	C
Hearing includes average ability required for taking doctors' orders over the radio/phone, communicating with patients and doctors. Lip reading is not possible in surgical areas.	C
Speaking includes above average skills to communicate with patients' doctors, and coworkers.	C
Writing includes the ability to fill out patient histories on requisition forms in English and complete other written communications.	C
MENTAL	Frequency
Function safely, effectively, and calmly under stressful situations.	C
Maintain composure while managing multiple tasks simultaneously.	C
Prioritize multiple tasks.	C
Social skills necessary to interact with patients, families, coworkers of the same or different culture. Must display respect, politeness, discretion, and teamwork.	C
Maintain personal hygiene consistent with ethical standards of the profession.	C
Display actions, attitudes consistent with ethical standards of the profession.	C
Exposure to Bloodborne Pathogens – Hepatitis, HIV.	F

EMS Program Dress Code Policy: Lab and Clinical

Following the dress code is mandatory. Failure to comply could result in failure of the EMS course(s). The dress code listed below is strictly enforced. Students in class not dressed appropriately will be considered absent and possibly dismissed from class for that day. After three infractions, the student will be issued a failing grade for the class.

- **Shirts:** Students will wear TBCC EMS program shirt for lab/clinical time. The shirt must be neatly tucked into pants. If you are a current Oregon-licensed EMS Provider, you may wear the patch of your current license level on the shirt sleeve.
- **Pants:** Black or navy-blue slacks or cargo pants. The six-pocket pants are also acceptable. Jeans and sweats are not permitted. Pants must be of the proper size, neither too tight nor too baggy. If pants have belt loops, a plain black belt must be worn also.
- **Footwear:** Shoes or boots must be worn. Black polishable hard-toe shoes are the best with black socks. Clean or like new, polished black walking shoes and polished black boots are acceptable. No sandals, flip-flops, open-toe, or tennis shoes.
- **Hair:** Long hair must be pulled back into a ponytail or braided. **Ambulance companies do not allow beards during ride time. Facial hair must not compromise the fit of a HEPA mask. Dreadlocks and/or brightly colored hair, or "extreme" hair styles may be disallowed.**

Essential Items

1. Required for all EMS-levels:
 - a. A watch with a second hand
2. Other suggested items:
 - a. Trauma scissors
 - b. ACLS quick reference guide or EMS field guide
 - c. Pen light
 - d. Pocket mask
 - e. A small notebook and pen (for the pocket)

Invasive Procedures Policy (AEMT)

Purpose

To establish clear guidelines for the performance of invasive procedures by Advanced EMT (AEMT) students during clinical and field rotations.

Policy

Advanced EMT students at Tillamook Bay Community College (TBCC) are authorized to perform specific invasive procedures only under direct supervision and within the boundaries of their educational scope of practice as defined by Oregon Health Authority (OHA) and TBCC EMS Program standards. Only students currently enrolled and in good standing in the TBCC AEMT program are authorized to perform invasive procedures.

Definitions

- **Invasive Procedure:** Any medical intervention that involves entry into the body, including but not limited to intravenous access, medication administration, and supraglottic airway insertion.
- **Direct Supervision:** Real-time visual oversight by a licensed EMS provider or clinical preceptor approved by the TBCC EMS Program.

Permitted Procedures

Procedures must be listed within the EMT/AEMT scope of practice defined by OAR 847-035-0030 and the OHA Scope of Practice Matrix. Examples include:

- IV initiation,
- fluid therapy,
- medication administration,
- glucose monitoring, and
- supraglottic airway insertion.

Conditions for Performance

1. Invasive procedures must be performed only during scheduled clinical or field experiences.
2. A qualified preceptor or instructor must provide direct visual supervision.
3. The setting must be an approved clinical site or EMS agency with an active affiliation agreement.

Documentation

Each invasive procedure must be documented to indicate that preceptors have verified each procedure with their signature and relevant details.

Prohibited Activities

- Students may not perform invasive procedures in non-approved settings.
- Students may not practice or perform procedures on peers or the general public.
- Performing procedures without supervision will result in disciplinary action.

Enforcement

Violation of this policy may result in

- Immediate removal from the clinical site
- Disciplinary action, up to and including dismissal from the program
- Reporting to Oregon Health Authority, if licensure-related conduct is involved



TILLAMOOK BAY
COMMUNITY COLLEGE

Phlebotomy Certificate Program Student Handbook

2026-2027

WELCOME to the Phlebotomy Technician Certificate Program at Tillamook Bay Community College!

This program offers courses that provide entry-level preparation as a certified Phlebotomy Technician (PBT). The College allows PBT students to obtain an associate degree in general studies (AGS) or an AAS in Healthcare Administration.

This handbook has been developed with you, the credit student, in mind. Our desire is to provide answers for frequently asked questions about the program and policies. Please read and become familiar with this handbook. It is critical to have a clear understanding of what will be required/expected of you during your coursework. The knowledge obtained from this program will play a vital role in your future success. If, after reading the handbook, you have questions or need clarification, please contact the instructor or the program coordinator. We want to provide answers to your questions.

The program offers a wealth of educational opportunities and role models to help you gain the knowledge, skills, and attitudes necessary for success as a Phlebotomy Technician. This groundwork will ultimately prepare you for success at your certification exam. We understand fully our role in this endeavor and are also aware of the responsibility you must take for your education. We expect you to be an active participant in this learning process. You are encouraged to meet this challenge with determination, self-motivation, and enthusiasm.

Resources are available at TBCC for additional assistance and are listed in the Academic Catalog and Security, Safety, and Equal Opportunity documentation on the College website: <https://tillamookbaycc.edu/>

PBT Program Overview

PBT students learn basic laboratory skills to collect and process high quality specimens for laboratory analysis. Clinical practicum includes 100 clock hours of clinical training in a Clinical Laboratory Improvement Amendments (CLIA) regulated, accredited laboratory with minimum performance of 100 successful, unaided blood collections including venipunctures and skin punctures. Classroom training and clinical practicum prepares students to take the American Society of Clinical Pathology (ASCP) Phlebotomy Technician certification exam.

PBT Program Goals

The goal of Tillamook Bay Community College's PBT program is to provide the best education possible to prepare competent entry-level PBT's in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This is assured by maintaining the quality of our teaching staff, teaching aides, and equipment, and by following the national curricula. Ultimately, we aim to provide students with the knowledge and skills needed to successfully complete the certification process and function as an entry-level technician.

PBT Program Outcomes

Upon completion of the PBT certificate program students will:

5. Perform blood collection by venipuncture and skin puncture to obtain high quality specimens for clinical laboratory analysis.
6. Use effective written and oral communication when interacting with patients and other healthcare workers to improve patient care.
7. Collect and process blood specimens in a safe manner according to laboratory protocol.
8. Discuss patient education and instructions related to specimen collecting for patients with diverse backgrounds, values, and behaviors.
9. Individuals will meet eligibility requirements for ASCP national certification.

Faculty and Staff

Dean of Nursing and Allied Health	
Dr. Tiffany Slover, DNP, RN	tiffanyslover@tillamookbaycc.edu
Program Instructor	
Jodi Richardson, NREMT	jodirichardson@mail.tillamookbaycc.edu
Healthcare Program Coordinator	
Katy Sommers	katysommers@tillamookbaycc.edu

PBT Admissions

Students will be invited to interview for the program once they have submitted the TBCC Enrollment Application, met with an advisor to determine proper course placement and completed the Phlebotomy Program Application.

If you do not attend the first-class session/meeting of the course offering, you will be dropped from the course. If you leave the program during a course or sequence of courses, you may be required to retake a course or sequence of courses.

PBT Course Progression

The PBT program is a lock-step cohort model, and courses need to be completed in the required sequence. Each student is responsible for his or her own progress through the course(s). Please refer to the current TBCC Class Schedule for a listing of class times and days.

PBT students must achieve a final letter grade of a "C" or greater in AH 101, Phlebotomy I to progress to AH 102, Phlebotomy II. Students must achieve a final letter grade of "C" or greater in AH 102, Phlebotomy II to be eligible to take the ASCP Phlebotomy Technician certification exam. If a student does not receive a final letter grade of a "C" or greater in either of the required courses, the entire sequence must be retaken.

PBT Dress Code

The following the dress code is mandatory. Failure to comply could result in failure of the PBT course(s).

- Clean, neat, scrubs of appropriate solid color (non-patterned) will be worn to all clinical practicum shifts.
- Pants must be of appropriate length and not dragging on the floor or frayed.
- **PBT scrub color is Wine/Burgundy** as defined at <https://www.uniformadvantage.com/>
- Long sleeve shirts in white, grey, black, or matching scrub color may be worn underneath scrubs.

Phlebotomy Technician Certification

At this program's completion, you can take the ASCP Board of Certification exam. The initial exam is covered by course fees, all subsequent exams are the student's responsibility. Exam scores will be emailed to the student from ASCP. The email will contain information on how to retest if you are unsuccessful in passing the exam.



Medical Assistant
Certificate Program
Student Handbook

2026-2027

WELCOME to the Medical Assistant Certificate Program at Tillamook Bay Community College!

This program offers various credit courses that provide entry-level preparation as a certified medical assistant (CMA). The college provides the opportunity for MA students to obtain an associate degree in general studies (AGS) or an associate of applied science (AAS) in Healthcare Administration.

This handbook has been developed to provide answers for frequently asked questions about the MA program and policies. Many of the policies and procedures described in this handbook are like those that are part of the workplace. Please read and become familiar with this handbook. It is critical to have a clear understanding of what will be expected of you during your coursework. The knowledge obtained from this program will play a vital role in your future success. If, after reading the handbook, you have questions or need clarification, please contact the instructor or the program coordinator. We want to provide answers to your questions.

The program offers a wealth of educational opportunities and role models to help you gain the knowledge, skills, and attitudes necessary for success as a MA. This groundwork will ultimately prepare you for success at your certification exam. We fully understand our role in this endeavor and are also aware of the responsibility you must take for your education. We expect you to be an active participant in this learning process. You are encouraged to meet this challenge with determination, self-motivation, and enthusiasm.

Resources are available at TBCC for additional assistance and are listed in the Academic Catalog and Security, Safety, and Equal Opportunity documentation on the College website: <https://tillamookbaycc.edu/>

Overview of the Medical Assistant Role

Medical assisting is a multi-skilled allied health profession; CMA's work primarily in medical offices and clinics. CMAs function as members of the healthcare delivery team and perform delegated clinical and administrative duties within the supervising physician's scope of practice consistent with their education, training, and experience. Such duties shall not constitute the practice of medicine. CMAs are trained in clinical and administrative skills to assist licensed health care providers in meeting patients' needs.

Employers look for candidates who can demonstrate the qualities necessary for success in the medical assistant field. Employers specifically look for candidates who:

- Can think critically, solve problems, and construct practical solutions
- Have excellent interpersonal, written, and verbal communication skills
- Are nonjudgmental about the diverse populations of people
- Have the abilities for social perceptiveness

MA Faculty and Staff

Dean of Nursing and Allied Health	
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Program Instructor	
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Healthcare Program Coordinator	
Katy Sommers	katysommers@tillamookbaycc.edu

MA Program Goals

The goal of Tillamook Bay Community College's CMA Program is to provide the best education possible to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This is assured by maintaining the quality of our teaching staff, teaching aides, and equipment, and by following the national curricula. Ultimately, we aim to provide students with the knowledge and skills needed to successfully complete the certification process and function at an entry-level CMA.

MA Program Overview

CMA students must complete two consecutive course terms for 60 lecture hours, 80 lecture/lab hours, and 200 clinical practicum hours. Clinical practicum will begin the sixth week of the first term and continue until the end of the second term. Classroom training and clinical practicum prepare students to take the certification exam. Successful completion of the CMA Program is not a guarantee for certification. Applicants must pass the NHA certification exam to receive certification.

****Please be advised: CMA education and career are fast paced, physically and mentally demanding.****

MA Program Outcomes

Upon completion of the CMA Program students will:

- Meet eligibility requirements for the national certification exam.
- Demonstrate professional and technical skills necessary to perform administrative and clinical duties.
- Communicate effectively in a therapeutic, respectful, and professional manner with patients, providers, and all members of the healthcare team.

MA Curriculum

TBCC partners with the National Healthcare Association (NHA) to provide students with study materials, exam prep, and nationally recognized certification exam. NHA certification exams are nationally accredited by the National Commission for Certifying Agencies (NCCA) and updated regularly, ensuring that students have the most job relevant knowledge and skills.

MA Admission

The CMA program is a limited entry, special admittance program. There are few seats available, and a special application process is required to be admitted to the program. Program application is open to all students. A completed application packet will be assessed using a point system based on completed coursework and interview. Please go to the TBCC website for the most current application.

MA Course Progression

The MA program is a lock-step cohort model, and courses need to be completed in the required sequence. Each student is responsible for his or her own progress through the course(s). Please refer to the current TBCC Class Schedule for a listing of class times and days.

MA students must be concurrently enrolled in AH 110 and AH 110C and achieve a final letter grade of a "C" or greater in both courses to progress to AH 112. Students must be concurrently enrolled in AH 112 and AH 112C and achieve a final letter grade of "C" or greater in all courses to be eligible to take the certification exam. If a student does not receive a final letter grade of a "C" or greater in any of the required courses, the entire sequence must be retaken.

Expectations of a CMA

Medical Customs and Courtesy

As a CMA student, you are entering the medical profession. Medical custom has established that patient care performed by CMA's must be supervised by a physician. This respect for medical judgment is reflected in State and Federal law. **This attitude of respect is an essential part of your training at TBCC and should continue throughout your professional life.** To earn respect from your clinical preceptors, faculty, and fellow students, you must give respect toward each person, position, thought, and action.

CMAs are expected to behave in a professional manner at all times. Derogatory conduct will not be tolerated, including public criticism of faculty or preceptors, or affiliates, disruptive behavior, or insubordination. Any such behavior will result in disciplinary action, up to and including dismissal from the program.

If any clinical preceptor/agency asks you to leave or dismisses you for non-professional behavior, including but not limited to inappropriate presentation, dress code/grooming/hygiene issues, etc., the college is not required to place you in another agency for that term. *If placed in another agency, you will participate in a discipline/probationary contract and must fulfill any requirements to achieve a passing grade.* If the requirements are not fulfilled,

the result will be a non-passing grade for that portion of your course, which will prohibit you from continuing in the program. Learning the role of the CMA and required skills is your primary responsibility. The opportunities to practice professional behavior will be available in your clinical experience. Pay careful attention to health facility protocols. Use of cell phones, texting, etc. is typically **not allowed** during your clinical experience and may violate professional expectations of that organization.

MA Program Dress Code Policy

Following the dress code for Health Careers and the MA Program is mandatory. Failure to comply could result in failure of the MA course(s).

- Clean, neat, scrubs of appropriate solid color (non-patterned) will be worn to all clinical practicum shifts.
- Pants must be of appropriate length and not drag on the floor or frayed.
- CMA **scrub color is Caribbean Blue** as defined at <https://www.uniformadvantage.com/>
- Long sleeve shirts in white, grey, black, or matching scrub color may be worn underneath scrubs.

MA Clinical Practicum

To be eligible for the certification exam, each student must complete 140 hours in clinical practicum before the program ends. Clinical practicums will be scheduled by the instructor or program coordinator and will begin in the sixth week of the first term. Students will not be allowed to perform skills in the clinical setting until they have mastered the skill in the skills lab setting, per an established protocol.

MA Certification

At this program's completion, you can take the certification exam through NHA. The initial exam is covered by course fees; all subsequent exams are the student's responsibility. If you do not pass the exam after the first or second attempt, you must wait 30 days before you are able to retake the exam. If you do not pass after your third attempt, you must wait 12 months between each attempt. Students must pay the current NHA exam fee for each retake.

It is up to the student to research eligibility requirements in the state for which the student desires to practice.



TILLAMOOK BAY
COMMUNITY COLLEGE

Nursing Assistant
Program
Student Handbook

2026-2027

Welcome to the Nursing Assistant Program at Tillamook Bay Community College!

This program is approved by the Oregon State Board of Nursing (OSBN) and offers the required course materials and preparation to be a Nurse Assistant (NA).

This handbook has been developed to provide answers for frequently asked questions about the NA program and policies. Many of the policies and procedures described in this handbook are like those that are part of the workplace. Please read and become familiar with this handbook. It is critical to have a clear understanding of what will be expected of you during your coursework. The knowledge obtained from this program will play a vital role in your future success. If, after reading the handbook, you have questions or need clarification, please contact the instructor or the program director. We want to provide answers to your questions.

The program offers a wealth of educational opportunities and role models to help you gain the knowledge, skills, and attitudes necessary for success as a NA. This groundwork will ultimately prepare you for success at your certification exam. We fully understand our role in this endeavor and are also aware of the responsibility you must take for your education. We expect you to be an active participant in this learning process. You are encouraged to meet this challenge with determination, self-motivation, and enthusiasm.

Resources are available at TBCC for additional assistance and are listed in the Academic Catalog and Security, Safety, and Equal Opportunity documentation on the college website: <https://tillamookbaycc.edu/>

Nursing Assistant Program Philosophy & Purpose

Tillamook Bay Community College (TBCC) offers an Oregon State Board of Nursing (OSBN) approved Certified Nursing Assistant Training Program in accordance with the college's mission statement: TBCC creates bridges to opportunity by providing quality education that serves the needs of our diverse community. Our students will receive training that meets the highest standards by providing classroom instruction and supervised clinical experience. Students will obtain the skills necessary to provide safe and effective patient care. Upon completion of the program, students will be eligible to test for certification to become a certified nursing assistant (CNA) and work competently in various clinical settings.

Philosophy

Certified nursing Assistants are vital to the healthcare team and patient safety. The philosophy of the NA program is to provide foundational knowledge and skills to those who are passionate about caring for residents/patients/clients.

Purpose

The CNA program prepares the student to become competent and confident team members in the healthcare industry.

NA Program Overview

The Nursing Assistant Program offered at Tillamook Bay Community College (TBCC) is approved by the Oregon State Board of Nursing (OSBN). The program consists of 65 mandatory hours of classroom and skills lab and 40 hours of clinical practicum in a hospital and long-term care setting. This will be completed over the course of the term. Clinical practicum will occur in the last two weeks of the program. Classroom training and clinical practicum prepare students to take the State Competency exam for NA certification. Successful completion of the NA program is not a guarantee for the CNA certification; students must pass the Oregon State Competency exam.

****Please be advised: The nursing assistant program and career is fast paced as well as physically and mentally demanding.****

NA Program Outcomes

Upon completion of the NA Program, students will:

1. Apply nursing assistant skills proficiently and appropriately to perform authorized duties.
2. Apply basic healthcare knowledge in a variety of healthcare settings.
3. Individuals who complete the certificate will be prepared to take, and pass, the NA certificate exam.

NA Curriculum

All curriculum, study materials, and exam prep is approved by the Oregon State Board of Nursing. The NA program takes place over one term: 8 weeks of theory and skills lab, 2 weeks of clinical practicum in acute care and long-term care facilities. There is a final exam during finals week. Attendance is mandatory in all sessions and activities.

Prior to First Day of Class	Mandatory orientation
Weeks 1-8	Classroom instruction and skills lab at Tillamook Bay Community College
Weeks 9-10	Clinical Practicum at Adventist Health Tillamook, Nehalem Valley Care Center
Week 11	Final Exam: Written and Skills Preparation of OSBN Competency Exam

Note: schedule will be adjusted for shorter/longer terms

NA Admission

The NA program is a limited entry program. There are a limited number of seats available, and admittance is awarded based on an application process. Students who

are not admitted into a session will need to reapply as the application process may have changed from the previous application.

NA Enrollment Agreement and Disclosure Statement

Prospective Nursing Assistant (NA) students must be 16 years or older. Students must be able to safely demonstrate the ability to do the following physical functions:

- Transfer patients/clients in and out of bed, and to and from wheelchairs and stretchers
- Fall prevention techniques
- Perform CPR
- Lift, move, turn, and position patients/clients
- Pull, push, carry objects weighing up to 35 pounds
- Bend or squat to below bed level
- Complete 7-12 hours shifts on days and evenings of clinical practice

NA Clinical Requirements

Prior to the first day of class students will be required to complete the following via CastleBranch:

1. Complete a criminal history and background check – Students are required by the OSBN to initiate a criminal history and background check **before** beginning this course.
2. Fingerprinting
3. Obtain current Healthcare Provider CPR/BLS certification that cannot expire during the program.
4. Compliance with OSHA requirements for Blood Borne Pathogen and Workplace Safety training.
5. Compliance with HIPPA training.
6. Provide proof of health insurance.
7. Provide immunization records for:
 - MMR (proof of both injections or proof of immunity by titer)
 - Varicella (proof of immunization or immunity via healthcare provider note)
 - Tetanus, Diphtheria & Pertussis (TDaP) within 10 years
 - Hepatitis B (Entire series [3] or proof of immunity by titer)
 - COVID-19 (or declination)
 - Influenza (or declination)
8. 10-Panel drug screen (including THC) – A positive test will result in automatic dismissal from the program.
9. TB test via Quantiferon Gold screening. If the TB test is positive, student must have a negative chest x-ray.

Within 30 days prior to the first day of clinical practicum the following must be completed:

1. 10-Panel drug screen (including THC) – A positive test will result in automatic dismissal from the program.

2. TB test via Quantiferon Gold screening. If the TB test is positive, student must have a negative chest x-ray.

The drug screen and TB testing will be completed **twice** as it is a requirement for admission, but is also a time-sensitive requirement for clinical facilities

Within 14 days prior to the first day of clinical practicum the following must be completed:

- FIT Test Surgical/TB Respirator Mask. This will be completed by the instructor.

NA Criminal Background Check

You are required by the OSBN and Oregon Department of Human Services to pass a Criminal History Background Check **before** beginning this course. The initial criminal background check is conducted through CastleBranch. The results are released to TBCC and the Program Director will make the final decision based on policies of the Department of Human Services Criminal History Check Rules and OSBN.

Upon completion of the course, the OSBN requires a **second and separate** Criminal History Background Check as part of the application to take the State Competency exam for NA certification. Please review the Department of Human Services and OSBN Criminal History Requirements & Policies.

Please see "Pertinent Links and Resources for Student Success" for more information on Oregon DHS Division 7 Criminal History Requirements & Policies and OSBN Division 1: Nurse Practice Act- Criminal History Requirements & Policies

Expectations of a Nursing Assistant

Medical Customs and Courtesy

As a nursing assistant student, you are entering the medical profession. Medical Custom has established that patient care performed by nursing assistants must be under the supervision of a licensed practice nurse (LPN) or registered nurse (RN). This respect of medical judgment is reflected in State and Federal Law. This attitude of respect is an essential part of your training at TBCC and should be continued throughout your professional life. To earn respect from your clinical preceptors, faculty, and fellow students, you must give respect toward each person, position, thought, and action.

Nursing assistant students are expected to behave in a professional manner at all times. Derogatory conduct **will not be tolerated**, this includes public criticism of faculty or preceptors, or affiliates, disruptive behavior in any setting,

or insubordination. Any such behavior will result in disciplinary action, up to and including dismissal from the program.

If any clinical preceptor/agency asks you to leave or dismisses you for non-professional behavior, including but not limited to inappropriate presentation, dress code/grooming/hygiene issues, etc., the college is not required to place you in another agency for that term. If you are placed in another agency, you will participate in a discipline/probationary contract and must fulfill any requirements to achieve a passing grade. If the requirements are not fulfilled, the result will be a non-passing grade for that portion of your course, which will prohibit continuation in the program. Learning the role of the nursing assistant, as well as the required skills, is your primary responsibility. The opportunities to practice professional behavior will be available in your clinical experience. Pay careful attention to health facility protocols. Use of cell phones, texting, etc. is typically **not allowed** during your clinical experience and may violate professional expectations of that organization.

Clinical Practicum

To be eligible to take the certification exam, each student must complete **40 hours** in clinical practicum prior to the end of the program. Clinical practicums will be scheduled by the instructor or program coordinator and will occur during the last two weeks of the course. **Students are required to follow their clinical schedule and required to report to their assigned facility.**

NA Drug Testing

Each candidate is required to submit to a 10-panel drug test prior to the program and again before participating in the clinical practicum. A positive drug test (including THC) will disqualify students from the program. The candidate will be notified of when and where to schedule the drug test and be given directions prior to the test. TBCC and potential candidates will be notified of the results.

Random unannounced drug testing may be required at any time during the program. Especially if reasonable suspicion is determined. A positive drug screening without reasonable explanation (I.E. a prescription) will lead to expulsion from the program and an automatic "F". At no time is it acceptable to attend class or clinical while intoxicated from controlled substances, even if prescribed by a physician.

NA Grading & Exam Policy

- Cheating will not be tolerated and will result in an automatic dismissal from the class and an "F" grade on transcripts.
- Please refer to the course syllabus for grading details for the term.

- The clinical instructor will monitor your competency for required skills during lab using the required OSBN skills competency checklist; you are required to become proficient at all the required skills before beginning clinicals. In addition, each skill must be performed and signed off in the clinical setting by the instructor.
- Successful completion of the Nursing Assistant Program includes:
 - Final exam grade of 75% or higher.
 - Completion of 100% of class, lab, and clinical hours.
 - All lab and clinical skills are considered proficient by the instructor.

NA Dress Code

Following the dress code for Health Careers and the Nursing Assistant Program is mandatory. Failure to comply could result in failure of the course(s).

- Scrubs must be clean, neat, appropriate, and non-patterned.
- Scrubs will be worn to all classroom, lab, and clinical sessions.
- Pants must be of appropriate length and not drag on the floor or frayed.
- The nursing assistant program scrub color is **royal blue**. These may be found at <https://www.uniformadvantage.com/> or other uniform stores.
- Long sleeve shirts in white, grey, black, or matching scrub color may be worn underneath scrubs.
- Closed-toed shoes, preferably water proof/resistant, and solid colored must be worn as part of the uniform.

OSBN Nursing Assistant Certification

After successful completion of this program, students will be eligible to apply to take the competency exam for the Nursing Assistant certification in the State of Oregon through the Oregon State Board of Nursing (OSBN). This process is outlined on the OSBN website, www.oregon.gov/OSBN. Testing occurs through Headmaster. The competency exam fee is the responsibility of the student. (please refer to "Pertinent Links" page for additional information)

Pertinent Links & Resources for Student Success: Nursing Assistant

OSBN Home Page:

<https://www.oregon.gov/OSBN/Pages/index.aspx>

Testing Accommodations:

https://www.oregon.gov/osbn/Documents/Form_LIC-614.pdf

Admissions:

<https://tillamookbaycc.edu/getting-started/apply/>

Oregon DHS Division 7 Criminal History Requirements & Policies

https://secure.sos.state.or.us/oard/displayDivisionRules.action;JSESSIONID_OARD=6uvuIRyE8-Q0Gt_fu8WfXjAVrSEu1VO9nmOBGvtT1FD8etvcSQFr!-1969788327?selectedDivision=1626

OSBN Division 1: Nurse Practice Act - Criminal History Requirements & Policies

<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=279844>

Fingerprinting Application:

https://www.oregon.gov/osbn/Documents/Form_LIC-618.pdf

CNA 1 Skills Competency Checklist:

https://www.oregon.gov/osbn/Documents/Form_CNA1_SkillsCompetencyValidation.pdf

Headmaster Testing:

- https://hdmaster.com/testing/cnatesting/oregon/OR_CNA_Home.htm
- <https://hdmaster.com/testing/cnatesting/oregon/orformpages/SkillTestInstructions.pdf>
- <https://hdmaster.com/testing/cnatesting/oregon/orformpages/ORObserverChecklist.pdf>
- <https://hdmaster.com/testing/cnatesting/oregon/orformpages/ORCandidateHandbook%203.2021.pdf>

APPENDICES

ALLIED HEALTH DEPARTMENT STUDENT HANDBOOK



Allied Health Program Student Agreement

I, _____, have read and understand the Tillamook Bay Community College Allied Health Department Handbook, Program Handbook specific to the program I am seeking certification in, Course Syllabus, and the Course Schedule. I agree to participate in the program and to conduct myself in accordance with the provisions of the handbook and the TBCC Student Code of Conduct. I accept responsibility for my conduct or actions that may result in disciplinary action.

I understand that I must successfully complete all components of the course within the guidelines set forth in this handbook. I also understand that I must earn satisfactory grades for each term of the course in order to continue with the certification examination.

I also understand that my failure to achieve the expected course guidelines, and/or any failing grade I receive for any lecture, lab, clinical or field rotation during the term of the course will prevent me from continuing with the certification exam, and cause me to retake the entire course in order to continue with my goal to achieve certification.

I also understand that

- I must satisfactorily complete all required TBCC courses before I am able to participate in any certification exam.
- I am responsible for maintenance of all dated certifications and immunizations required by TBCC.
- My actions in this class are a direct reflection of the agency I represent and that any misconduct exhibited by myself may be discussed with my sponsoring agency, if one is involved.
- If I am seeking an ADA accommodation, it is my responsibility to contact TBCC Disability Services to initiate the accommodation request process.

Student Signature: _____

Student Name (Printed) _____

Date: _____



Allied Health Program Student Confidentiality Agreement

I, _____, acknowledge that participating in the clinical setting as an Allied Health program student is a privilege, not a right. I acknowledge that I am bound by federal and state laws regarding patient confidentiality.

I understand the confidentiality of patients I encounter is a right of those patients and will not violate that confidentiality. I recognize that unnecessary communication regarding confidential patient information constitutes unethical and unprofessional behavior. I agree that such behavior is grounds for disciplinary action by my school, the clinical site, and others; and could be punishable by, but not limited to, denial of further clinical experience, poor grade(s), failure of the course(s), expulsion from the class, the program, and/or the College, and civil court action. I acknowledge that any observation, statements, names of patients and conversations must be kept private. They are not to be discussed with the general public. Confidentiality expected of any employee of any healthcare organization is also expected of me. I will respect the rights and privacy of the patients I encounter as part of their medical care.

I acknowledge that the program handbook contains the website for U.S. Department of Health & Human Services, and I am responsible to read this information as it pertains to HIPAA for Professionals.

My signature below confirms that I understand and will abide by patient confidentiality and that I understand the consequences of any inappropriate actions regarding patient confidentiality.

Student Signature: _____

Student Name (Printed) _____

Date: _____



**Allied Health Program Student Criminal Background Check,
Drug Screen, and Medical Record**

Tillamook Bay Community College and the Allied Health Program have specific requirements pertaining to clinical/field experience. The various healthcare organizations providing student training opportunities have requirements as well. An acceptable Criminal History Background Check, negative toxicology report, and current appropriate medical documentation is mandatory prior to participation in clinical/field experiences.

If at any time during allied health program training the status of a student's Criminal History Background, drug screen, and/or medical status is not acceptable, participation in all clinical/field experience will be immediately prohibited. The student may be suspended from the program, pursuant to investigation by program staff.

I have carefully read this statement and fully understand its contents.

Student Signature: _____

Student Name (Printed) _____

Date: _____



Allied Health Program Student Emergency Contact Form

This form will be used by the TBCC Allied Health Program staff in case of an emergency in class or during clinical practicum. All forms will be on file in the Allied Health Program Office.

STUDENT NAME (Printed) _____

Please list 2 people that we may contact:

1) Name: _____ Relationship: _____

Phone: _____

Phone: _____

2) Name: _____ Relationship: _____

Phone: _____

Phone: _____



Allied Health Program Student Consent to Medical/Dental Procedures

I, _____, understand that, for educational purposes, it is customary in TBCC Allied Health Program courses to have clinical procedures demonstrated by instructors and/or performed by students on each other.

For each procedure, students will be provided with a description of the procedure, the risks and possible complications, the educational benefits and recognition of complications and instructions on how to deal with those complications.

Consent shall not be coerced, and refusal to allow a procedure to be performed shall not be cause for any disciplinary action.

After reading the above:

I HEREBY **GIVE MY CONSENT** ALLOWING THE PERFORMANCE OF SPECIFIC MEDICAL / DENTAL PROCEDURES ON ME AS A TBCC ALLIED HEALTH PROGRAM STUDENT

Student Signature: _____

Student Name (Printed) _____

Date: _____

I HEREBY **DECLINE TO CONSENT** TO THE PERFORMANCE OF SPECIFIC MEDICAL / DENTAL PROCEDURES ON ME AS A TBCC ALLIED HEALTH PROGRAM STUDENT FOR RELIGIOUS OR HEALTH REASONS

Student Signature: _____

Student Name (Printed) _____

Date: _____



Allied Health Program Student Authorization to Share Information

This form confirms communication between students, instructor, program coordinator, and clinical practicum site. The student listed below hereby authorizes the exchange of information between Tillamook Bay Community College (TBCC) and the clinical practicum site as it pertains to student's enrollment in an Allied Health Program. The exchange of information includes but is not limited to the following: immunization status, criminal background check, drug screen results, CPR certification, COVID-19 test, and overall student progress in the program as observed in the classroom, lab, and practicum site.

I understand that by my signature, this authorization is granted for the duration of my Allied Health Program at TBCC. This authorization will remain in effect until revoked by me in writing or until completion of my program at TBCC.

If I choose to revoke this authorization for any reason, I will submit a request to the Allied Health Program Coordinator at TBCC indicating the practicum site affected by such revocation.

Student Signature: _____

Student Name (Printed) _____

Date: _____

I hereby **DECLINE** to authorize TBCC to release/share information with my clinical practicum site. I understand that such information may be required by the site(s) in order for me to participate in any clinical program at the site(s)

Student Signature: _____

Student Name (Printed) _____

Date: _____



Family Educational Rights and Privacy Act (FERPA) Authorization and Release

The Tillamook Bay Community College periodically takes photographs or videos of school classes, events, and other functions reflecting student life at the College. In some instances, the College may wish to publish those photographs and/or videos on its Websites, in school catalogs, in the school alumni magazine, and/or in other publicity materials. If those photographs and/or videos contain enrolled students, they may be considered educational records under the Family Educational Rights and Privacy Act of 1974 (FERPA), and therefore generally cannot be used without the prior written consent of students appearing in the photographs and/or videos.

By signing this form, you are giving the Tillamook Bay Community College permission to use your photograph and/or appearance in a video for the purposes of, and in the media, listed above.

- 1.0 I hereby authorize the Tillamook Bay Community College to publish on the internet or in other official publications including my photograph, my name, and video footage of me.
- 2.0 I release the Tillamook Bay Community College and its employees, agents, and assigns from any and all liability whatsoever arising out of the use, as applicable, of my photograph, video footage of me, and my name.
- 3.0 If I am providing the College with a photograph or video footage, I assure the College that use of the photograph or video footage will not infringe any copyright or other rights, and I agree to hold the College harmless from an against any and all claims relating to the use of the photograph or video footage, including but not limited to claims of copyright infringement.
- 4.0 The authorization and releases mentioned above are made freely and voluntarily.
- 5.0 The authorization in paragraph 1.0 may be revoked by me in writing at any time. However such revocation will not apply to items that have already been published or released.
- 6.0 A copy or facsimile of this authorization and release shall be as valid and effective as the original.

Printed Name: _____ **TBCC ID No.** _____

Signature: _____ **Date:** _____



Allied Health Program Handbook Attestation

I acknowledge that I have received, read, and understand the contents of the Allied Health Program Handbook. I agree to abide by the policies, procedures, expectations, and standards outlined within. I understand that it is my responsibility to seek clarification from program faculty or administration if I have questions about any information contained in the handbook.

I understand that the handbook may be revised as needed, and I agree to review updated versions when notified of changes. By signing below, I attest that I will adhere to the guidelines and professional expectations set forth by the program and the institution.

Student Signature: _____

Student Name (Printed) _____

Date: _____

Program-Specific Handbook Content Attestation

In addition to the general handbook policies, I acknowledge that I have reviewed all program-specific content, requirements, and expectations associated with my enrolled program. This includes any standards, competencies, procedures, schedules, safety requirements, or supplemental documents provided as part of the program.

I understand that these program-specific requirements are mandatory for participation and progression, and I agree to adhere to them. I will seek clarification from program faculty or administration if I have questions about any program-specific information.

Student Signature: _____

Student Name (Printed) _____

Date: _____

PROGRAM: _____



EMS Student Declaration

The National Registry of Emergency Medical Technicians (NREMT) and Oregon Health Authority (OHA) complies with the Americans with Disabilities Act (ADA) in regard to requests for examination accommodations consistent with its mission and public protection. Students requesting accommodations can review policies and processes at the websites listed below:

National Registry of Emergency Medical Technicians (NREMT)

Oregon Health Authority (OHA)

I declare that I have been made aware of the accommodations policies for the written and psychomotor components of EMS certification and licensure. I further declare that I have no conditions that would preclude me from performing those duties and functions at the level for which I seek training.

I also understand that, should I have disabilities that may affect successful completion of the training course I have chosen, I am to notify the instructor before the end of my first class.

Should I require accommodations for disabilities, I understand the process for requesting those accommodations.

Student Signature: _____

Student Name (Printed) _____

Date: _____



Phlebotomy/MA Blood Draw Consent and Release of Liability

As a student enrolled in the Phlebotomy Technician Program, I understand and expressly acknowledge that as part of the program there will be physical contact in which students will practice phlebotomy techniques on me, just as I will practice the same techniques on other students in the program. I understand that this is important practice in developing quality phlebotomy skills, which are performed as safely as possible.

I hereby consent to allow students within this program to practice phlebotomy techniques, including venipunctures and capillary punctures on me under the direct supervision of a program instructor, just as I will practice these same techniques on other students in the program. I understand and expressly acknowledge that there are risks, some of which are very rare, associated with phlebotomy, which include, but are not limited to infection, bruising, and other potential damage to surrounding tissue. I voluntarily accept these risks and agree to perform these skills as safely and professionally as possible.

I hereby agree to release and hold harmless TBCC, its officers, employees, agents, and students from any and all liability, claims, demands, actions or caused of action arising out of or related to injuries that I may receive as a direct result of such phlebotomy practice.

By signing this form, I am consenting to performing the procedures stated above and to having the above procedures performed on me and I am releasing Tillamook Bay Community College from liability from any injury that might occur as a direct result from these procedures.

I have read and voluntarily sign the consent and release of liability, and further agree that no oral representations, statements of inducement apart from the foregoing written agreement have been made. Further that I have read and that I understand this release of liability agreement, that I have been given an opportunity to ask any questions I might have had, and that those questions have been answered in a satisfactory manner. I also understand that I am free to withdraw my consent to the procedures at any time.

Student Signature: _____

Student Name (Printed) _____

Date: _____