



Fall 2012 Allied Health Programs Admission Policies and Procedures

The deadline for consideration for a Fall 2012 Allied Health Program is Friday, January 27, 2012.

PLEASE NOTE: Our Allied Health deadline has passed. Students are encouraged to review requirements & meet with their Admission's Counselors to become a late applicant. Late applicants are considered if the programs do not fill by the deadline - Students who are late applicants will NOT take the TEAS test.

Admissions policies and procedures are subject to change as necessary and without prior notice.

Cancer Information Management
Health Information Technology
Histotechnology
Medical Assisting Diploma & Degree
Medical Office Procedures Certificate

Medical Laboratory Technology
Pharmacy Technology Diploma (*not Degree*)
(Pharmacy AAS, Phlebotomy, & Nursing each use a separate packet and forms which are available:
<http://www.davidsonccc.edu/admissions/applications.htm>

****NOTE: DCCC students are permitted to compete for TWO selective programs****

Applicant responsibility

- As an allied health applicant you are expected to read and keep this packet as your check list.
- If you have any questions about the steps or deadlines it is your responsibility to contact the Admissions Office to follow up or obtain further information.
- You are responsible for submitting and completing all of the admissions requirements steps outlined on page one of this packet by the deadline and in a reasonable time for review.
- After completing all of the required items, you are responsible for making an appointment with an Enrollment Counselor to review your eligibility and will be notified of your next steps at that time.
- Your current major does not need to be the major you are competing for. If you are selected for admission to a program, your major will be updated when/if you accept your seat.

Allied Health Admission Requirements must be on file in the Admissions Office by 12:00 p.m., Friday, January 27, 2012. (*Applicants completing the process after the deadline may be considered as late qualifying applicants on a space available basis*).

- ___ a. **DCCC Application for Admission** for those not currently enrolled at DCCC.
- ___ b. **High school transcript OR GED score report** (High school seniors should submit a current transcript by the deadline and a final transcript by July 1, 2012);
- ___ c. **OFFICIAL college transcripts** from all colleges attended. (May be mailed from the college or hand delivered by the applicant in its original sealed envelope);
- ___ d. **Meet Accuplacer placement scores for computer skills, sentence skills, reading comprehension, arithmetic and algebra** or based upon other DCCC approved criteria. (See Placement Benchmark section);
- ___ e. **Fall 2012 Allied Health Intent Form** submitted to admissions. The form is provided as the last page of this packet.
- ___ f. **Eligibility Review** – After completing the requirements above, you are responsible for scheduling an Eligibility Review appointment with your Enrollment Counselor between October 1, 2011 – January 27, 2012 by 12:00 p.m. This checklist and grades from supporting courses will be reviewed.

Any grades below a "C" in supporting classes will disqualify you from further consideration until they are repeated for a "C" or higher.

Your counselor is assigned based upon the first letter of your last name as indicated below:

- **A-F Amy Kepley, (336)249-8186, ext. 4668;**
- **G-Mc Brian Eshleman, (336)249-8186, ext. 6277;**
- **Me-T Ronda Corriher, (336)249-8186, ext. 6205**
- **U-Z Amy Kepley, (336)249-8186, ext. 4668**
- **Davie Campus – Sandra Porter, (336)249-8186, ext. 4853**

NOTE: Meeting all admission requirements does not guarantee placement into an allied health program.

Important Dates to remember:

Intent Forms Available	September 6, 2011 through January 27, 2012
Satisfactory completion of all required preparatory courses and/or repeated supporting courses	December, 2011
Allied Health Application Process Completion (See page 1)	January 27, 2012
Acceptance/Alternate Letters mailed	March 12, 2012
Deadline to Confirm Seat (if accepted)	March 26, 2012

Current Program Capacities and Notes:

Program	Accepts	Additional Notes
Cancer Information Management	15	Program begins each fall semester and is offered only via on-line instruction.
Health Information Technology Degree	24	<ul style="list-style-type: none"> • Program begins each fall semester. • This is a day time program • Classes are primarily face-to-face. • Core courses meet on the Davidson Campus.
Histotechnology	12	<ul style="list-style-type: none"> • Program begins each fall semester. • This is an evening, hybrid program which means primary course work is on-line, but labs and testing and presentations are conducted in person in the evening. • Core courses meet on the Davie Campus.
Medical Assisting Technology (Diploma & Degree)	24	<ul style="list-style-type: none"> • Program begins each fall semester. • This is a day time program • Classes are primarily face-to-face. • Admitted students are completing the Diploma requirements the first year and have the option to complete the Degree courses during the second year. • Core courses meet on the Davidson Campus.
Medical Office Procedures Certificate	16	<ul style="list-style-type: none"> • Program begins each fall semester. • This is a day time program • Classes are a combination of on-line and face-to-face. • Core courses meet on the Davidson Campus.
Medical Laboratory Technology Degree	24	<ul style="list-style-type: none"> • Program begins each fall semester. • This is a day time program • Classes are primarily face-to-face. • Core courses meet on the Davidson Campus.
Pharmacy Technology (Diploma)	24	<ul style="list-style-type: none"> • Program begins each fall semester. • This is a day time program • Classes are a combination of on-line and face-to-face. • Core courses meet on the Davidson Campus.

Late Program Applicants:

If a program does not fill to capacity, late qualifying applicants may be considered. Late applicants must meet all admissions requirements on page one of this packet and contact their counselor for a file review and placement on the alternate list. Placement on the alternate list is based upon the date applicant meets eligibility and has his/her Eligibility Review.

Ranking and Selection

Admissions will begin the ranking process after the January 27, 2012 deadline.

- o Prior completion of Anatomy and Physiology required for your program (BIO 163 or BIO 165 or 166) completed at DCCC with an: A = 4 points; B = 3 points; C = 2 points (or current high school seniors with a completed HS lab science above general biology with a grade of 'A' or 'B' may earn 2 bonus points.)

OR

Anatomy and Physiology credit required for your program achieved by transfer credit: 1 point;

OR

Completion of BIO 094: 1 point.

- o ACA 090 completed at DCCC with a grade of SA, SB or SC: 1 bonus point.
- o A Math class with an A, B or C at or above the level of MAT 115: 1 bonus point
- o Residence in Davidson or Davie County: 1 bonus point.

Applicants with the highest overall scores will be offered seats in their respective programs.

Alternate List for the Programs

Applicants meeting the primary deadline, but not ranked in the top slots for selection will be placed on an alternate list and admitted in order if space becomes available. Applicants qualifying after the January 27 deadline may also be placed on the alternate list, **but must contact admissions for eligibility review.** Alternates will not be carried over to the following year and will need to reapply for the next cycle.

Computer Skills

Applicants admitted to Allied Health programs must possess and demonstrate basic computer skills prior to enrollment in the program. These skills are vital to students' success in these programs, as many programs rely on online courses or use online instruction as a supplemental method to in-class teaching.

HEALTH EVALUATION FOR ACCEPTED ALLIED HEALTH STUDENTS:

Applicants should be aware that admission to Allied Health Programs is dependent upon physical and emotional health, compatible with the ability to provide safe patient care. To document evidence of satisfactory health, accepted Allied Health students may access a copy of the Student Health Forms, available on the website (http://www.davidsonccc.edu/academics/hwp_index.htm). Proof of required immunizations are also required. The cost to obtain the physical examination and required vaccinations is the responsibility of the student and should be completed in a timely manner for program entry.

An applicant with problems in physical or emotional health must provide evidence that appropriate treatment and/or counseling has taken place and that the problem has been alleviated. Persons with physical or emotional problems, which have not responded to treatment within a reasonable time, may be denied admission to the program.

See individual program websites for requirements and deadlines, which vary based on the program you are in.

CRIMINAL BACKGROUND CHECK & DRUG SCREENING FOR ACCEPTED ALLIED HEALTH STUDENTS

Clinical sites require a criminal background check and drug screening prior to participation in clinical site visits. Background checks are conducted through a contracted agency and include nation-wide criminal record and sexual predator checks. A 12-panel urine drug screen must be obtained from a DCCC-approved lab. Additional details can be obtained on the website:

http://www.davidsonccc.edu/academics/hwp_index.htm

If any facility refuses to allow the student to participate in the clinical experience at that agency as a result of those findings, the student will not be able to progress in the program. Inability to progress will result in failure of the course and removal from the program.

Scheduling of Classes in Allied Health Programs

Enrollment in health programs will require attendance at class or clinical laboratories at varying times of the day or evening and varying days of the week. Travel to and from clinical agencies as far away as Winston-Salem, Greensboro, and Salisbury may be necessary. Notification regarding clinical lab schedules is given as soon as possible, usually several weeks in advance. Students will be expected to attend clinical labs off campus at the site and time designated.

Placement Benchmarks (Eligible applicants must meet at least one benchmark for each subject area)

COMPUTER SKILLS	Computer Skills score of 60 or above within the last 5 years	Satisfactory completion of CTS 080 within the last 5 years.	Satisfactory completion (grade "C" or above) of an acceptable college-level (associate degree or higher) or high school computer course within the last 5 years
WRITING	ACCUPLACER Sentence Skills score of 86 or above within the last 3 years	Satisfactory completion of ENG 090 or ENG 095.	Satisfactory completion ("C" or above) of an acceptable college-level (associate degree or higher) course in English composition
READING	ACCUPLACER Reading Comprehension score of 80 or above within the last 3 years	Satisfactory completion of RED 090 or ENG 095.	Satisfactory completion ("C" or above) of an acceptable college-level (associate degree or higher) course in English composition
MATH (Arithmetic)	ACCUPLACER Arithmetic Skills score of 55 or above within the last 3 years	Satisfactory completion of MAT 060.	Satisfactory completion ("C" or above) of an acceptable college-level (associate degree or higher) math course
MATH (Algebra)* (*N/A for Med. Office Procedures)	ACCUPLACER Algebra Skills score of 55 or above within the last 3 years	Satisfactory completion of MAT 070.	Satisfactory completion ("C" or above) of an acceptable college-level (associate degree or higher) math course

Technical Standards for Allied Health Students in DCCC Programs

Purpose: In addition to DCCC requirements and course objectives, there are technical standards that encompass communication, motor skills, sensory and cognitive ability and professional conduct that are essential for the competent study and practice of health care.

The foundations for the Technical Standards for health care students in DCCC programs are as follows:

- The faculty has authority for the course as described in the Faculty Handbook.
- The instructor is to be treated with respect and has the right and authority to direct the class in whatever manner he/she determines will best facilitate the student's learning based upon the instructor's education and experience.
- Mutual respect is an essential component to effective education. It is important that all positions of a discussion are treated with equal respect and courtesy.

- The instructor’s obligation is to design a learning opportunity and present it effectively.
- It is the student’s responsibility to attend all components of the course and take responsibility for his/her performance in the course.

These Technical Standards are to be used as a guide:

- For admission, retention and graduation policies
- For comprehensive evaluation of subjectively and objectively measured skills, behaviors and attributes
- To articulate a set of standards for students and faculty to refer to for identification, reflection upon and correction of unsatisfactory behavior
- To assist students to reflect on, understand and accept accountability for the overt and subtle aspects of their behavior and how it impacts the learning environment, clients, colleagues, and the academic and health care environments.
- To assess the reasonableness of requests for special accommodations that would allow the student to perform according to the medical assisting scope of practice without fundamentally altering the program of study

The Technical Standards are referenced in the following manner:

- Intent Form/Application Packet
- Program Orientation
- Course Syllabi
- Student Handbook for specific allied health program
- DCCC General Catalog and Student Handbook

Process

These standards will be posted in the Student Handbook, on Blackboard or Moodle, distributed and reviewed with students at the onset of the program. Once a variation in Technical Standards is initiated, it will remain in effect throughout the student’s continuous progress through the program. To communicate between semesters, probation status will be documented with all program personnel.

The following statements and “Examples” represent standards (but are not all-inclusive) that a student in these programs would be required to perform in order to successfully complete the program.

If an accepted applicant believes that he or she cannot meet one or more of the standards without accommodations or modifications, the applicant should consult with the Associate Dean, Health Technology Division.

Please read through your intended program’s Technical Standards carefully and completely, then complete, sign and date the Intent Form and submit it to Admissions during your eligibility review.

Cancer Information Management Technology

The Technical Standards for **Cancer Information Management** students are outlined below. These Technical Standards include but are not limited to the following:

- I. Cognitive
 - A. Ability to measure, calculate, reason, analyze, integrate and synthesize information.
 1. Example: Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and clinical setting.
 2. Example: Apply broad class concepts to unique situations.
 3. Example: Concentrate to correctly perform health information tasks within the scope of practice.
 4. Example: Make correct judgments on seeking consultation or supervision in a timely manner.
 5. Example: Respond appropriately to constructive feedback.
- II. Communication
 - A. Appropriate interpersonal interaction with other students, faculty, staff, patients, family and other professionals.
 1. Example: Establish and maintain a professional relationship with patients and colleagues.

2. Example: Demonstrate appropriate impulse control and professional level of maturity.
 - B. Effective communication with others, both verbally and in writing.
 1. Example: Convey information in a clear, professional and timely manner.
 2. Example: Listen and respond to others in an accepting and respectful manner.
- III. Motor Skills
- A. Sufficient motor function to execute movements required to perform general health information duties.
 1. Example: Participate, within reasonable limits, to safely maneuver equipment and records to perform duties within scope of work.
 - B. Sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.
 1. Example: Participate completely in classroom activities.
 2. Example: Participate fully in required activities in clinical setting including extended periods of sitting, standing, lifting equipment and walking briskly as is reflective of the general practice of Cancer Information Management.
- IV. Professional Conduct
- A. Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
 1. Example: Examine and change his or her behavior when it interferes with professional relationships or the academic or health care environments.
 2. Example: Maintain mature, sensitive and effective relationships with patients, colleagues, faculty, staff and other professionals.
 3. Example: Demonstrate emotional stability to participate fully in the clinical and academic setting at an appropriate level.
 - B. Incorporate professional standards of practice into all activities.
 1. Example: Advocate, uphold and defend the individual's right to privacy and the doctrine of confidentiality in the use and disclosure of information.
 2. Example: Work effectively with a team in an academic or health care setting.
 3. Example: Use correct and appropriate grammar in written and oral communication, always being culturally sensitive and professional.
 - C. Demonstrate integrity and accountability in clinical and academic setting.
 1. Example: Complete all assignments in a timely manner while adhering to the DCCC code of ethics.
 2. Example: Respond appropriately to constructive feedback.
 3. Example: Take all tests and final examinations on time as scheduled.
 - D. Present self in a professional manner in clinical and academic settings.
 1. Example: Attend clinical following the dress code policy, including appropriate hygiene with no detectable scents or odors.
 2. Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment.
 - E. Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.
 1. Example: Use blackboard to collect course information.
 2. Example: Utilize multiple computer systems to complete tasks.
 3. Example: Utilize the internet to collect current information from appropriated sources to provide appropriate patient care.
 4. Example: Communicate via e-mail in a professional and ethical manner.
- V. Sensory
- A. Hearing sufficient to perform health information tasks.
 1. Example: Listening to physician and other health care providers verbal communications
 2. Example: Communication with employees and other hospital staff.
 - B. Vision sufficient for assessment necessary to perform health information tasks.
 1. Example: Reading provider documentation, statutes, regulations, reference materials and accreditation standards.

Health Information Technology

The Technical Standards for **Health Information Technology** students in the DCCC program are outlined below. These Technical Standards include but are not limited to the following:

I. Cognitive

- A. Ability to measure, calculate, reason, analyze, integrate and synthesize information.
 - 1. Example: Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and clinical setting.
 - 2. Example: Apply broad class concepts to unique situations.
 - 3. Example: Concentrate to correctly perform health information tasks within the scope of practice.
 - 4. Example: Make correct judgments on seeking consultation or supervision in a timely manner.
 - 5. Example: Respond appropriately to constructive feedback.
- II. Communication
 - A. Appropriate interpersonal interaction with other students, faculty, staff, patients, family and other professionals.
 - 1. Example: Establish and maintain a professional relationship with patients and colleagues.
 - 2. Example: Demonstrate appropriate impulse control and professional level of maturity.
 - 3. Effective communication with others, both verbally and in writing.
 - 4. Example: Convey information in a clear, professional and timely manner.
 - 5. Example: Listen and respond to others in an accepting and respectful manner.
- III. Motor Skills
 - A. Sufficient motor function to execute movements required to perform general health information duties.
 - 1. Example: Participate, within reasonable limits, to safely maneuver equipment and records to perform duties within scope of work.
 - B. Sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.
 - 1. Example: Participate completely in classroom activities.
 - 2. Example: Participate fully in required activities in clinical setting including extended periods of sitting, standing, lifting equipment and walking briskly as is reflective of the general practice of health information technology.
- IV. Professional Conduct
 - A. Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
 - 1. Example: Examine and change his or her behavior when it interferes with professional relationships or the academic or health care environments.
 - 2. Example: Maintain mature, sensitive and effective relationships with patients, colleagues, faculty, staff and other professionals.
 - 3. Example: Demonstrate emotional stability to participate fully in the clinical and academic setting at an appropriate level.
 - B. Incorporate professional standards of practice into all activities.
 - 1. Example: Advocate, uphold and defend the individual's right to privacy and the doctrine of confidentiality in the use and disclosure of information.
 - 2. Example: Work effectively with a team in an academic or health care setting.
 - 3. Example: Use correct and appropriate grammar in written and oral communication, always being culturally sensitive and professional.
 - C. Demonstrate integrity and accountability in clinical and academic setting.
 - 1. Example: Complete all assignments in a timely manner while adhering to the DCCC code of ethics.
 - 2. Example: Respond appropriately to constructive feedback.
 - 3. Example: Take all tests and final examinations on time as scheduled.
 - D. Present self in a professional manner in clinical and academic settings.
 - 1. Example: Attend clinical following the dress code policy, including appropriate hygiene with no detectable scents or odors.
 - 2. Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment.
 - E. Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.
 - 1. Example: Use blackboard to collect course information.
 - 2. Example: Utilize multiple computer systems to complete tasks.
 - 3. Example: Utilize the internet to collect current information from appropriated sources to provide appropriate patient care
 - 4. Example: Communicate via e-mail in a professional and ethical manner.
- V. Sensory
 - A. Hearing sufficient to perform health information tasks.

1. Example: Listening to physician and other health care providers verbal communications.
 2. Example: Communication with employees and other hospital staff.
- B. Vision sufficient for assessment necessary to perform health information tasks.
1. Example: Reading provider documentation, statutes, regulations, reference materials and accreditation standards.

Histotechnology

The Technical Standards for **Histotechnology** students in the DCCC program are outlined below. These Technical Standards include but are not limited to the following:

I. Cognitive

- A. Ability to measure, calculate, reason, analyze, integrate and synthesize information.
1. Example: Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and clinical setting.
 2. Example: Apply broad class concepts to unique client situations.
 3. Example: Concentrate to correctly perform histological procedures within their scope of practice and document appropriately in the often distracting and noisy, clinical setting.
 4. Example: Make correct judgments on seeking consultation or supervision in a timely manner.
 5. Example: Respond appropriately to constructive feedback.

II. Communication

- A. Appropriate interpersonal interaction with other students, faculty, staff, patients, family and other professionals.
1. Example: Establish and maintain a professional relationship with patients and colleagues.
 2. Example: Demonstrate appropriate impulse control and professional level of maturity.
- B. Effective communication with others, both verbally and in writing.
1. Example: Explain procedures, document actions, record patient results in a professional manner.
 2. Example: Convey information in a clear, professional and timely manner.
 3. Example: Listen and respond to others in an accepting and respectful manner.
 4. Example: Ability to make and receive phone calls from physicians and other health care professionals.

III. Motor Skills

- A. Sufficient motor function to execute movements required to perform necessary task in a laboratory setting and to perform necessary procedures to patients both in-house and in an ambulatory setting.
1. Example: Participate, within reasonable limits, to maneuver patients as needed to perform necessary tasks.
 2. Example: Manipulate equipment to perform maintenance and sample preparation and procedures.
 3. Example: Ability to organize and manage laboratory inventory including the processing and dispersing of laboratory supplies and reagents.
- B. Sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.
1. Example: Participate completely in classroom activities.
 2. Example: Participate fully in required activities in clinical setting including extended periods of sitting, standing, and lifting laboratory equipment.

IV. Professional Conduct

- A. Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
1. Example: Examine and change his or her behavior when it interferes with professional relationships or the academic or health care environments.
 2. Example: Maintain mature, sensitive and effective relationships with patients, colleagues, faculty, staff and other professionals.
 3. Example: Demonstrate emotional stability to participate fully in the clinical and academic setting at an appropriate level.
- B. Incorporate professional standards of practice into all activities.
1. Example: Engage in patient care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients and vulnerable adults.
 2. Example: Work effectively with a team in an academic or healthcare setting.

3. Example: Use correct and appropriate grammar in written and oral communication, always being culturally sensitive and professional.
 - C. Demonstrate integrity and accountability in clinical and academic setting.
 1. Example: Complete all assignments in a timely manner while adhering to the DCCC code of ethics.
 2. Example: Respond appropriately to constructive feedback.
 3. Example: Take all tests and final examinations as scheduled.
 - D. Present self in a professional manner in clinical and academic settings.
 1. Example: Attend clinical following uniform policy, including appropriate hygiene with no detectable scents or odors.
 2. Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment.
 - E. Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.
 1. Example: Use blackboard to collect course information.
 2. Example: Utilize clinical computers to deliver safe patient care.
 3. Example: Utilize the internet to collect current information from appropriated sources to provide appropriate patient care.
 4. Example: Communicate via e-mail in a professional and ethical manner.
- V. Sensory
- A. Hearing sufficient to assess health needs.
 1. Example: Hear and identify an alarm on a clock or laboratory instrument and to respond in an appropriate manner.
 2. Hear a patient's cry for help or sounds of distress.
 - B. Vision sufficient for assessment necessary to deliver appropriate care.
 1. Example: Observe a patient accurately, at a distance and close at hand.
 2. Example: Accurately interpret non-verbal communications.
 3. Example: Read the scales on pipettes and syringes in order to make necessary dilutions and to calibrate instrumentation. Manipulate sharp objects such as blades on a microtome.
 4. Example: See a change in color that is necessary for interpretation of laboratory procedure.
 5. Example: Ability to see adequately when using a microscope that all cellular detail is clearly visible.
 6. Example: Ability to see and interpret staining techniques macroscopically and microscopically.

Medical Assisting

The Technical Standards for **Medical Assisting** Students in the DCCC program are outlined below. These Technical Standards include but are not limited to the following:

- I. Cognitive
 - A. Ability to measure, calculate, reason, analyze, integrate and synthesize information.
 1. Example: Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and clinical setting.
 2. Example: Apply broad class concepts to unique client situations.
 3. Example: Concentrate to correctly perform medical assisting procedures within their scope of practice and document appropriately in the often distracting and noisy, clinical setting.
 4. Example: Make correct judgments on seeking consultation or supervision in a timely manner.
 5. Example: Respond appropriately to constructive feedback.
- II. Communication
 - A. Appropriate interpersonal interaction with other students, faculty, staff, patients, family and other professionals.
 1. Example: Establish and maintain a professional relationship with patients and colleagues.
 2. Example: Demonstrate appropriate impulse control and professional level of maturity.
 3. Example: Effective communication with others, both verbally and in writing.
 4. Example: Explain procedures and treatments, document actions, record patient responses to treatment in a professional manner.
 5. Example: Convey information in a clear, professional and timely manner.
 6. Example: Listen and respond to others in an accepting and respectful manner.
- III. Motor Skills

- A. Sufficient motor function to execute movements required to provide general care and treatment to patients in all ambulatory care settings.
 - 1. Example: Participate, within reasonable limits, to safely assist a patient in moving; for example, assisting patients with crutches, walker, or a cane or transferring patients from an exam table to a wheelchair.
 - 2. Example: Manipulate equipment to perform treatments including drawing and administration of injections, catheter insertion, and CPR administration.
- B. Sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.
 - 1. Example: Participate completely in classroom activities.
 - 2. Example: Participate fully in required activities in clinical setting including extended periods of standing, lifting equipment and walking briskly as is reflective of the general practice of medical assisting.
- IV. Professional Conduct
 - A. Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
 - 1. Example: Examine and change his or her behavior when it interferes with professional relationships or the academic or health care environments.
 - 2. Example: Maintain mature, sensitive and effective relationships with patients, colleagues, faculty, staff and other professionals.
 - 3. Example: Demonstrate emotional stability to participate fully in the clinical and academic setting at an appropriate level.
 - B. Incorporate professional standards of practice into all activities.
 - 1. Example: Engage in patient care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients and vulnerable adults.
 - 2. Example: Work effectively with a team in an academic or ambulatory care setting.
 - 3. Example: Use correct and appropriate grammar in written and oral communication, always being culturally sensitive and professional.
 - C. Demonstrate integrity and accountability in clinical and academic setting.
 - 1. Example: Complete all assignments in a timely manner while adhering to the DCCC code of ethics.
 - 2. Example: Respond appropriately to constructive feedback.
 - 3. Example: Take all tests and final examinations as scheduled.
 - D. Present self in a professional manner in clinical and academic settings.
 - 1. Example: Attend clinical following uniform policy, including appropriate hygiene with no detectable scents or odors.
 - 2. Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment.
 - E. Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.
 - 1. Example: Use blackboard to collect course information.
 - 2. Example: Utilize clinical computers to deliver safe patient care.
 - 3. Example: Utilize the internet to collect current information from appropriated sources to provide appropriate patient care.
 - 4. Example: Communicate via e-mail in a professional and ethical manner.
- V. Sensory
 - A. Hearing sufficient to assess health needs.
 - 1. Example: Hear an alarm, accurately measure blood pressures by auscultation, assess breath sounds, and hear a cry for help.
 - B. Vision sufficient for assessment necessary to deliver appropriate care.
 - 1. Example: Observe a patient accurately, at a distance and close at hand.
 - 2. Example: Accurately interpret non-verbal communications.
 - 3. Example: Read the scale on a syringe and the dial on the sphygmomanometer.
 - 4. Example: See a change in skin color. Distinguish color changes for the purpose of laboratory testing.
 - C. Sense of touch sufficient to perform a physical procedure and to detect movement.
 - 1. Example: Detect pulsation; palpate an artery or vein.

Medical Laboratory Technology

The Technical Standards for **Medical Laboratory Technology** Students in the DCCC program are outlined below. These Technical Standards include but are not limited to the following:

I. Cognitive

- A. Ability to measure, calculate, reason, analyze, integrate and synthesize information.
 - 1. Example: Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and clinical setting.
 - 2. Example: Apply broad class concepts to unique client situations.
 - 3. Example: Concentrate to correctly perform medical laboratory procedures within their scope of practice and document appropriately in the often distracting and noisy, clinical setting.
 - 4. Example: Make correct judgments on seeking consultation or supervision in a timely manner.
 - 5. Example: Respond appropriately to constructive feedback.

II. Communication

- A. Appropriate interpersonal interaction with other students, faculty, staff, patients, family and other professionals.
 - 1. Example: Establish and maintain a professional relationship with patients and colleagues.
 - 2. Example: Demonstrate appropriate impulse control and professional level of maturity.
 - 3. Effective communication with others, both verbally and in writing.
 - 4. Example: Explain procedures and treatments, document actions, record patient responses to treatment in a professional manner.
 - 5. Example: Convey information in a clear, professional and timely manner.
 - 6. Example: Listen and respond to others in an accepting and respectful manner.
 - 7. Example: Ability to make and receive phone calls from physicians and other health care professionals.

III. Motor Skills

- A. Sufficient motor function to execute movements required to perform necessary task in a laboratory setting and to perform necessary procedures to patients both in-house and in an ambulatory setting.
 - 1. Example: Participate, within reasonable limits, to maneuver patients as needed to perform necessary tasks such as venipuncture and bleeding times.
 - 2. Example: Manipulate equipment to perform maintenance and daily runs on laboratory analyzers.
 - 3. Example: Ability to organize and manage laboratory inventory including the processing and dispersing of laboratory supplies and reagents.
- B. Sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.
 - 1. Example: Participate completely in classroom activities.
 - 2. Example: Participate fully in required activities in clinical setting including extended periods of sitting, standing, and lifting laboratory equipment.

IV. Professional Conduct

- A. Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
 - 1. Example: Examine and change his or her behavior when it interferes with professional relationships or the academic or health care environments.
 - 2. Example: Maintain mature, sensitive and effective relationships with patients, colleagues, faculty, staff and other professionals.
 - 3. Example: Demonstrate emotional stability to participate fully in the clinical and academic setting at an appropriate level.
- B. Incorporate professional standards of practice into all activities.
 - 1. Example: Engage in patient care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients and vulnerable adults.
 - 2. Example: Work effectively with a team in an academic or ambulatory care setting.
 - 3. Example: Use correct and appropriate grammar in written and oral communication, always being culturally sensitive and professional.
- C. Demonstrate integrity and accountability in clinical and academic setting.
 - 1. Example: Complete all assignments in a timely manner while adhering to the DCCC code of ethics.
 - 2. Example: Respond appropriately to constructive feedback.
 - 3. Example: Take all tests and final examinations as scheduled.
- D. Present self in a professional manner in clinical and academic settings.

1. Example: Attend clinical following uniform policy, including appropriate hygiene with no detectable scents or odors.
 2. Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment.
- E. Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.
1. Example: Use blackboard to collect course information.
 2. Example: Utilize clinical computers to deliver safe patient care.
 3. Example: Utilize the internet to collect current information from appropriated sources to provide accurate and reliable laboratory testing.
 4. Example: Communicate via e-mail in a professional and ethical manner.
- V. Sensory
- A. Hearing sufficient to assess health needs.
1. Example: Hear and identify an alarm on a clock or laboratory instrument and to respond in an appropriate manner.
 2. Hear a patients cry for help or sounds of distress.
- B. Vision sufficient for assessment necessary to deliver appropriate care.
1. Example: Observe a patient accurately, at a distance and close at hand.
 2. Example: Accurately interpret non-verbal communications.
 3. Example: Read the scales on pipettes and syringes in order to make necessary dilutions and to calibrate instrumentation.
 4. Example: See a change in color that is necessary for interpretation of a laboratory procedure.
 5. Example: Ability to see adequately when using a microscope that all cellular detail is clearly visible.
 6. Example: Ability to see and interpret miller disks and micrometers microscopically.
- C. Sense of touch sufficient to perform a physical procedure and to detect movement.
1. Example: Detect pulsation; palpate an artery or vein.

Pharmacy Technology

The Technical Standards for **Pharmacy Technology** Students in the DCCC program are outlined below. These Technical Standards include but are not limited to the following:

- I. Cognitive
- A. Ability to measure, calculate, reason, analyze, integrate and synthesize information.
1. Example: Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and clinical setting.
 2. Example: Apply broad class concepts to unique client situations.
 3. Example: Concentrate to correctly perform medical laboratory procedures within their scope of practice and document appropriately in the often distracting and noisy, clinical setting.
 4. Example: Make correct judgments on seeking consultation or supervision in a timely manner.
 5. Example: Respond appropriately to constructive feedback.
- II. Communication
- A. Appropriate interpersonal interaction with other students, faculty, staff, patients, family and other professionals.
1. Example: Establish and maintain a professional relationship with patients and colleagues.
 2. Example: Demonstrate appropriate impulse control and professional level of maturity.
- B. Effective communication with others, both verbally and in writing.
1. Example: Explain technical information to clients with regard to medications use or application, document actions when necessary, respond to client/customer questions in a professional manner.
 2. Example: Convey information in a clear, professional and timely manner.
 3. Example: Listen and respond to others in an accepting and respectful manner.
- III. Motor Skills
- A. Sufficient motor function to execute movements required for pharmacy technician duties in any pharmacy setting.
1. Example: Making clinical rounds, standing for long periods of time, stocking and delivering pharmaceuticals, maneuver and work efficiently in small spaces.
 2. Example: Manipulate equipment involved in preparation and dispensing of pharmaceuticals.
- B. Sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.
1. Example: Participate completely in classroom activities.

2. Example: Participate fully in required activities in clinical setting including extended periods of standing and lifting equipment and walking briskly as is reflective of the general practice of pharmacy.

IV. Professional Conduct

- A. Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
 1. Example: Examine and change his or her behavior when it interferes with professional relationships or the academic or health care environments.
 2. Example: Maintain mature, sensitive and effective relationships with patients, colleagues, faculty, staff and other professionals.
 3. Example: Demonstrate emotional stability to participate fully in the clinical and academic setting at an appropriate level.
- B. Incorporate professional standards of practice into all activities.
 1. Example: Engage in pharmacy care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients and vulnerable adults.
 2. Example: Work effectively with a team in an academic or ambulatory care setting.
 3. Example: Use correct and appropriate grammar in written and oral communication, always being culturally sensitive and professional.
- C. Demonstrate integrity and accountability in clinical and academic setting.
 1. Example: Complete all assignments in a timely manner while adhering to the DCCC code of ethics.
 2. Example: Respond appropriately to constructive feedback.
 3. Example: Take all tests and final examinations as scheduled.
- D. Present self in a professional manner in clinical and academic settings.
 1. Example: Attend clinical following uniform policy, including appropriate hygiene with no detectable scents or odors.
 2. Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment.
- E. Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.
 1. Example: Use blackboard to collect course information.
 2. Example: Utilize clinical computers to deliver safe patient care.
 3. Example: Utilize the internet to collect current information from appropriated sources to provide appropriate patient care.
 4. Example: Communicate via e-mail in a professional and ethical manner.

V. Sensory

- A. Hearing sufficient to perform pharmacy tasks as directed.
 1. Example: Hear a telephone ring with an order, hear a plea for a stat item, hear mechanical difficulties involving equipment, hear a client/customer cry for help, and hear a hospital code being called over the loud speaker.
- B. Vision sufficient to perform pharmacy technician duties.
 1. Example: Read a medication container label, and read a medication order or prescription.
 2. Example: Read the scales on a syringe for drawing up a medication.
 3. Example: See a change in color when preparing a medication, and seeing particulate matters, such as glass from an ampule, within a solution being prepared.
- C. Sense of touch sufficient to know when personal injury has occurred.
 1. Example: Sticking one's self with a clean needle in the preparation of a medicinal product, such as with aseptic preparations.



Allied Health Department Programs Fall 2012 Intent Form

Must be received in the Admissions Office by 12:00 p.m. on Friday, January 27, 2012.

PRINTED Name: _____ Birth Date: _____

Student ID (OR Last 4 of SS#) _____ County of Residence: _____

Address _____ City _____ State _____ Zip _____

DCCC E-Mail Address _____

Home Phone _____ Work _____ Cell _____

I have read the Allied Health packet and if I have any questions about the steps or deadlines it is my responsibility to contact the Admissions Office to follow up or obtain further information.

I am responsible for submitting and completing all of the steps outlined in the Allied Health packet and doing so in a reasonable time for review.

After completing all of the required items I am responsible for making an appointment with an enrollment counselor to review my eligibility. I will be notified of my next steps at that time.

Submitting this Intent Form will not change my current major. I must complete the Change of Major process if I intend to do so.

This intent form is for the following Allied Health program:

*****DCCC students are permitted to apply for TWO selective programs*****

Cancer Information Management **Medical Office Procedures Certificate**

Health Information Technology **Medical Laboratory Technology**

Histotechnology **Pharmacy Technology Diploma**

Medical Assisting Diploma & Degree * Pharmacy AAS Degree & Phlebotomy use separate packets.

Signature _____

Date _____

Admissions Office Use Only:		
Eligibility:	<input type="checkbox"/> YES; <input type="checkbox"/> NO	Reason _____
Residency	_____;	ACA _____; BIO _____ (or HS Sci. _____)
Counselor:	_____	Review Date: _____