Fall 2016 Allied Health Programs Admission Policies and Procedures

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

**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 checklist.
- 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 completing an eligibility review 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 Friday, January 29, 2016. (Applicants completing the process after the deadline may be considered as late qualifying applicants on a space available basis).

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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, 2016);

c. **OFFICIAL college transcripts** from colleges attended. All transcripts are not required, only those in which you plan to transfer credit must be submitted. College transcripts must arrive in original sealed envelopes. *Faxed, copied, and on-line transcripts are not acceptable;*

d. **Placement scores** meeting Allied Health placement requirements (or approved equivalent) in the areas of computer skills, sentence skills, reading comprehension, arithmetic and algebra;

e. **Proof of Focus2 career assessment** ([http://www.davidsonccc.edu/focus-assessment](http://www.davidsonccc.edu/focus-assessment)) refer to page 3 of packet

f. **Fall 2016 Allied Health Intent Form** submitted to admissions. The form is provided as the last page of this packet.

g. **Eligibility Review** – After completing the requirements above, you are responsible for completing an Eligibility Review with an Enrollment Counselor between October 1, 2015 – January 29, 2016. This checklist and grades from supporting courses will be reviewed. (please do not arrive during lunch times between 11:00 a.m. – 1:00 p.m.)

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

- A-G Danielle Cook, (336) 249-8186, ext. 6707
- H-O Donna Newhouse, (336) 249-8186, ext. 6418
- P-Z Keri Statham, (336) 249-8186, ext. 6710
- Davie Campus – Please call for appointment - (336) 751-2885
- Sandra Porter, ext. 4853 or Bonnie Jones, ext. 6162

**NOTE:** Meeting all admission requirements does not guarantee placement into an allied health program.
Important Dates to remember:

<table>
<thead>
<tr>
<th>Intent Forms Available</th>
<th>September 8, 2015 through January 29, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory completion of all required preparatory courses</td>
<td>January 29, 2016</td>
</tr>
<tr>
<td>Allied Health Application Process Completion (See page 1)</td>
<td>January 29, 2016</td>
</tr>
<tr>
<td>Acceptance/Alternate Letters mailed</td>
<td>March 17, 2016</td>
</tr>
<tr>
<td>Deadline to Confirm Seat (if accepted)</td>
<td>March 31, 2016</td>
</tr>
</tbody>
</table>

Current Program Capacities and Notes:

<table>
<thead>
<tr>
<th>Program</th>
<th>Accepts</th>
<th>Additional Notes</th>
</tr>
</thead>
</table>
| Health Information Technology Degree  | 24      | • Program begins each fall semester  
• This is a day time program  
• Classes are primarily face-to-face  
• A student must meet all prerequisite and co-requisite HIT, BIO, ENG and MED course requirements with a grade of “C” or better for entry into the HIT program.  
• Core courses meet on the Davidson Campus |
| Medical Assisting (Diploma & Degree)  | 24      | • 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  
• A student must meet all prerequisite and co-requisite MED and all supporting course requirements with a grade of “C” or better for entry into the MED program. |
| Medical Laboratory Technology Degree | 24      | • Program begins each fall semester  
• This is a day time program  
• Classes are primarily face-to-face  
• Core courses meet on the Davidson Campus  
• A student must meet all prerequisite and co-requisite MLT course requirements with a grade of “C” or better for entry into the MLT program. |
| Pharmacy Technology (Diploma)         | 24      | • Program begins each fall semester  
• This is a day time program  
• Classes are on-line and/or face-to-face. Clinical portion is face-to-face.  
• Core courses meet on the Davidson Campus or on-line  
• Challenge courses are available for candidates with pharmacy experience  
  • A student must meet all prerequisite and corequisite PHM course requirements with a grade of “C” or better for entry into the PHM program.  
• Flexible options for clinical times – i.e. first, second, third, or weekend shifts are available |

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 29, 2016 deadline.

- Prior completion of the Anatomy and Physiology required for your program (BIO 163 OR BIO 165 AND BIO 166) completed at DCCC or transferred to DCCC earns students: A = 4 points; B = 3 points; C = 2 points (current high school seniors with a completed HS lab science above general biology with a grade of ‘A’ or ‘B’ will earn 2 bonus points.) BIO165 & BIO166 must both be complete to earn points in programs that require BIO163 – The highest grade will earn points in this instance with a total of 2-4 points.
  OR
  Completion of BIO 094: 1 point.

- ACA 090 completed at DCCC with a grade of SA, SB or SC: 1 bonus point.
- A Math class with an A, B or C at or above the level of MAT 115: 1 bonus point
- FOCUS2 career assessment (http://www.davidsonccc.edu/focus-assessment). Finish all three self-assessment parts: work interest, skills, and values. At the bottom of the MAIN PAGE, select “Review and Print your Portfolio”. The printed report should be submitted with your Allied Health Intent Form: 1 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 29 deadline may also be placed on the alternate list, but must contact their Enrollment Counselor for an 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 https://davidsonccc.edu/conditionally-accepted-ah-clinical-training-requirements. Proof of required immunizations, criminal background check and 12 panel urine drug screen are also required. The cost to obtain the required vaccinations, criminal background check and 12 panel urine drug screen 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: https://davidsonccc.edu/conditionally-accepted-ah-clinical-training-requirements

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 sites at varying times of the day or evening and varying days of the week. Travel to and from clinical agencies within the region may be necessary. Notification regarding the clinical schedule is given as soon as possible, usually several weeks in advance. Students will be expected to attend clinical sites off campus at the site and time designated.

**PLACEMENT ASSESSMENT AND EDUCATIONAL BACKGROUND INFORMATION:** One criterion for each subject must be met to achieve program eligibility. Other placement tests or high school transcript exemptions are subject to approval by your Enrollment Counselor.

<table>
<thead>
<tr>
<th>COMPUTER SKILLS</th>
<th>Satisfactory completion of CTS 080 within the last 5 years</th>
<th>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 or high school GPA exemption.</th>
</tr>
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<tbody>
<tr>
<td>WRITING</td>
<td>ACCUPLACER Sentence Skills score of 86 or above or combined score of 166 with reading OR NC DAP DRE Composite score of 151 or over within the last 5 years</td>
<td>Satisfactory completion of ENG 090 or ENG 095 or DRE 098 or DRE099. Satisfactory completion (&quot;C&quot; or above) of an acceptable college-level (associate degree or higher) course in English composition or high school GPA exemption</td>
</tr>
<tr>
<td>READING</td>
<td>ACCUPLACER Reading Comprehension score of 80 or above or combined score of 166 with sentence skills OR NC DAP DRE Composite score of 151 or over within the last 5 years</td>
<td>Satisfactory completion of RED 090 or ENG 095 or DRE 098 or DRE 099. Satisfactory completion (&quot;C&quot; or above) of an acceptable college-level (associate degree or higher) course in English composition or high school GPA exemption</td>
</tr>
<tr>
<td>MATH (Arithmetic)</td>
<td>ACCUPLACER DMA 010 – 030 with a score of 7 or Arithmetic Skills score of 55 or above within the last 5 years</td>
<td>Satisfactory completion of MAT 060 or DMA 010 - DMA 030. Satisfactory completion (&quot;C&quot; or above) of an acceptable college-level (associate degree or higher) math course or high school GPA exemption</td>
</tr>
<tr>
<td>MATH (Algebra)</td>
<td>ACCUPLACER DMA 040 with a score of 7 or Algebra Skills score of 55 or above within the last 5 years</td>
<td>Satisfactory completion of MAT 070 or DMA 040. Satisfactory completion (&quot;C&quot; or above) of an acceptable college-level (associate degree or higher) math course or high school GPA exemption.</td>
</tr>
</tbody>
</table>

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 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
- Student Handbook for specific allied health program
- DCCC General Catalog and Student Handbook

**Process**
These standards will be posted in the Student Handbook, on 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.

**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 Moodle 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.

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 Moodle 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. 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.
      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.
      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 Moodle 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. Example: 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.
   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.
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 Moodle 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 2016 Intent Form
Must be received in the Admissions Office by Friday, January 29, 2016.

PRINTED Name: ___________________________________________  Birth Date: ____________________

Student ID (OR Last 4 of SS#) ___________________________________________________________

Address ___________________________________________  City ___________________  State _____  Zip________

DCCC E-Mail Address _________________________________________________________________

Home Phone_________________________ Work_______________________ Cell____________________

<table>
<thead>
<tr>
<th>Are you a high school senior this year?</th>
<th>NO</th>
<th>YES</th>
<th>If YES: Do you have a high school science above general biology with a lab?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you completed BIO 165 or BIO 166?</td>
<td>NO</td>
<td>YES</td>
<td>If YES: FINAL BIO 165 grade ______  FINAL BIO 166 grade ______</td>
</tr>
<tr>
<td>Have you completed BIO 163?</td>
<td>NO</td>
<td>YES</td>
<td>If YES: FINAL BIO 163 grade ______</td>
</tr>
<tr>
<td>Have you completed ACA 090 at DCCC?</td>
<td>NO</td>
<td>YES</td>
<td>If YES: What is your FINAL ACA grade?</td>
</tr>
<tr>
<td>Have you completed MAT115 or higher?</td>
<td>NO</td>
<td>YES</td>
<td>If YES: What is your FINAL Math grade?</td>
</tr>
<tr>
<td>Have you been previously admitted in an Allied Health program?</td>
<td>NO</td>
<td>Yes</td>
<td>If YES: Which program?</td>
</tr>
<tr>
<td>Have you completed the FOCUS 2 Career Assessment?</td>
<td>NO</td>
<td>YES</td>
<td>If YES: Attach the printed 2-page portfolio to this intent form.</td>
</tr>
</tbody>
</table>

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 have read and understand the technical standards listed for my program of interest.

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 completing an eligibility review 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. Rank your first choice program as “1” and second choice program as “2”***

_  _____  Medical laboratory Technology

_  _____  Pharmacy Technology Diploma

_  _____  Health Information Technology

_  _____  Medical Assisting Diploma & Degree

Signature ___________________________________________ Date __________________________

Admissions Office Use Only:

Eligibility: _____YES; _____ NO  Reason __________________________

ACA ________; BIO ________ (or HS Sci. ________)  Math ________; Focus ________