Health Services/
Health Care Management

Student Handbook
Individual Performance Contract

Individual Performance Contract Purpose
A healthcare management career choice commands development of the high standards the field requires in order to earn and sustain the trust of patients, clients, stakeholders, and colleagues. As an element of the admissions process, each student of the Health Care Management Program must sign an agreement committing their adherence to the personal and professional competency development outlined in the Individual Performance Contract.

Instructions
Five American College of Healthcare Executives (ACHE) Competency Domains guide the Health Care Management Program and inform Program Learning Outcomes, Course Learning Outcomes, Key Performance Indicators, and Assessments. As the Capabilities comprise the program matrix, students must gain understanding of how these competencies can be applied in their personal and professional development as students and future healthcare managers. Please read the following practices and place a check mark next to each as a sign of your commitment to learn and practice each competency throughout the duration of your IRSC course of study.

As an Individual in Pursuit of a Healthcare Management Career I will strive to:

Check the boxes below after you have read and understand the expectations.

☐ Communicate clearly and concisely with internal and external partners to establish and maintain relationships, and facilitate constructive interactions with individuals and groups.

☐ Inspire individual and organizational excellence, create a shared vision and successfully manage change to attain the organization’s strategic ends and successful performance.

☐ Align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement. For example, as a student this entails being on time for class, regularly participating/logging onto class, and submitting assignments on time.

☐ Understand the healthcare system and the environment in which healthcare managers and providers function.

☐ Apply business principles and systems thinking, to the healthcare environment in which I work.

Please Print Name

Student Signature

Date
NOTIFICATION OF SOCIAL SECURITY NUMBER COLLECTION AND USAGE

In compliance with Florida Statute 119.071(5), this document serves to notify you of the purpose for the collection and usage of your Social Security number by Indian River State College (IRSC). IRSC collects and uses your Social Security number only if specifically authorized by law to do so or it is imperative for the performance of its duties and responsibilities as prescribed by law. Specifically, IRSC collects your Social Security number for the following purposes:

**Admissions Department**

Federal legislation relating to the Hope Tax Credit makes it mandatory that all postsecondary institutions report student Social Security numbers to the Internal Revenue Service (IRS). This IRS requirement makes it mandatory for colleges to collect the Social Security number of every student. A student may refuse to disclose his or her Social Security number to IRSC, but the IRS is then authorized to fine the student in the amount of $50.

In addition to the federal reporting requirements, the public school system in Florida uses Social Security numbers as a student identifier (Florida Statutes 1008.386). In a seamless K-20 system it is non-mandatory; however, it is beneficial for postsecondary institutions to have access to the same information for purposes of tracking and assisting students in the smooth transition from one education level to the next. All Social Security numbers are protected by federal regulations Family Educational Rights and Privacy (FERPA).

**Financial Aid Department**

It is mandatory that the Office of Financial Aid at IRSC requires students to submit their Social Security numbers on various forms in order to correctly identify applicants, match each applicant’s financial aid record with the student record, and to help coordinate state aid programs with institutional and federal aid programs as authorized by Sections 483 and 484 of the Higher Education Act of 1965, as amended.

**Outreach Programs**

Programs such as the Educational Opportunity Program and College Reach-Out Program are youth outreach projects funded by discretionary grants from the United States or Florida Departments of Education. As such, each project is required to exclusively serve eligible participants that are citizens or nationals of the United States; or are permanent residents of the United States. In order to verify a participant’s project eligibility, it is mandatory that Social Security numbers are collected and also later used when submitting information for the Annual Performance Reports due to the United States or Florida Department of Education.

**Workforce Programs**

It is mandatory that these programs use Social Security numbers as an identifier for program enrollment and completion. Also, Social Security numbers are used for entering placement information into either the OSMIS or the Employ Florida Marketplace statewide data collection and reporting system. Because these are performance based contract programs, it is required that all participants and their program related activities be recorded in the Florida state system.

**Continuing Education, Corporate & Community Training Institute (CCTI)**

Because of Florida State Board of Education reporting requirements and Department of Business and Professional Regulations reporting requirements, it is mandatory for students who enroll in Continuing Education and/or CCTI courses and/or customized training seminars to submit their Social Security number.

**State and Federal Reporting**

It is mandatory that the College collects Social Security numbers to periodically report student/employee level data to federal and state agencies for research and data collection.

**Testing**

It is mandatory that the College collects Social Security numbers for the purpose of reporting state and national standardized testing results, including but not limited to: TABE, GED®, FTCE, ACT, CLEP, HOBET.

**Miscellaneous**

It is mandatory to collect Social Security numbers for agency third party billings, payment collections, state and federal data collection, tracking, benefit processing, tax reporting, and for identification and verification.

To protect your identity, IRSC will secure your Social Security number from unauthorized access and assign you a unique student identification number. This unique identification number will then be used for all associated employment and educational purposes at IRSC.

Copies of the full IRSC Notification of Social Security Number Collection and Usage document can be obtained from Student Services at all IRSC campuses and at the IRSC website at www.irsc.edu.

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Indian River State College does not discriminate on the basis of race, color, national origin, ethnicity, sex, religion, age, disability, sexual orientation, marital status, veteran status or genetic information in its programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies:

Adriene B. Jefferson
Equity Officer and Title IX Coordinator
IRSC Main Campus • 3209 Virginia Avenue • Fort Pierce, FL 34981 • (772) 462-7156
PREFACE

The Health Science student is subject to the guidelines and regulations presented in this handbook as well as the policies in the Indian River State College Student Handbook/Planner.

The provisions of this publication are not to be construed as a contract between the student and Indian River State College. The College reserves the right to change any provision or requirement when such action will serve the interests of the College or its students. The College further reserves the right to ask a student to withdraw when it considers such action to be in the best interest of the College.

EA/EO

Indian River State College does not discriminate on the basis of race, color, national origin, ethnicity, sex, religion, age, disability, sexual orientation, marital status, veteran status or genetic information in its programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies:

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(772) 462-7156
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>PART</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. STATEMENT OF PURPOSE</td>
<td></td>
</tr>
<tr>
<td>Health Science Division Purpose Statement</td>
<td>1</td>
</tr>
<tr>
<td>Program Learning Outcomes</td>
<td>1</td>
</tr>
<tr>
<td>II. REGULATIONS AND INFORMATION</td>
<td></td>
</tr>
<tr>
<td>Admissions</td>
<td>2</td>
</tr>
<tr>
<td>Core Performance Standards</td>
<td>2</td>
</tr>
<tr>
<td>Health Services/Health Care Management Competencies And Professional Development/Service Learning</td>
<td>4</td>
</tr>
<tr>
<td>PDSL Suggested Experiences</td>
<td>6</td>
</tr>
<tr>
<td>PDSL Portfolio Documentation</td>
<td>7</td>
</tr>
<tr>
<td>Student Healthcare Network</td>
<td>11</td>
</tr>
<tr>
<td>Academic Integrity and Professional Conduct</td>
<td>12</td>
</tr>
<tr>
<td>Statement of Ethics</td>
<td>12</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>12</td>
</tr>
<tr>
<td>Email</td>
<td>13</td>
</tr>
<tr>
<td>Health Requirements</td>
<td>13</td>
</tr>
<tr>
<td>Background Check/Drug Screen Regulation</td>
<td>14</td>
</tr>
<tr>
<td>Dress Code</td>
<td>15</td>
</tr>
<tr>
<td>Classroom and On-Campus Lab Standards</td>
<td>16</td>
</tr>
<tr>
<td>Clinical Standards</td>
<td>16</td>
</tr>
<tr>
<td>Class Cancellation</td>
<td>17</td>
</tr>
<tr>
<td>Security Precautions</td>
<td>17</td>
</tr>
<tr>
<td>Change in Health Status Form</td>
<td>19</td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
</tr>
<tr>
<td>Health Science Division Student Handbook</td>
<td>15</td>
</tr>
</tbody>
</table>
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Health Science Division Purpose Statement

The Health Science Division supports the mission of Indian River State College (IRSC). We prepare students to function effectively as members of the healthcare team by advancing healthcare through
- Innovative educational programs
- Excellence in teaching
- Clinical leadership
- Service to the community

Program Learning Outcomes

Five American College of Healthcare Executives (ACHE) Competency Domains guide the Healthcare Management Program Learning Outcomes. Graduates of the Associate of Science Degree in Health Services Management and the Bachelor of Science Degree in Healthcare Management programs will be able to demonstrate the following program learning outcomes:

Communication and Relationship Management

Demonstrate written and interpersonal communication and critical thinking skills as an entry level member of the health care team.

Leadership

Perform assigned tasks with personal accountability and professional responsibility.

Professionalism

Describe characteristics, skill-sets attitudes and values necessary for positions of responsibility in a variety of health care settings.

Knowledge of the Healthcare Environment

Define healthcare systems and the environment in which healthcare manager’s function.

Business Skills and Knowledge

Apply business principles, including systems thinking, to the healthcare environment.
PART II
REGULATIONS AND INFORMATION

Admission to the Health Science programs

Individuals interested in a Health Science program can obtain information on the application procedure from www.irsc.edu. Health Science Program Admission Booklets are published on the IRSC website for each class to be admitted. The booklet contains details on the criteria for admission, a checklist, the application process and deadline dates. Individual advisement is available at all campuses. Falsification of information in the application process may result in rejection or invalidation of the application. Admissions booklets are available through the IRSC website: www.irsc.edu.

Core Performance Standards for Admission and Progression

In considering application to a health science program, interested students need to be aware that for progression and completion of a health science program, the faculty will evaluate the following areas of competency: emotional, perceptual, cognitive, functional and physical.

All health care agencies reserve the right to refuse any student without reason.
Health Care Management Competencies and Professional Development/Service Learning

Introduction

Five American College of Healthcare Executives (ACHE) Competency Domains guide the Health Care Management Program and inform Program Learning Outcomes, Course Learning Outcomes, Key Performance Indicators, and Assessments. As the Capabilities comprise the program matrix, it is logical that the desired core capabilities, aptitudes, and skills should also guide the Professional Development Service Learning (PDSL) component of the program.

Professional Development

There are 5 Competency Domains that define the gold standard for a Healthcare Manager to aspire to in order to function at an optimal level in their career. Each domain has a subset of associated skills. Ongoing professional development in the following areas is essential:

**Competency 1. Communication and Relationship Management**
The ability to communicate clearly and concisely with internal and external customers, establish and maintain relationships, and facilitate constructive interactions with individuals and groups, including:

1.1 Relationship Management
1.2 Communication Skills
1.3 Facilitation and Negotiation

**Competency 2. Leadership**
The ability to inspire individual and organizational excellence, create a shared vision and successfully manage change to attain the organization’s strategic ends and successful performance. Leadership intersects with each of the other four domains, including:

2.1 Leadership Skills and Behavior
2.2 Organizational Climate and Culture
2.3 Communicating Vision
2.4 Managing Change

**Competency 3. Professionalism**
The ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement, including:

3.1 Personal and Professional Accountability
3.2 Professional Development and Lifelong Learning
3.3 Contributions to the Community and Profession
**Competency 4. Knowledge of the Healthcare Environment**
The understanding of the healthcare system and the environment in which healthcare managers and providers function, including:

- 4.1 Healthcare Systems and Organizations
- 4.2 Healthcare Personnel
- 4.3 The Patient’s Perspective
- 4.4 The Community and the Environment

**Competency 5. Business Skills and Knowledge**
The ability to apply business principles and systems thinking, to the healthcare environment, including:

- 5.1 General Management
- 5.2 Financial Management
- 5.3 Human Resource Management
- 5.4 Organizational Dynamics and Governance
- 5.5 Strategic Planning and Marketing
- 5.6 Information Management
- 5.7 Risk Management
- 5.8 Quality Improvement

**Service Learning**

Service Learning is an instructional method that draws from experiences to assist students in gaining knowledge and appreciation for underlying concepts, ideas, and principles associated with a discipline-specific program of study. Promoting and strengthening the idea of democratic citizenship is another key element of service learning. By combining hands-on experience with guided reflections and analysis of the interaction the student acquires a deeper understanding of his or her responsibility and future healthcare manager role in the community.

**Professional Development Service Learning (PDSL)**

In order to maximize the learning experience, the Health Care Management Program will combine the best elements of both Professional Development and Service Learning throughout the course of the degree journey. Students must seek and secure experience objectives from each of the 5 Competencies in consultation with Health Care Management faculty, and address a minimum of 16 of the 22 (73%) Competency Sub-Sets. The student is accountable for achieving 4 PDSL objectives per semester as follows: 4 throughout Technical Core Course Semester, 4 First Year/Fall Semester, 4 First Year/ Spring Semester, and 4 Second Year/Fall Semester. Note that the Second Year/Spring Semester includes Capstone, which serves as a cumulative PDSL objective. Please refer to Figure 1) PDSL Schedule.
Figure 1) PDSL Schedule

<table>
<thead>
<tr>
<th>Technical Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA1001 Intro to HC Mgt.</td>
</tr>
<tr>
<td>HSA2182 Mgt. Concepts</td>
</tr>
<tr>
<td>HSA2802C HC Seminar</td>
</tr>
<tr>
<td>HSC1632C Overview-HC Delivery</td>
</tr>
<tr>
<td>HSC2531 Medical Terminology</td>
</tr>
</tbody>
</table>

4 PDSL Objectives

First Year/Fall Semester

<table>
<thead>
<tr>
<th>4 PDSL Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA3113 Trends</td>
</tr>
<tr>
<td>HSC4730 Research</td>
</tr>
<tr>
<td>HSA3184 Leadership</td>
</tr>
<tr>
<td>HSA4421 Policy</td>
</tr>
</tbody>
</table>

First Year/Spring Semester

<table>
<thead>
<tr>
<th>4 PDSL Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA3191 Information Systems</td>
</tr>
<tr>
<td>HSC4160 Marketing</td>
</tr>
<tr>
<td>HSA4383 Quality Improvement</td>
</tr>
<tr>
<td>HSA4110 Competencies</td>
</tr>
</tbody>
</table>

Second Year/Fall Semester

<table>
<thead>
<tr>
<th>4 PDSL Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA4340 Human Resources</td>
</tr>
<tr>
<td>HSA4423 Law</td>
</tr>
<tr>
<td>HSA4170 Finances</td>
</tr>
<tr>
<td>HSA4817 Practicum</td>
</tr>
</tbody>
</table>

Second Year/Spring Semester

<table>
<thead>
<tr>
<th>4 PDSL Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA4922 Capstone</td>
</tr>
</tbody>
</table>

Remember

Students Must Acquire At least 1 PDSL from each Competency and 16 of the 22 Competency Sub Sets

Waiver

No waiver will be granted for working students. Students will fulfill the required 4 PDSL schedule per semester by documenting professional development experiences acquired through their current employment site. A sample of suggested experiences per competency are provided on the following page. If the student has any question about the relevance of a proposed activity, they should consult their Faculty or Adjunct Instructor for clarity.
PDSL Suggested Experiences

Students will be responsible for securing and documenting their PDSL objectives on their PDSL Portfolio. A few suggested experiences within each Competency Sub Set are listed below, and this is not an exhausted list, so if a student has a question about a proposed objective they should consult Health Care Management Faculty.

<table>
<thead>
<tr>
<th>Competency Sub Set</th>
<th>Potential PDSL Objectives</th>
</tr>
</thead>
</table>
| **1. Communication** | ▪ Present at local High School HOSA classes  
 ▪ Participate on health information panel  
 ▪ Write articles for SHn E-newsletter  
 ▪ Network with regional healthcare practitioners |
| 1.1 Relationship Management  
 1.2 Communication Skills  
 1.3 Facilitation and Negotiation |  |
| **2. Leadership** | ▪ Partner with local agency grant projects i.e.) Healthy Living, Tobacco-Free  
 ▪ Partner with Habitat for Humanity  
 ▪ Start community vegetable garden  
 ▪ Support domestic violence shelter  
 ▪ Assist with fundraising for cancer research  
 ▪ Become a member of a community Board |
| 2.2 Organizational Climate and Culture  
 2.3 Communicating Vision  
 2.4 Managing Change |  |
| **3. Professionalism** | ▪ Job Shadowing  
 ▪ Career coaching  
 ▪ Attend seminars, conferences and workshops  
 ▪ Engage foster parents in resource improvements  
 ▪ Join Toastmasters  
 ▪ Resume/Interview development |
| 3.1 Personal and Professional Accountability  
 3.2 Professional Development/Lifelong Lrn.  
 3.3 Contributions to Community/Profession |  |
| **4. Knowledge Healthcare Environment** | ▪ Research current health issues or trends  
 ▪ Job shadowing  
 ▪ Help Children with chronic illnesses  
 ▪ Join environmental programs  
 ▪ Collect items for soldiers overseas  
 ▪ Volunteer in nursing home and hospitals  
 ▪ Join Hospice projects  
 ▪ Improve water quality for local population |
| 4.1 Healthcare Systems and Organizations  
 4.2 Healthcare Personnel  
 4.3 The Patient’s Perspective  
 4.4 The Community and the Environment |  |
| **5. Business Skills and Knowledge** | ▪ Conduct a survey  
 ▪ Lead a focus group  
 ▪ Interview target audiences  
 ▪ Participate on health information panel  
 ▪ Teach computer skills to elderly and low-income individuals and children  
 ▪ Help support disaster preparedness  
 ▪ Research current health issues or trends  
 ▪ Participate in community strategic planning  
 ▪ Advocate for healthcare policy changes |
| 5.1 General Management  
 5.2 Financial Management  
 5.3 Human Resource Management  
 5.4 Organizational Dynamics/Governance  
 5.5 Strategic Planning and Marketing  
 5.6 Information Management  
 5.7 Risk Management  
 5.8 Quality Improvement |  |
PDSL Portfolio Documentation

✔ Identify Competency Sub Set
The intent for completion of PDSL objectives is to grow both personally and professionally in the Health Care Management discipline. As students gain knowledge and skill synthesis application through a series of PDSL opportunities, they will add to a Professional Portfolio, which can be supplemented and honed through subsequent Practicum and Capstone experiences. Students must seek and secure PDSL experience objectives from each of the 5 Competencies and address a minimum of 16 of the 22 (73%) Competency Sub-Sets over the course of their Technical Core Courses and First and Second Semesters of the Health Care Management program.

✔ Describe the PDSL Objective
Provide sufficient description about the experience to support addressing the specific Competency Sub Set, Location, Contact, and hours served.

▪ Direct Service: Students have face-to-face contact with the service recipients. For example: tutoring; serving meals at a homeless shelter; working with the elderly in a nursing home, etc.

▪ Indirect Service: Students perform a service without having face-to-face contact with the recipient. Usually resources are channeled to help alleviate a problem. For example: food & clothing drives; walk-a-thons or fundraisers; environmental projects, etc.

▪ Advocacy: Students educate others about a particular issue with the goal being to eliminate the cause of a particular problem. For example: writing letters to legislators or editors; preparing and displaying posters, plays, or other educational materials for others, etc.

▪ Professional Development: Students participate in an awareness building or hands on event that supports personal and professional improvement. For example job shadowing with a healthcare professional, serving a member of health grant committee, attending a career coaching seminar, etc.

✔ Outcome
Recording the outcome is important in order to link the learning to personal and professional career development and therefore it must be evidence-based, accurate, and accountable to the competencies demanded by the healthcare management discipline. In order to be sure that a proposed PDSL objective is appropriate, the student be able to answer who, what, where, when, why, and how prior to acceptance of the objective. Following the experience the student must be able to document the outcome and impact by reflecting on knowledge or awareness gained from the experience. Who, what, where, when, why, and how inquiry provide an excellent filter to prompt students reflection associated with outcomes.
<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Competency</th>
<th>In order for the student to ascertain…</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHO</td>
<td>Communication</td>
<td>Who am I, and how do I convey this through my oral and written presentations.</td>
</tr>
<tr>
<td>WHAT</td>
<td>Leadership</td>
<td>What are my strengths and leadership potential?</td>
</tr>
<tr>
<td>WHERE/WHEN</td>
<td>Professionalism</td>
<td>Where and when am I expected to act in a professional manner, and how does my professional emotional competency framework inform this?</td>
</tr>
<tr>
<td>WHY</td>
<td>Healthcare Environment</td>
<td>Why is it important to understand the current healthcare marketplace?</td>
</tr>
<tr>
<td>HOW</td>
<td>Business Skills</td>
<td>How is a healthcare manager expected to function within the healthcare enterprise?</td>
</tr>
</tbody>
</table>

✔️ Tracking PSDLs through Student E-Portfolio on RiverLife

An electronic PSDL E-Portfolio Documentation Form will be available to each student through RiverLife, and students will be responsible for tracking fulfillment of the correct amount of PSDL objectives each semester.
Competency Domain Sub Sets

1.1 Relationship Management
1.2 Communication Skills
1.3 Facilitation and Negotiation
2.1 Organizational Climate and Culture
2.2 Communicating Vision
2.3 Managing Change
3.1 Personal and Professional Accountability
3.2 Professional Development/Lifelong Lrn.
3.3 Contributions to Community/Profession
4.1 Healthcare Systems and Organizations
4.2 Healthcare Personnel
4.3 The Patient’s Perspective
4.4 The Community and the Environment
5.1 General Management
5.2 Financial Management
5.3 Human Resource Management
5.4 Organizational Dynamics and Governance
5.5 Strategic Planning and Marketing
5.6 Information Management
5.7 Risk Management
5.8 Quality Improvement

<table>
<thead>
<tr>
<th>Comp Sub set #</th>
<th>PDSL Objective</th>
<th>Outcome</th>
<th>Date Posted to Portfolio</th>
<th>Approved by Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5.4 Advocate for ‘Save the Lagoon’ campaign by writing letters to legislators and gaining signatures on petitions. Contact, Ms. Smith at Martin County EPA 772-xxx-xxxx. (4) Saturday mornings in September for a total 12 service hours.</td>
<td>Gained understanding of role an advocate has on issues and level of work necessary to move the needle on policy.</td>
<td>Sept. 30, 2016</td>
<td>Dr. X</td>
</tr>
<tr>
<td>2</td>
<td>4.4 Prepared informational packets for Martin Health Services Volunteer Appreciation Day. Contact Ms. Wells at MHS 772-xxx-xxxx Direct service (2) 6 hour shifts 4/6/17 and 4/15/17.</td>
<td>Witnessed how knowledgeable the Vol. Coordinator has to be about all hospital systems in order to place volunteers in each department.</td>
<td>April 15, 2017</td>
<td>Dr. X</td>
</tr>
<tr>
<td>3</td>
<td>3.1 Served as active member of Student Learning Network and facilitated 2 Career Enhancement Seminars. Contact, Dr. Drabczyk at 772-462-7539, Professional Development total of 14 hours.</td>
<td>Gained knowledge about event planning, seminar design, outreach to speakers, marketing, and evaluation.</td>
<td>May 3, 2017</td>
<td>Dr. D</td>
</tr>
</tbody>
</table>
Student Healthcare Network

The Student Healthcare Network (SHn) is the official student association of the Health Care Management Department. SHn is supported by the Treasure Coast - Healthcare Executive Network (THEN), with membership linkage to the American College of Healthcare Executives (ACHE). As a result of this regional and national affiliation, student members of SHn enjoy direct networking opportunities with leaders in the healthcare field. SHn serves as a conduit for service learning, career development, and cutting edge conversations that advance excellence for healthcare professionals in training.

Students will have an opportunity to fulfill PDSL objectives through the SHn by active participation as a member or officer, through networking with local healthcare professionals, and attendance at professional career development seminars held during the fall and spring semesters.

If you have additional questions, or to enroll, please contact Dr. Anne L. Drabczyk, SHn Faculty Advisor at adrabczy@irsc.edu
**Academic Integrity and Professional Conduct**

Academic integrity and professional conduct is vital in the college environment. Certain behavior is required at all times. Students should review the *Student Standards of Conduct* found in the *IRSC Student Handbook/Planner* available on the IRSC website.

Faculty and staff have the responsibility to counsel any student they have observed violating academic integrity or exhibiting unprofessional conduct.

- **First occurrence** – Any unprofessional conduct will be explained to the student and a counseling form written and remediation will be required.
- **Second occurrence** – Any unprofessional conduct will again be explained, a counseling form written, the student will be placed on probation and the student will be required to discuss these occurrences with the Department Chair or a College Health Science administrator, and remediation will be required.
- **Third occurrence** – For any unprofessional conduct that occurs for a third time, the student will be permanently dismissed from the program.

Students at Indian River State College must conduct themselves in an honest and honorable manner. Any student found guilty of cheating or plagiarism will receive an “F” for the course and disciplinary action up to and including expulsion from the Health Science program.

**Statement of Ethics**

Upon entering Indian River State College, each student inherently agrees to accept the responsibility and trust granted to the health care profession by society. When a particular behavior is questioned, the student must be able to justify all behavior as ethical. Failure to do so may result in disciplinary action which may include dismissal from the program.

**Confidentiality**

*PROTECTED HEALTH INFORMATION (PHI)* is information you create or receive in the course of providing treatment or obtaining payment for services while engaged in health science program activities, including: information related to the past, present or future physical and/or mental health or condition of an individual and information in ANY medium – whether spoken, written or electronically stored – including videos, photographs and x-rays. Students are expected to treat all patient information confidentially, whether spoken, written or electronically stored. PHI is protected by federal legislation and provides strong privacy rights and preserves quality healthcare. A violation of these federal regulations can result in discipline, loss of health science student status, fines or imprisonment. If a disclosure of PHI is made willfully and with an intent for personal gain, the penalty can be as high as a $250,000 fine and 10-year imprisonment.

Students will not under any circumstances discuss any client, hospital or staff information outside the confines of the classroom, clinical or post-conference area and/or without the direction and guidance of the respective instructor or other IRSC faculty or department director supervision. It is illegal for students to photocopy, print or electronically transmit any part of the client’s chart computerized record. If at any time a student has a concern
regarding an occurrence in the health care setting, the student is to discuss the concerns with the IRSC faculty. Health care agencies may require students to sign an agency confidentiality agreement prior to any experience in that facility.

Cellphones, tablets and any other technical equipment, except for laptop computers, are to be turned off and kept in a purse or bag under the student’s desk. Cell phones are to be turned off or silenced. Audio recording devices may be used in the classrooms only with the instructor’s permission. Under no circumstances are visual recording devices or cameras to be used in the classroom or health care setting.

Social Media sites such as Facebook, Instagram, Twitter etc. are subject to the same professional standards related to HIPPA, FERPA and clinical affiliation confidentiality. Violations of this nature will be subject to the same disciplinary action as Section 2.01 Health Science Statement of Ethics in the Health Science Division Student Handbook.

Failure to maintain confidentiality as outlined in this regulation will result in immediate dismissal from the Health Science program and possible legal proceedings.

Email/Contact Information

All students are required to maintain an IRSC RiverMail email account. Emails are to be professionally written with appropriate grammar, punctuation, correct spelling and a signature. The student is required to notify the nursing office and the College of any change in contact information.

Health Requirements

1. Good physical and mental health are required for all health care employees; therefore, all health science students must provide assurance that they are in good physical and mental health upon entrance into the program and each year thereafter.

2. The assurance shall be from a licensed physician/A.R.N.P./P.A who conducts a physical examination and reports his/her findings on the Student Health Record. The physical exam must be dated no earlier than one year prior to the end of the first semester classes. The student’s health record is considered valid, for one year. All health information must be valid throughout the time student is enrolled in the program.

3. The medical examination tests and immunizations will be conducted at the student’s expense.

4. Upon entrance to the Health Science program, student’s health record must verify:
   a. evidence of a negative tuberculin screen (result valid for one year)
   b. documentation of two MMR immunization or of a positive Rubella titer, Rubella titer and Mumps titer
   c. documentation of all three immunizations and positive titer or signed declination for Hepatitis B vaccine
d. documentation of Varicella status
e. documentation of medications/drugs taken/dosage/route
f. recommendations for unlimited physical activity
g. evidence of negative drug screen
h. documentation of Tetanus immunization within the past ten years
i. annual flu immunization

5. Proof of negative TB results and CPR certification must be valid through the program. TB results are valid for one year from test date. CPR expiration date is listed on CPR card. Students not in compliance with this regulation will be dropped from the roster on the first class day. If a seat is not available once the record is cleared, the student will have to wait until the next semester when there is an available seat.

6. The IRSC Health Science Division recognizes that a student who is not physically and mentally healthy may not be safe to participate in a health care environment.

a. Students who have a change in health status/injury while enrolled in the program will be expected to report the nature of their change in status to their instructor and/or the Department Chair. Changes in medical condition and/or medication regimen should be promptly reported in writing to the Health Science Office. Failure to do so may result in dismissal from the program.

b. Any student who exhibits symptoms of illness/injury which pose such a threat and/or who is under the influence of alcohol or illegal drugs may be immediately removed from the classroom/health care agency will be drug tested and if appropriate, will be referred to their private physician. IRSC regulations will be followed as outlined in the Substance Use/Abuse Policy.

c. After any change in health status, the student must submit a statement from his/her physician to the effect that his/her condition is not detrimental to the safety or health of himself/herself, nor patients before returning to the program.

d. In cases where absences caused by a change in health status interfere with student’s progress, students will be asked to withdraw from the program and may apply to re-enter the program after resolution of the health problem and submission of an updated health record. (See Readmission Regulation).

**Background Check/Drug Screening Requirements**

Refer to the IRSC website at [www.irsc.edu](http://www.irsc.edu). Click Programs and Careers and then Health Sciences. In the Division box, select Health Sciences/How to Apply and then Background Check Requirements.

Students must successfully complete the Drug/Background Check the semester prior to registering for HSC 2802C.
Dress Code

The personal appearance and demeanor of the Health Science students at IRSC reflect the College and the Health Science Division program standards and are indicative of the student’s interest and pride in the profession. Students are required to adhere to dress code standards for all activities. Students must appear neat and professional at all times. Information regarding the dress code will be distributed to students during orientation to the program. Students will not be permitted on hospital units, hospital units/health care agency sites, patient care areas or observational experiences unless they are in correct dress code. Violation of the dress code will be dealt with on an individual basis. A student may be dismissed for inappropriate attire.

1. **The Health Care Management student uniform** consists of dress khaki pants and a forest green polo shirt with the IRSC emblem and Health Care Management Program insignia just below the left shoulder. Khakis must be full length (not capris or ankle length), not cargo pants with multiple pockets, spandex material, or jean khakis. The pants may be purchased at multiple retail outlets. The polo shirts are for sale only in the campus bookstore for approximately $16.99, and qualified financial aid may apply to purchase of this uniform requirement. The uniform will be worn when the student is in class, during service learning, on site visits, and for both practicum, and capstone placements.

2. The IRSC student ID will be visible at all times, and worn attached to the IRSC Health Care Management lanyard, when the student is in class, during service learning, on site visits, and for both practicum, and capstone placements.

3. Conservative jewelry only will be worn such as a watch and earrings. Visible body piercing, including tongue piercing must be removed.

4. Proper personal hygiene, including mouth care, must be practiced. Decorative dental appliances must be removed.

5. Hair is to be neat, clean and of a natural color. Hair ornaments should not be worn.

6. Conservative barrettes are acceptable.

7. Nails must be short, clean and well-manicured with conservative nail polish only. No artificial nails or nail art allowed.

8. Conservative make-up may be worn.

9. No colognes or perfumes will be worn. No smoking odors should be noticeable.

10. Shoes must be closed toe, kept clean and polished.

11. Clothing must be kept mended, laundered and pressed.

12. Men should be clean shaven or neatly trimmed.

13. Undergarments must be worn but should not be visible.

14. No body art or tattoos may be visible.

15. Tops are to be of a length sufficient to cover any skin.

16. No hats are to be worn in class or at a health care agency.

17. No gum chewing permitted.
18. Students must also adhere to the policies of the health care agency during service learning, and for both practicum, and capstone placements.

**Classroom and On-Campus Lab Standards**

Note: Failure to adhere to any classroom, campus lab or clinical standards may result in dismissal from the program.

1. Students are requested to provide appropriate family members, friends, schools, babysitters, etc., with a detailed accounting of their schedules, including course names, room numbers, assigned facility, etc., in case of an emergency. The Health Science Division cannot and will not handle routine calls and messages for students. Direct family members, etc., are not to call the College except for a true emergency.

2. Children, family members and friends are not allowed in the classroom areas.

3. During class breaks and before and after class, students are asked to use the outside of the building, as loitering in the hallways is disruptive to the other classes in session. No smoking is permitted in any college building or on any walkways within 100 feet of the HSC building.

4. Students must adhere to the concept of confidentiality regarding tests/examinations. Information about the nature of or items on any exam may not be shared with other individuals.

5. Students making poor progress in a course and who have irregular attendance will be given written notice of unsatisfactory progress and may be required to meet with the Program Director or Department Chair.

6. Students who fail to meet the course objectives due to absences will be required to repeat the course.

7. The use of any IRSC computer to access ethnic or sexually derogatory materials is in violation of the College sexual harassment policy and will result in disciplinary action.

**Clinical Standards**

1. Students are required to adhere to the policies and procedures of each health care institution according to the contractual agreement between the College and the health care institution. Agencies have the right to refuse a student’s participation at their site.

2. Students must hold and maintain current CPR certification at all times. (i.e. BLS-C). CPR certification must be valid from the first day of a semester to the end of a semester and submitted to the Health Science Office prior to registration, or a hold will be placed on the student file preventing registration.

3. Students should have transportation and be willing to attend clinical in any facility in the four-county area. There is no guarantee students will be assigned to a facility close to their home.
4. The instructor may confer with the health care agency staff on the progress of each student as necessary. Written objectives for the courses are shared with agency staff.

5. No cell phones or recording devices are allowed in health care agencies. Students cannot text message and cannot take photos. Hand held technology equipment can only be utilized for educational purposes.

6. Students are requested to take as little money, keys, notebooks, etc. as possible into the agency, and to store things at the agency in the designated place.

7. Should a student be involved in an accident or injury, a college accident report must be completed and signed by the student immediately along with the agency report. If the accident involved a possible exposure to a bloodborne pathogen, the college health nurse must also be notified immediately.

**Class Cancellation**

The College may need to cancel classes in cases of severe weather or an emergency situation. Students are advised to listen to local radio stations (i.e. 88.9 F.M.) for official information on any college-wide closings/class cancellation.

**Security Precautions**

Students should be cognizant of these “common sense” security precautions while on any IRSC campus or clinical site:

1. Always be safety conscious. Be aware of your surroundings.
2. Stay in well-lit areas. Make it a point to walk in main walkways with other students and use the “buddy system” whenever possible.
3. Do not enter elevators with someone who looks out of place or behaves suspiciously.
4. Do not go into stairwells alone.
5. Keep your keys in your hand while you walk to your car. Always make sure your car is locked and check the back seat before entering the vehicle.
6. Keep the door locked if you are in a room alone and ask who is there before opening a door.
7. Make sure a close friend, roommate or relative knows where you are going and when you are expected back.
8. If you feel that you are being followed or threatened, go immediately to a place where there are other people.
9. All suspicious persons and activities should be immediately reported. Students should immediately speak with their teacher or report to the Student Affairs Office at the Main Campus or Main Office at the branch campuses.

Students can also use the **Code Blue Telephones** located at the Main Campus, Chastain Campus and St. Lucie West Campus.

Students can also **Dial #77** on any office phone at the Main Campus to report suspicious activity or dial 462-4755.
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Indian River State College
Health Services Management Program

Change in Health Status

Student’s Name _______________________________ Student ID ______________________

This above-mentioned student is presently enrolled in the Health Services Management Program at Indian River State College. The role of a healthcare professional in the various healthcare settings requires academic, physical, mental and environmental work/demands. Due to the nature of the program, the student will be exposed to health hazards demonstrating the ability to make appropriate judgment decisions in emergency and non-emergency situations. In order to determine the appropriate precautions, we need the following information:

(1) Diagnosis ________________________________________________________________

(2) Date of Onset ____________________________________________________________

(3) Present Health Status ______________________________________________________

(4) Do you recommend him/her continuation in the enrolled program?
   _____Yes _____No

(5) Recommended date Clinical Education may resume: __________________________

(6) Recommended date for continuation of didactic lectures with co-requisite laboratories:
   _______________________________________________________________________

(7) Do you recommend any limitation to regular duties? _____Yes _____No
   If yes, please explain.

__________________________________________________________________________

Physician’s Signature __________________________ Date ________________________
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APPENDIX:
Health Science Division Student Handbook
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