



Sterile Processing Student Handbook

2024-2026

Table of Contents

Introduction.....	5
Purpose of Handbook.....	5
General College Information	6
Non-Discrimination Statement	6
Title IX: Sexual Misconduct, Discrimination, Harassment and FERPA.....	7
American Disabilities Act (ADA).....	7
College and Program Accreditation.....	8
Student Support Services.....	9
Sterile Processing Program Information	11
Program Description	11
Mission	12
Vision.....	12
Philosophy.....	12
Program Goals.....	13
End of Program Student Learning Outcomes.....	14
Program Curriculum.....	15
Faculty	15
Administrators and Support Staff.....	16
Program Advisory Committee and Shared Governance.....	16
Program Technology Requirements.....	16
Program Admission Policy and Criteria.....	17
Sterile Processing Program Policies.....	18
Tobacco Policy	19
Communication Policies.....	19
Conflict Resolutions.....	19
Email Communication	20
Online Conduct	21
Lecture Recording Policy	23

Cell Phones Policy.....	24
Social Media Policy	24
Progression Policies.....	26
Extenuating Appeals Process	27
Emergency Situations and Exceptions	27
Withdrawal Policy.....	27
Readmission Policy	28
Attendance Policy.....	29
Late or missed Assignment/Exam Policy.....	31
Bereavement Policy.....	31
Outside Employment Policy	32
Transfer Policy.....	32
Uniform Policy.....	33
Health and Safety Guidelines/Essential Skills and Functional Abilities	34
Clinical Guidelines	36
Required Clinical Documentation.....	36
My Clinical Exchange (mCE)	36
Clinical Policy Related to School Closures.....	37
Clinical Attendance Guidelines	37
Clinical Schedules	37
Clinical Graded Assignments	38
Sterile Processing Hours Requirement	38
Clinical Assessments	39
Roles	39
Decontamination.....	39
Assembly/Prep/Pack.....	39
Storage	40
Clinical Evaluations	40
Remediation	41
Safety Advisory and Guideline	41
Safe Clinical Practice Responsibilities	43

Insurance – Malpractice/Liability and Workers’ Compensation	43
Disciplinary Procedures	44
Academic Integrity.....	44
Written Assignments	45
AI Software Policy	45
Disciplinary Actions.....	45
Study Skills For Success	46
Student Acknowledgement Forms	47
Handbook Acknowledgement Form.....	47
Disqualifying Offenses	48
Permission for Assignment Use	48
Confidentiality Statement for Examinations and Simulation Labs Including Use of Social Media	48
HIPAA	49
FERPA: Family Education Rights and Privacy Act	50
Photographic/Videotape/Interview Release (Optional)	50
Release of Classroom Audio Recording (Optional).....	51
APPENDICES	53
Appendix A - Application Review Criteria Points	54
Appendix B – HIPAA Training Form	55
Appendix C - “Worker’s Compensation Injury Information Form	56
Appendix D – OSHA Training Form.....	60
Appendix E - Incident/Warning Report.....	61

Introduction

Purpose of Handbook

Welcome to the Sterile Processing Program at the Community College of Denver (CCD). We are committed to assisting and encouraging students in any reasonable way to be successful, to become enriched by learning, and have some fun while a student with us. We will share our expertise based on knowledge and experience to enhance awareness as a health professional.

This handbook was developed to help students succeed. The purpose of this handbook is to provide an overview of the Sterile Processing Program at CCD, its guidelines, policies, and procedures. It is intended to supplement [CCD's Catalog](#).

Students are responsible for reading and following the policies and principals outlined in the CCD's Catalog, the Sterile Processing Program Student Handbook, and Clinic Manual. Upon receipt of the handbook, it will be assumed that students clearly understand and will abide by the policies and procedures contained within. Failure to adhere to the published protocol cannot be blamed on ignorance. Should there be a situation or circumstance that raises a question, remember it is best to ask before acting. Please keep the handbook on hand for reference. Students are responsible to maintain the accuracy and currency of the information by adding updated material as it is presented to them.

General College Information

CCD is one of the 13 colleges in the Colorado community College System (CCCS) and the fifth-largest community college in Colorado. As a Hispanic Serving Institution (HSI) and Minority Serving Institution (MSI), CCD plays a vital role in opening access to higher education to students from underserved and disadvantaged backgrounds and is essential to meeting Colorado's diverse workforce needs. CCD was established in 1967 as a public, open access, high-achieving community college to "provide its diverse community an opportunity to gain quality higher education and achieve personal and professional success in a supportive and inclusive environment."

CCD welcomes all DREAMers, ASSET, DACA & undocumented students. Our vision is to empower students to overcome the adversity and stigma that is associated with being a DREAMer by creating a positive impact on the community through volunteer opportunities and campus involvement. Being unified as a support network for students leads to innovation in an ever-evolving community. CCD has been a long-time supporter of DREAMers and is the only community college in Colorado that has partnered with TheDream.US.

General information about the Community College of Denver, including and not limited to academic calendar, hours of operation, student services, employee directory, crime statistics, catalogs, schedules, etc. can be accessed through the college's website at [CCD Website](#). Course catalogs specifying institutional policies, program outlines, and course descriptions can be found here at [CCD Course Catalog](#).

Non-Discrimination Statement

Community College of Denver prohibits all forms of discrimination and harassment, including those that violate federal and state law, and the [State Board for Community Colleges and Occupational Education Board Policies 19-60](#). The College does not discriminate on the basis of sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, genetic information, gender identity, or sexual orientation in its employment practices and educational programs and activities.

Community College of Denver will take appropriate steps to ensure that the lack of English skills will not be a barrier to admission and participation in vocational education programs. The notice of non-discrimination can be found on [CCD's website](#).

Title IX: Sexual Misconduct, Discrimination, Harassment and FERPA

Under Title IX of the Education Amendments of 1972, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” In addition to protecting students, faculty, and staff from discrimination and harassment based upon sex, gender identity, and sexual orientation, Title IX of the Education Amendments of 1972 also prohibits any form of discrimination based upon pregnancy or related conditions.

The College has designated Shana Stovall, HR Executive Director, as its Affirmative Action Officer / Equal Opportunity Coordinator / Title IX Coordinator with the responsibility to coordinate its civil rights compliance activities and grievance procedures.

For information, contact: Shana Stovall Executive Director, Human Resources Title IX/ EO/ ADA/ 504 Coordinator 303.352. 3220 King Center, Suite 565 Campus Box 240 P.O. Box 173363 Denver, CO 80217-3363	You may also contact: Office for Civil Rights 303.844.5695 U.S. Department of Education Cesar E. Chavez Memorial Building 1244 North Speer Boulevard, Suite 310 Denver, CO 80204
--	--

FERPA: The Sterile Processing program follows all Family Educational Rights and Privacy Act (FERPA) of 1974 guidelines as required by federal law and [CCD](#).

American Disabilities Act (ADA)

The Community College of Denver abides by the American Disabilities Act (ADA) by offering students accommodations when approved by Accessibility Center.

CCD is committed to providing equal access for persons with disabilities in accordance with the Americans with Disabilities Act of 1990 (ADAAA) Amendments Act of 2008

and Section 504 of the Rehabilitation Act of 1973, in addition to Section 508. In support of its commitment to provide equal access to all students, CCD offers accommodations and support through the Accessibility Center (AC). Through the AC office, all students will have equal access to all programs, services, and activities offered at CCD.

The [Accessibility Center](#) (AC) is committed to serving students with physical health, mental health, learning, and/or temporary medical conditions and believes everyone should have access to the resources they need to reach their academic potential. The AC opens the door to a rich college experience by providing services, resources, and reasonable accommodations for our students with disabilities.

Students with documented disabilities who need accommodations to access their courses should apply for services at the Accessibility Center (AC). Faculty members are not obligated to provide accommodation without proper notification from the AC. Students should contact the AC before courses begin to provide ample time for approval. Students who receive accommodations by the AC should inform their instructors so accommodations can be implemented before the beginning of the course. Students who require accommodations after the start of the program can still request accommodations and should provide instructors their accommodations as soon as they are approved. Examples of accommodations include, but are not limited to, priority seating in classrooms, recording of class lectures, testing accommodations, accessible seating, and excused rest periods.

If a student is pregnant or has a pregnancy related condition, the student may be granted accommodations through the normal accommodation process or if a medical provider deems them medically necessary. Nothing in these statements should be construed as a modification to the essential elements or functions of any academic program, course, or practicum assignment.

College and Program Accreditation

The Community College of Denver (CCD) is a two-year public community college. It is a member of the Colorado Community College System (CCCS) and is fully accredited by the Higher Learning Commission.

Higher Learning Commission

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604

800-621-7440; 312-263-0456

[Higher Learning Commission](#)

The Sterile Processing Program at CCD designed all curriculum to prepare students for the CRCST exam through HSPA. HSPA (Healthcare Sterile Processing Association) is a professional organization dedicated to advancing the sterile processing industry. It provides certification, education, and resources to help professionals in the field enhance their skills, maintain high standards, and ensure patient safety through effective sterilization and infection control practices. HSPA also sets the guidelines for certification exams, including the CRCST (Certified Registered Central Service Technician) exam, which is recognized as a standard of competency for sterile processing technicians.

Student Support Services

Situated in downtown Denver, CCD's Auraria campus is co-located with Metropolitan State University of Denver (MSU Denver) and University of Colorado at Denver (CU Denver). This shared setting offers unique opportunities for CCD to partner with CU Denver and MSU Denver to create cooperative programs and services that provide seamless educational pathways and enhance learning experiences for students at all three institutions. The co-location of CCD on the Auraria campus affords students access to amenities often not available to community college students such as a university research library, nationally known guest speakers and subject matter experts, tri-institutional conferences, and the opportunity to co-enroll in classes at one of the 4-year institutions.

The Auraria Library provides access to almost 2 million e-books, 254,000 e-journals, over 230,000 streaming videos, and more than 400 online databases. The library also houses approximately 480,000 print books, 34,000 microfiche, and 7,600 physical journals.

Student resources available for all students include:

- [Academic Advising and Student Success Center](#) offers services around degree planning, course sequencing, and transfer options. Our programs are organized into eight pathways, each with their own advising specialist.
- [Office of Student Conduct and Support](#) offers free mental health counseling for CCD students and connects them with resources for legal assistance, health professionals, housing assistance, and finding resources for domestic violence.
- [Accessibility Center](#) is committed to serving students with disabilities to support their retention and success.
- [Center for Workforce Initiatives](#): helps students, community members, and job seekers navigate opportunities on campus and across metro Denver and assists with connecting students with work-based learning and internship opportunities.
- [EXCEL! Knowledge Zone](#) provides tutoring and academic success support.
- [Financial Aid Office](#) advisors assist students with financial aid counseling, and financial and other scholarship applications.
- [Student Programming, Activities, and Resource Center \(SPARC\)](#) department coordinates several extracurricular activities for students, provides human services resources such as childcare scholarships, access to the food pantry, and oversees student organizations and clubs.
- [Auraria Healthcare Center](#) offers medical and mental health services for students, faculty, and staff.
- [Admissions, Recruitment & Outreach](#) team connects and assists prospective students through the pre-enrollment and transition to college process by developing positive relationships, walking prospective students through the path toward enrollment, and providing top-notch service.
- The [Educational Opportunity Center](#) serves a six-county metropolitan area offering the community information on accessing higher education, planning and assisting with the completion of the admissions and financial aid applications, exploring career options, and dissemination of private scholarship sources to low income, first-generation students.

- The [Testing Center](#) supports teaching and learning by providing high-quality test administration and excellent customer service in a comfortable and secure testing environment.
- [The Phoenix Center at Auraria](#) ending Interpersonal Violence (IPV) through Prevention, Awareness and Support Services. Learn more about this resource to students and staff and reach out.
- [TRIO Student Support Services](#) provides comprehensive academic, financial and personal guidance within an active community of students and staff.
- [Veterans Services Center](#) provides resources to Veteran students and helps them get connected with their peers.

A complete list of student services, resources, and hours of operations can be found on [CCD's website](#), and is included in the [CCD 2024-2025 Course Catalog](#) (pages 28-30).

Sterile Processing Program Information

Program Description

The Sterile Processing Program at Community College of Denver is a 1-semester certificate program. It delivers the knowledge and skills necessary for sterile processing students to enter the field of sterile processing as well as to take the National Certification Examination for Sterile Processing through HSPA.

The program aligns with the standards set forth by HSPA and AAMI. AAMI (Association for the Advancement of Medical Instrumentation) is a nonprofit organization that focuses on the development of standards, guidelines, and best practices for medical devices and healthcare technology. AAMI works to improve patient safety by providing education, resources, and advocacy for the safe and effective use of medical equipment. The organization plays a critical role in advancing the field of medical instrumentation through research, collaboration, and the creation of industry standards. The program is a combination of didactic, lab and internship (clinical) instruction. During the pre-clinical phase of the program, emphasis is placed on classroom and laboratory instruction. Classroom instruction includes medical terminology,

microbiology, patient care in regards to surgery, decontamination, surgical instrumentation, assembly of surgical sets, and sterilization methods. The externship (clinical) experience includes rotations through various facets of the sterile processing department at hospitals and surgery centers located in the Denver metro area including Colorado Springs, Fort Collins, and other designated locations. The student functions under the supervision of the instructor, staff Sterile Processing tech, Educator, Supervisor, and Manager in performing as a member of the perioperative team and completing the minimum 400 hours to take the national exam.

Mission

The mission of the Sterile Processing program at CCD is "To provide exceptional education and training in sterile processing, ensuring the highest standards of patient safety, infection control, and quality assurance. We are committed to developing skilled professionals who are equipped with the knowledge, expertise, and certifications necessary to excel in the sterile processing field and contribute to the overall health and well-being of patients." The program is committed to accomplishing this mission through the use of effective and diverse instructional methods that encompass both traditional and technology-based strategies.

Vision

To strive to develop sterile processing technicians who can provide safe, quality, evidence-based, patient-centered care to the diverse populations that encompass the Denver community as well as the greater global community.

Delivered by a dedicated faculty, the program provides a collaborative teaching-learning environment to promote critical thinking, lifelong learning, and offers positive role models in an ever changing and global society.

Philosophy

The Sterile Processing program at Community College of Denver adopts the codes and standards developed by HSPA for our students. As part of our mission, CCD Sterile

Processing Program has adopted the following Code of Ethics:

1. To always prioritize patient safety by ensuring the proper cleaning, sterilization, and handling of medical instruments and equipment to prevent infection and harm.
2. Uphold the highest standards of honesty, integrity, and professionalism in all actions, including the accurate reporting of sterilization practices and any potential errors or concerns.
3. To respect and protect the patient's legal and moral rights to quality patient care.
4. Foster a collaborative and respectful work environment, valuing the contributions of all team members, and working together to ensure the highest quality of sterile processing.
5. To maintain a high degree of efficiency through continuing education.
6. To maintain and practice skills willingly, with pride and dignity.
7. To report any unethical conduct or practice to the proper authority.
8. To adhere to the code of ethics at all times in relationship to all members of the healthcare team.

Program Goals

The Sterile Processing program goals are developed as performance indicators which provide evidence that the program is meeting its mission and goals set by the faculty. Program Goals show the effectiveness of the educational program and serve as a mechanism to guide program development and revisions. The following program goals are congruent with the mission of CCD and the Sterile Processing program.

Program Goal #1 – Retention and Graduation

- At least 80% of the students enrolled in the Sterile Processing program will complete

the program within 150% of the program length from the date of the first sterile processing course.

Program Goal #2 – Licensure Pass Rates

- The annual pass rate in the National Certification Examination for Sterile Processing is at least 70% for first-time test takers.

Program Goal #3 – Attainment of End of Program Student Learning Outcome

- 80% of students earn at least 75% passing score on each evaluation criteria.

Program Goal #4 - Job Placement Rates

- At least 80% of graduates who respond to the Post-Secondary Vocational Graduate Follow- Up Survey (VE-135) will report that they are employed as a Sterile Processing Tech within twelve months of passing the National Certification Examination for Sterile Processing after graduation.

End of Program Student Learning Outcomes

CCD's Sterile Processing goals are to graduate sterile processing students with the knowledge to be successful on the Healthcare Sterile Processing Association (HSPA) exam and obtain the skills to enter the workforce as an entry-level technicians competent in the sterile processing duties. Students shall become competent entry-level sterile processing technicians in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Upon successful completion of CCD's Sterile Processing Program, graduates will be able to:

1. Apply knowledge of the biological sciences as they relate to surgical procedures in the sterile processing department.
2. Demonstrate competence in the knowledge and use of sterile and aseptic techniques as they apply to their scope of practice.
3. Be an effective communicator with patients, and all members of the healthcare team, ensuring that confidentiality and all legal and ethical principles are practiced.
4. Coordinate all aspects of each sterile processing role, utilizing critical thinking and

problem- solving skills.

Student Learning Outcomes are congruent with the mission and student learning outcomes of the college. They guide the curriculum and student evaluations.

Program Curriculum

The Sterile Processing Program at CCD is a Certificate Program (16 credits). Below is the list of all courses that comprise the sterile processing program.

Course Code	Course Name	Credit Hours	Contact Hours	Banner Schedule Type
SPI 1000	Sterile Instrument Processing	4	75	Lecture/Lab
SPI 1081	Internship: Sterile Processing technology	9	400	Clinical
SPI 2079	Sterile Processing Seminar	3	45	Lecture
	Semester Total	16	270	

Faculty

The full-time and part-time sterile processing faculty in the Sterile Processing program bring to the program ample experience from a variety of specialties.

Faculty	Email	Phone
Amanda Torres, CST, CRCST Program Director, Clinical Coordinator	Amanda.Torres@ccd.edu	303-365-8372
Ashley Schneider, CST, C-FA Full-time Core Faculty	Ashley.Schneider@ccd.edu	_____
Sarah Judson, CST Part-Time Core Faculty	Sarah.Judson@ccd.edu	_____
Melody Montano, CST Part-Time Core Faculty	Melody.Montano@ccd.edu	_____

Administrators and Support Staff

Administrators and Support Staff	Email	Phone Number
Dr. Fida Obeidi Health Sciences and STEM Dean	Fida.Obeidi@ccd.edu	(303) 365-8388
Hank Weigel Health Sciences and STEM Associate Dean	Hank.Weigel@ccd.edu	(303) 352-6203
Stephanie Bean Health Sciences Clinical and Apprenticeship Coordinator	Stephanie.Bean@ccd.edu	(303) 365-8359
Tyler Casias Health Science and Student Success Coordinator	Tyler.Casias@ccd.edu	(303) 365-8303
Tu Mai Health Sciences and STEM Academic Support Coordinator	Tu.Mai@ccd.edu	(303) 365-8310

Program Advisory Committee and Shared Governance

The Advisory Committee for the Sterile Processing program at CCD is composed of a credentialed sterile processing tech, educator, employer, public member, current student, graduate from the Program, the Program Director, and faculty members from the Program. The Advisory Committee provides guidance on the design, development, implementation, evaluation, maintenance, and revision of the program to stay in alignment with emerging industry needs and standards. The committee also advocates the program to communities and legislators and seeks legislative support for career pathways if needed. It assists with job placement of program completers, and leverages community resources (equipment, facilities, materials, students' scholarships), and provides work-based learning experiences for learners, promotes communication between the program and industry regarding employment needs of the community.

Program Technology Requirements

Courses within the Sterile Processing Program use online resources as a learning and communication tool between faculty and students. Students will need access to a computer and network internet connection. Students will receive orientation to D2L, PeriopSim, and other electronic resources prior to the use of these platforms. Additional D2L training can be found on [CCD's Teaching and Learning Website](#). Students are expected to know their access

information and ensure access to these platforms prior to any course/exam that will require use of those technologies. Students who do not maintain their accounts maybe penalized according to the course syllabus.

IT Support

Students experiencing IT issues or having difficulties accessing their email, D2L or Portal may contact the Help Desk for support. The help desk may be contacted as follows:

Monday – Thursday, 7:30 a.m. – 6:00 p.m. Friday, 8:00 a.m. – 5:00

p.m. Phone: 303.352.3030

Email: HelpDesk@ccd.edu

Program Admission Policy and Criteria

Admission to the sterile processing program is very competitive, and the number of applicants always exceeds the number of positions available. Information is provided below regarding the application review, acceptance criteria, and other information about the program.

The sterile processing program is limited to the number of students it may admit to each class based on the size of the clinical facilities. Minimum criteria are established to be eligible for placement in the applicant pool and must be met by the application deadline posted on the website. Meeting the minimum criteria for selection does not guarantee admission to the sterile processing program. The final selection will be made using the 50-point system, which takes into account the criteria listed above.

Applications to the Sterile Processing Program are accepted twice a year a year for spring and fall start. Application periods are listed on the program’s homepage. All applicants to the CCD Sterile Processing Program must apply and be accepted to the Community College of Denver prior to submitting a separate selective admission application to the Sterile Processing Program.

To prepare to apply to the Sterile Processing Program, applicants must complete college readiness in Math and English. This can be done by either taking the Accuplacer, ACT, or SAT and receiving a college ready score, having taken previous college level Math and English courses and receiving a “C” or better, or taking the self-assessment through CCD.

All applicants must complete a mandatory program information session as part of the application process. Times and dates of the information sessions can be found on the program's homepage.

There will be other documents that must be submitted or paperwork completed as part of the application process. Be prepared to provide the following additional items with your application:

1. Background Check and Drug Screen – You must complete a criminal background check and drug screening as part of the application process.
2. You may order the background check and drug screen at the [Colorado Community College System's CastleBranch website](#). Once your order is complete, we will collect your receipt, and CCD's Human Resources will contact us upon your approval/denial. You do not need to wait until you have the background screening results before proceeding with the application. You will be contacted by the program administrator upon approval/denial. You will need to upload the confirmation page of the background check and drug screen to the online application. Please read the CCCS list of [disqualifying offenses](#).
3. Short Essay - As part of the application process, you will be asked to write a 500-word or less essay that includes the following topics: What do you know about the profession of Sterile Processing, and what interests you about it? What character qualities do you feel that you bring into this profession? Also, include any healthcare training and work experience and include the location of this work experience (i.e., clinics, hospitals, etc.).
4. Have a readily available copy of immunization records.

Applicants who meet the minimum requirements described above and have submitted complete applications will be invited to an interview as part of the selection process.

To see how each application is evaluated, please see the Application Review Criteria Points in Appendix A.

Students who were given pending acceptance into the program, must submit their immunization records by the New Student Orientation held one week before the start of the semester. Students who do not submit their immunization records by this deadline will lose their seat in the program

and will be removed from the cohort.

Required Immunizations

- ✓ A negative Tuberculosis (TB) skin test OR QuantiFERON (QFT) Gold test OR clear chest x-ray image
- ✓ Measles, mumps, rubella (MMR) vaccine (2 doses)
- ✓ Varicella vaccine or positive titer
- ✓ Tetanus, Diphtheria, Pertussis (Tdap) vaccine (within the last 10 years)
- ✓ Flu vaccine: The seasonal flu vaccine is only required fall and spring clinical rotations.
- ✓ Hepatitis B vaccine: You must have the initial dose of the three-dose series to begin the program. [Sterile Processing Program Policies](#)

Tobacco Policy

Community College of Denver (CCD) and the Sterile Processing Program have a no tobacco policy on their campuses and clinical sites. This includes e-cigarettes, pipes, vapes, or any apparatus used to consume nicotine or any other form of tobacco. No smoking is allowed at the clinical facility, preceding or during a clinical shift. If a student is found smoking, in possession of a smoking apparatus, or if there is any odor of smoke on a person or their clothing, the student will be dismissed from the clinical experience and incur an absence which can lead to clinical failure and dismissal from the program.

Communication Policies

Conflict Resolutions

The Sterile Processing faculty encourages open and frank communication between students and faculty regarding issues of mutual concern. The faculty believes that learning to assert needs and concerns appropriately and effectively is an important part of the education for a member of the healthcare team.

The faculty wishes for a fair and equitable resolution to any problem or conflict. To facilitate this, the Sterile Processing Program has both an informal and a formal process by which student concerns may be resolved. Students are encouraged to resolve problems through the informal process (refer to item A below) first; however, if the problem or concern is not resolved

satisfactorily, students may pursue the written grievance procedure (refer to item B below).

A. Informal Problem Solving

The informal process must be initiated within two (2) academic days after the student knows of the matter. During this time, students should continue to attend classes/clinic unless otherwise specified.

The steps to the process are:

1. Make an appointment within two (2) academic days to talk with the faculty indicating that there is an issue to discuss.
2. Seek resolution to the problem during the appointment. Be realistic about each individual's role in the problem and be prepared to discuss this with the faculty. Bring possible solutions.
3. If the problem is not resolved during this appointment, make an appointment with the Sterile Processing Program Director to discuss the issue.
4. If not satisfied after discussing the issue with the Program Director, make an appointment to meet with the Dean of Health Sciences.

B. Formal Grievance Procedure

Should a student feel that they have been treated unfairly or unjustly and is unable to resolve the matter informally, the student may elect to file a complaint by following the process established through the [Student Grievance Procedure](#). Students can submit the online complaint forms found on [CCD's website](#).

Allegations that a decision was motivated by discrimination and/or harassment should be filed under the college's Civil Rights Grievance and Investigation Process.

Email Communication

The Colorado Community College System (CCCS) assigned student email account shall be the primary and official means of communication between faculty and students. Students are required to use their CCCS email when emailing faculty. Emails sent from private email accounts will not be opened or responded to as faculty is not able to verify student identities.

Students are required to check their college email frequently and are required to respond to emails within 48 hours. Instructors are also required to respond to student communication within 48 business

hours and will respond within normal business hours.

Online Conduct

Students are expected to maintain professional behavior while in the online learning environment and may be subject to disciplinary action for unprofessional conduct. Refer to the Core Rules of Netiquette for expectations. Students who fail to abide by these expectations are subject to point deductions, course failure, and other disciplinary actions.

Students are to abide by the Core Rules of Netiquette as follows:

Netiquette, or network etiquette, is concerned with the "proper" way to communicate in an online environment. Consider the following "rules," adapted from Virginia Shea's *The Core Rules of Netiquette*, whenever you communicate in the virtual world:

Rule 1: Remember the Human

When communicating electronically, whether through email, instant message, discussion post, text, or some other method, practice the Golden Rule: Do unto others as you would have others do unto you. Remember, your written words are read by real people, all deserving of respectful communication. Before you press "send" or "submit," ask yourself, "Would I be okay with this if someone else had written it?"

Rule 2: Adhere to the same standards of behavior online that you follow in real life

While it can be argued that standards of behavior may be different in the virtual world, they certainly should not be lower. You should do your best to act within the laws and ethical manners of society whenever you inhabit "cyberspace." Would you behave rudely to someone face-to-face? On most occasions, no. Neither should you behave this way in the virtual world.

Rule 3: Know where you are in cyberspace

"Netiquette varies from domain to domain." (Shea, 1994) Depending on where you are in the virtual world, the same written communication can be acceptable in one area, where it might be considered inappropriate in another. What you text to a friend may not be appropriate in an email to a classmate or colleague.

Rule 4: Respect other people's time and bandwidth

Electronic communication takes time: time to read and time in which to respond. Most people today lead busy lives, just like you do, and don't have time to read or respond to frivolous emails or discussion posts. As a virtual world communicator, it is your responsibility to make sure that the time spent reading your words isn't wasted. Make your written communication meaningful and to the point, without extraneous text or superfluous graphics or attachments that may take forever to download.

Rule 5: Make yourself look good online

One of the best things about the virtual world is the lack of judgment associated with your physical appearance, sound of your voice, or the clothes you wear (unless you post a video of yourself singing Karaoke in a clown outfit.) You will, however, be judged by the quality of your writing, so keep the following tips in mind:

- ✓ Always check for spelling and grammar errors
- ✓ Know what you're talking about and state it clearly
- ✓ Be pleasant and polite

Rule 6: Share expert knowledge

The Internet offers its users many benefits; one is the ease in which information can be shared or accessed and in fact, this "information sharing" capability is one of the reasons the Internet was founded. So, in the spirit of the Internet's "founding fathers," share what you know! When you post a question and receive intelligent answers, share the results with others. Are you an expert at something? Post resources and references about your subject matter. Recently expanded your knowledge about a subject that might be of interest to others?! Share that as well.

Rule 7: Help keep flame wars under control

What is meant by "flaming" and "flame wars?" "Flaming is what people do when they express a strongly held opinion without holding back any emotion." (Shea, 1994). As an example, think of the kinds of passionate comments you might read on a sports blog. While "flaming" is not necessarily forbidden in virtual communication, "flame wars," when two or three people exchange angry posts between one another, must be controlled or the camaraderie of the group could be compromised. Don't feed the flames; extinguish them by guiding the discussion back to a more productive direction.

Rule 8: Respect other people's privacy

Depending on what you are reading in the virtual world, be it an online class discussion forum, Facebook page, or an email, you may be exposed to some private or personal information that needs to be handled with care. Perhaps someone is sharing some medical news about a loved one or discussing a situation at work. What do you think would happen if this information "got into the wrong hands?" Embarrassment? Hurt feelings? Loss of a job? Just as you expect others to respect your privacy, so should you respect the privacy of others. Be sure to err on the side of caution when deciding to discuss or not to discuss virtual communication.

Rule 9: Don't abuse your power

Just like in face-to-face situations, there are people in cyberspace who have more "power" than others. They have more expertise in technology, or they have years of experience in a particular skill or subject matter. Maybe it's you who possesses all this knowledge and power! Just remember knowing more than others do or having more power than others may have does not give you the right to take advantage of anyone. Think of Rule 1: Remember the human.

Rule 10: Be forgiving of other people's mistakes

Not everyone has the same amount of experience working in the virtual world. And not everyone knows the rules of netiquette. At some point, you will see a stupid question, read an unnecessarily long response, or encounter misspelled words; when this happens, practice kindness and forgiveness as you would hope someone would do if you had committed the same offense. If it's a minor "offense," you might want to let it slide. If you feel compelled to respond to a mistake, do so in a private email rather than a public forum.

Lecture Recording Policy

A student may not record lectures or classroom discussions unless permission has been obtained from the class instructor, all students in the class, and any guest speakers, or an accommodation has been obtained from the Accessibility Office. Everyone must be informed that audio/video recording is occurring.

Students must only record lecture content and refrain from recording any discussion before or after lectures, or during breaks to avoid recording private conversations not associated with the

course lecture.

A student granted permission to record may use the recording only for his or her own study purposes and may not publish or post the recording on YouTube or any other medium or venue without the instructor's explicit written authorization.

Students are allowed to use laptop computers in the classroom for academic purposes only (i.e. taking notes, downloading resources or files). Instructors are permitted to ask students not to use laptops and other technology in the classroom setting.

Cell Phones Policy

All cell phones and mobile devices are to be “non-audible” during class and lab. Return calls must be made at break or after class is over. Phones are to be OFF during testing of any kind (class or lab). If you are expecting an emergency call during a test and need access to your phone, the faculty members giving the test will hold the phone for you and notify you when the call is received. During clinicals, students are not to have their phones out in any patient areas. All cell phones should be turned off and kept with your belongings. Students who are found to be using electronics for non-academic purposes will not be permitted to use that technology in the class for the rest of the semester per the discretion of the instructor and will receive a written warning.

Students can be subject to clinical site dismissal by the facility management and/or instructor for using personal or employer phones/computer for non-clinical related business.

Social Media Policy

CCD sterile processing students, faculty, and staff may not post any material or information that could potentially violate patient, staff, student, or faculty confidentiality or professional behavior guidelines on social media sites.

Although Zoom, D2L, and other online tools used in a sterile processing course are not considered social media sites, students are expected to observe professional standards for communication in all interactions. Students will be subject to disciplinary action by the school and the clinical agency for any violation of the social media policy. HIPAA and FERPA regulations apply to comments made on social networking sites and other online tools, and violators are subject to the same prosecution as

with other HIPAA and FERPA violations.

1. Social media includes, but is not limited to, blogs, podcasts, discussion forums, online collaborative information, cell phone content or transmissions and publishing systems that are accessible to internal and external audiences (e.g., Wikis, RSS feeds, video sharing, and social networks like TikTok, X, YouTube, Snapchat, and Facebook).
2. Postings on social networking sites are subject to the same professional standards as any other personal interactions. The permanence, worldwide access, and written nature of these postings make them even more subject to scrutiny than most other forms of communication.
3. Restricted postings include, but are not limited to, protected health information – individually identifiable information (oral, written, or electronic) about a patient’s physical or mental health, the receipt of health care, or payment for that care. Additionally, postings of student information, such as clinical site assignments are not permitted.
4. Online postings or any discussions of patients or events are strictly prohibited, even if all identifying information is excluded.
5. Under no circumstances should photos or videos of patients, or photos depicting the body parts of patients be taken or displayed online.
6. Statements made by you within online networks or on any electronic device (e.g., cell phone) will be treated as if you verbally made the statement in a public place.
7. Any photos taken and posted on social media in the clinical setting cannot include any patient or facility information. Students are not permitted to post on social media where they are attending clinical.
8. College Employees are not permitted to be associated with students on social media platforms until the graduation of the student.
9. Students are not permitted to share or distribute any course materials, recordings, or pictures distributed or taken during class to ensure privacy and adherence to intellectual property rights. Students will complete mandatory HIPAA training in the Sterile Processing SPI 1000 class week two. The HIPAA attendance verification and acknowledgement of training (see Appendix B) will be signed by student, collected, and included in student the file. **STUDENTS WHO VIOLATE HIPPA DURING CLINICALS AT ANY TIME WILL BE SUBJECTED TO IMMEDIATE**

DISMISSAL FROM THE PROGRAM AND A FAILING GRADE WILL BE ASSIGNED TO THE CLINICAL COURSES.

Progression Policies

To progress through the sterile processing program, a student must achieve a grade of “C” or better in every required course, satisfactorily complete all didactic, lab, and clinical courses, and maintain satisfactory clinical performance.

Individual course syllabi/guides will identify grading parameters. The following grading scale will be used throughout the sterile processing program for all SPI courses:

A-90-100%

B-80-89.9%

C- 75-79.9%

D- 70-74.9%

F-69.9% or below

Please note that individual grades will be rounded and recorded to the hundredths. The final grade will be rounded to the tenths place. To further illustrate, 74.9% will not be rounded to 75% and will result in a D in the course.

The student progresses through the Sterile Processing Program, provided mastery of knowledge and skills is demonstrated in theory and clinical skills required for each course. Courses within the program are designed to build upon previous knowledge as identified in the curriculum plan. To achieve progression status, the following criteria must be achieved and maintained:

- A minimum grade of 75% (C or better) in each of the Sterile Processing courses (SPI 1000, SPI 1081, SPI 2079). You will be dismissed from the program if you fail any of the SPI core courses, but you are eligible for readmission. Please refer to the readmission policies for more information.
- Completion of all Sterile Processing courses in sequence with continuous enrollment. You cannot deviate from the cohort that you began with.
- Compliance with academic and behavioral criteria outlined in the CCD Student Handbook.
- Compliance with Sterile Processing Program attendance, classroom, skills lab, and

clinical site policies.

- Demonstration of professional behaviors consistent with those identified in the Core Performance Standards and the Sterile Processing Student Code of Ethical and Professional Conduct.
- Program health requirements related to immunizations, annual tuberculin skin test, random drug screen, and physical.
- Criminal Background Check and Drug Screening which meets criteria for participating in clinical practicum at area healthcare facilities.

Extenuating Appeals Process

In the event of an extenuating circumstance, an appeal can be submitted using the [CCD Extenuating Circumstance Appeal Process Form](#)

Emergency Situations and Exceptions

If you are unable to complete the semester that you are in or unable to begin the following semester due to injury, emergency, pregnancy or giving birth, you will be able to delay your studies for one semester and join the proceeding cohort. It is the responsibility of the student to reach out to the program director to work out this timeline. If more than one semester lapses, the student will be considered with be withdrawn from the program and can apply for readmission, see the readmission policy.

Withdrawal Policy

The academic calendar and course syllabi will specify the withdrawal date for each course. In the event a student is not performing well in a course, instructors will notify students of their academic status prior to the withdrawal date. Students should discuss their grade and class status with faculty before withdrawing from a course. Students are required to withdraw from the course themselves through approved college procedures.

Withdrawn courses will be reflected as a “W” on the transcripts and will not impact overall GPA. Students who withdraw form a course will be subject to program readmission policies.

Please refer to CCD’s Catalog for additional information on the withdrawal process, and its impact on grades, progression, and financial aid.

Readmission Policy

Students who have failed or withdrawn from the sterile processing program will be reconsidered on an individual basis. Readmission cannot be guaranteed. Readmission decisions are made by the Sterile Processing Program Director and Dean. Students will be notified of their status by letter prior to the semester in which readmission is requested. Students approved for readmission to the Sterile Processing Program will be subject to the most current Sterile Processing Program Student Handbook.

Readmission Requirements

A student may be readmitted into the sterile processing program one time only. Below are the readmission requirements:

1. Readmission placement may occur only once and must occur within one year of failing or withdrawing from the sterile processing program.
2. The student must supply information to support readmission eligibility.
3. The student will be subject to readmission exams and must meet minimum grade criteria to determine re-entry point for admission.

Procedure for Readmission

- Submit a letter to the Director of the Sterile Processing Program within one week of failure/withdrawal from the program with your desire for readmission to the Sterile Processing Program. The letter must include your S#, cohort #, current mailing address, personal email, phone number, and semester you are requesting to be readmitted to. In the letter, please explain the issues that contributed to your failure or withdrawal from the program and what changes have occurred and/or what you plan to do to ensure your success in the program.
- Students will be required to complete challenging exam(s) to measure knowledge retention in coursework completed within one year of the readmission date. Students must score 75% on the challenging exam(s) to demonstrate proficient retention of knowledge and be considered for credit transfer. Students will have two opportunities to achieve a 75% in the event it is not achieved in the first attempt. Students who do not achieve a 75% may be required to retake the courses.

- Students will also be required to complete a skills checkoff to evaluate their sterile processing skills performance.
- Students who applied for readmission will receive a letter about their readmission status and the list of requirements to complete. Students' readmission may be revoked if the required list is not complete by the specified deadline.
- Students who have been readmitted into the program will be required to update any immunizations, certifications, background checks, and other admission requirements as needed prior to the start of their courses.
- Any student who wants to be readmitted to the sterile processing program after one (1) year must restart the program from the beginning of the program to ensure an appropriate foundation of skills and knowledge is maintained to ensure safe practice.

Students will be dismissed and are ineligible for readmission into the Sterile Processing Program for at least two (2) years if any of the following apply:

- The student received two SPI course failures in their total enrollment in the Sterile Processing Program.
- The student was dismissed for unprofessional or unsafe behaviors in the college and/or clinical setting.
- The student violated HIPAA regulations.
- The student had already been readmitted into the program and received another course failure.

Attendance Policy

Students are expected to attend *all* classroom/lab/clinical in which they are enrolled. Attendance will be recorded as a part of each student's permanent records. Sterile Processing is an intense program which involves a great deal of hands-on, experiential learning. If a student is absent from a class, lab or internship, he/she loses the ability to be involved in this type of learning which cannot be duplicated or made up on a different day. If an absence is unavoidable, the student must immediately communicate with the faculty member assigned to the course/lab/internship as described below.

Students are allotted 1 unexcused absence and/or 2 excused absences during classroom/lab

courses. 3 separate occasions of tardiness will be counted as 1 complete unexcused absence. **If a student is more than 15 minutes tardy from class/lab, the student will not be permitted into the class/lab and will result in an unexcused absence.**

Students must attend all clinicals/internships as scheduled and are not permitted to trade or change days, times, or locations with classmates or clinical site staff. Students are expected to adhere to all protocols established by the hospital or surgical site. Tardiness is not tolerated.

Students should arrive on time and remain for the entire session. If a student is ill, they must inform the clinical site, and Program Director and provide medical documentation from their healthcare provider. Failure to report an absence in clinical will be documented on the clinical evaluation form and disciplinary action may be taken as this indicates a lack of responsibility and poor work habits. Students are allotted 1 unexcused/excused absence in clinical courses.

Absences related medical reasons leading to additional absences require a note from a medical professional and must be discussed with the Program's Director. More than 1 clinical absences during a semester may result in dismissal from the Sterile Processing Program. If a clinical site dismisses a student for unexcused absence or for a "no call no show" or for patient safety reason, the student will be dismissed from the program.

For an absence to be excused, the following conditions must be met:

- If the absence occurs on a class/lab day, the student must notify the instructor and director prior to 8:00 a.m. via phone/email. If unable to reach either, the student will leave a message on his/her phone. Failure to call in on a class day will result in an unexcused absence and you will not be allowed to make up assignments.
- Students will be required to submit documentation verifying the reason for their absence. If the student is ill or has suffered an injury, a note from a medical professional must be submitted for the missed day. The medical professional can designate a future date for return, otherwise, a second note may be required by a medical professional if the student is not cleared to return to class/clinical beyond 2 days.
- The reason for absence is not due to a non-essential issue or the result of unpreparedness (i.e. conflict with work, attending another event, confusion over assigned schedule, traffic)

- For students who have extenuating circumstances where documentation is not available immediately (i.e. death certificates), all made up work will be contingent on the submission of documentation.
- All quizzes and tests given during unexcused absences will not be allowed to be made up and will receive a grade “0”. For quizzes and tests given during excused absences, students are expected to take the missed quizzes and test on the first day they return. It is the student’s responsibility to contact the instructor to schedule make-up exams. Make-up exams will cover the same material as the original exam even though the exam may be different.

Late or missed Assignment/Exam Policy

Late or Missed Assignment Policy

Students submitting a late assignment will receive a 10% per day point deduction. If the assignment is not turned in within three (3) calendar days of the due date, the grade for that assignment will become a zero (0). All assignments must be completed regardless of grade penalty for successful completion of all courses.

Late or Missed Quiz and Exam Policy

1. If the student knows in advance that they are unable to take the exam/quiz on the assigned date and time, the student should ask the instructor to take the exam/quiz early. The student will receive no penalty for taking an exam/quiz early. Early quizzes/exams will be a different version than the original.
2. Students requiring testing accommodations should provide instructors with their accommodations prior to the first exam to ensure accommodations are provided.
3. Students with excused absences have up to one week to complete missed in-class assignments and examinations.

Bereavement Policy

If the student must miss class due to a death in the immediate family, they may be granted two absences that would be excused. Documentation will be required.

Outside Employment Policy

Due to the rigor of the sterile processing program, outside employment should be kept to a minimum if possible. Students are not permitted to work up to eight (8) hours prior to a clinical rotation for the safety of the patients. It is the responsibility of the student to arrange works schedules around class, lab, simulation, and clinical requirements. Clinicals require flexibility and schedules are often not finalized until two weeks prior the start of clinical. Clinical schedules cannot be changed due to a work or personal schedule conflict.

Transfer Policy

Sterile Processing courses completed satisfactorily with a grade of “C” or higher may be considered for transfer to the CCD Sterile Processing Program if the following criteria are met:

1. The student submits a letter of intent to the Sterile Processing Program Director to state the reason for the transfer. The student includes an unofficial transcript of all course work completed for evaluation.
2. Requested courses meet the CCCS course requirements (course objectives/competencies, and credit/contact hours).
3. Requested courses should not be more than one year old prior to the student’s enrollment in the program. Students will be required to complete challenging exam(s) to measure knowledge retention in previous coursework. Students must score 75% on the challenging exam(s) to demonstrate proficient retention of knowledge and be considered for credit transfer. Students will have two opportunities to achieve a 75%. Students who do not achieve a 75% may be required to retake the courses.
4. Students must meet the minimum of 25% of the total credits of the sterile processing certificate to be complemented at CCD in order to qualify for graduation with CCD’s certificate program.
5. The Sterile Processing Director must evaluate and approve transfer course work. If approved, a program plan will be created to reflect your remaining requirements. Approval is not guaranteed. It is the responsibility of the student to transfer their credits from their original college to CCD if approved to ensure these credits are reflected on their CCD

transcripts to be eligible for graduation.

Uniform Policy

Students must always present themselves in a professional manner. Students must always follow the professional dress code guidelines. If there are exceptions, alternate styles of dress will be determined and described by the instructor.

The following guidelines are mandatory for students to remain in compliance with the dress code:

1. Students are to wear ceil blue scrubs in all classrooms, lab, and clinical settings unless the setting or agency requires other attire.
2. College issued ID badges are to be worn at all times above the waist with the picture facing forward in the clinical setting.
3. Shoes must be clean, with closed toe and heel. Soles must be non-skid. Socks must be worn at all times.
4. Jewelry is not allowed in the lab and clinical setting. Some clinical sites will allow stud earrings only.
5. No visible facial or body piercing jewelry is allowed. No objects of any type may be worn in the tongue.
6. Hair must be clean, natural in color (not pink, blue, etc.), tied back or pinned up from the face while in uniform to meet health and safety standards in lab and clinical. Extreme hair styles are not permitted in lab or clinical settings. Closely trimmed beards, sideburns and mustaches are permitted but must meet facility policy for client safety.
7. Gum chewing while in the lab or clinical setting is prohibited.
8. The uniform must be clean and wrinkle-free. Undergarments must be worn at all times and cannot be visible.
9. Students are expected to maintain appropriate personal hygiene, including oral care. Students will be free of offensive body odor and/or cigarette smell. No e- cigarettes or any form of tobacco can be carried or used. No cologne, aftershave, scented lotions and/or perfume are permitted.
10. Fingernails must be clean, and short. Polish, artificial nails, nail wraps or extenders are not permitted.

11. Maternity uniforms must be made from the same fabric and similar style as the current student uniform.
12. If any clinical facility requires stricter dress codes than those stated above the students attending that facility must adhere to the facilities dress code.
13. Scent Free Environment:
 - a. To provide a safe, healthy environment for all learners, the lab and clinical sites are scent free. Students are asked to refrain from using scented products while in the classroom, clinical, or lab for any reason. This includes, though is not limited to hairspray, colognes, perfumes, smoke, or body odor.
 - b. Students may not smoke while in program uniform while on campus. The smell of smoke on a student uniform will be considered unprofessional in the clinical, lab and classroom setting.
 - c. If the student's clothing is heavily scented with fragrances/odors, the student then may be asked to leave lab or class to change. This may result in an unsatisfactory grade for the lab experience.
 - d. The student will be removed from the clinical and lab setting until they are able to return without the fragrance/odor as determined by the instructor.

Students not in compliant with the uniform policy must correct the infraction immediately or they will be sent home with an unexcused absence. Examples of infractions that can be resolved immediately include removal of piercings, and examples of infractions that cannot be resolved immediately include ID badges being left at home.

Health and Safety Guidelines/Essential Skills and Functional Abilities

It is essential that sterile processing students be able to perform a number of physical activities in the lab and clinical portion of the program. At a minimum, students will be required to lift clients, stand for several hours at a time and perform bending activities. Students must be able to implement direct client care with no restrictions. If student circumstances change and the student's ability to perform these functions change, the student must notify the Accessibility Center by calling the Accessibility Center front desk phone at 303-556-3300. The Director will work

with the Accessibility Center to determine if accommodation can be granted.

Accommodation will only be provided if a student provides an updated copy of the accommodation letter to the student's individual faculty each semester.

Please refer to the table below for Performance Standard:

Performance Standards

Physical & Mental Requirements

Frequently: More than 1/3 of the time

Occasionally: Less than 1/3 of the time

Physical	Activities	Mental/Sensory	Emotional
Frequently: Lifting light objects (0-20lb) Lifting medium-heavy objects (21- 50lb) Pushing/pulling <20lb	Frequently: Standing Walking	Frequently: Strong recall Reasoning Problem solving Hearing Seeing/sight Talk/speak clearly Write legibly Concentration Logical thinking	Frequently: Fast-paced environment Steady pace Able to handle multiple priorities Frequent & intense interactions Able to adapt to frequent changes Works under deadlines Process complex information Work as part of a team Communication
Occasionally: Lifting heavy objects (51-80lb) Pushing/pulling >20lb	Occasionally: Sitting Bending Kneeling Squatting Reaching (overhead, extensive, repetitive)		

Environmental Requirements:

Frequently: More than 1/3 of the time

Occasionally: Less than 1/3 of the time

Frequently: Exposure to blood and bodily fluids Exposure to biohazards (e.g., bacteria, fungi, viruses) Exposure to smoke/plume Exposure to infectious diseases Exposure to anesthesia gases Exposure to radiation, lasers, and electro-surgical units	Occasionally: Exposure to dust, fumes, gases, mist, powders Exposure to disinfectants, and sterilants
---	--

Clinical Guidelines

Required Clinical Documentation

Student data including, but not limited to, full name, last four to six digits of social security number, date of birth, address, CCCS email address, and telephone number may be required by the clinical facilities in order to facilitate access to client data records. Dates documenting immunizations, CPR, Background Check, Drug Screening, a physical exam, HIPAA and OSHA compliances are also provided to the clinical facility, per facility requirements (Appendix B and Appendix D). Additional compliance requirements may be necessary for specific clinical sites.

My Clinical Exchange (mCE)

Students will be participating in clinical settings that utilize My Clinical Exchange (mCE) to track compliance records. In preparation for clinical, students will be pre-registered in mCE by the clinical coordinator. One-time registration fees associated with an mCE account have been included in the student fees. Students will receive training on how to access mCE at www.myclinicalexchange.com, and will learn how to upload the identified documentation and complete all training modules prior to the start of clinical.

Students are expected to upload and keep all documentation and training modules updated and current throughout their entire time as a sterile processing student at CCD. The clinical coordinator will send students deadlines for all documentation and training to be completed by.

Students who fail to complete their clinical requirements by the designated deadline will not be permitted to go to clinical and accommodations will not be made to secure students alternative clinical placement.

All documentation must be in PDF format prior to uploading to mCE. Uploading documentation to mCE is in addition to providing “hard copies” of documentation for admission into the CCD Sterile Processing Program. All renewed documentation must be uploaded to mCE and a hard copy must be provided to the clinical coordinator to keep student records updated.

Clinical Policy Related to School Closures

1. The college policy for school closures, including weather related closures, can be found at <https://www.ccd.edu/weather-campus-closures>
2. If the weather-related college closure is announced before the start of the clinical shift, the clinical day will be cancelled. If the weather-related college closure is announced during the clinical day, the clinical will be cancelled at that time. All missed clinical time must be made up and will be coordinated by the clinical coordinator.
3. If the closure is for a non-weather-related event on campus, clinical will continue unless otherwise directed by the clinical coordinator.

Clinical Attendance Guidelines

Please see Attendance Guidelines, pg. 29.

Clinical Schedules

The clinical coordinator is responsible for scheduling student’s clinical rotations. Students are prohibited from contacting Unit Managers or any clinical facility personnel to change or request clinical assignments or preceptors. Student assignments may consist of 8-, 10-, and 12-hour shifts.

Student academic performance will be considered in the assignment of clinical rotations; however, living near a certain clinical facility is generally the consideration for clinical assignments. Student clinical assignments may change at any time for any reason including individual student learning

needs, administrative reasons, or clinical facility availability. Students are responsible for providing their own transportation to and from the clinical facility. Clinical placements within the Denver Metro Area are not guaranteed. Students may be required to travel up to 75 miles from the CCD campus.

Clinical Graded Assignments

Students will complete assigned clinical assignments by the deadline specified by the clinical faculty. Clinical assignments are accompanied by a grading rubric and serve as a checklist of requirements that must be satisfied to complete the assignment. Students must achieve 75% on every assignment for successful completion. Clinical assignments are required. Incomplete assignments will result in a clinical failure. Clinical Assignments can be in the form of reflection journals, debriefing reports, case studies, research, and other activities as specified by the clinical instructor.

Sterile Processing Hours Requirement

Goal Statement: The goal of the Sterile Processing Hours Requirements is to contribute to the development of a well-rounded, competent, entry-level sterile processing technicians. As stated in HSPA Minimum Expectations:

Objectives

- I. The sterile processing program is required to verify through the sterile processing rotation documentation the students' progression in the decontamination, assembly, sterilization, storage, and quality assurance roles.
 - A. While it is understood that no program is able to control surgical case volume or the availability of various surgical specialties, it is the responsibility of the program to provide students with a diversified sterile processing experience.
 - B. No information in this document prevents programs from exceeding the minimum established by the Sterile Processing Hours Requirements.
- II. 400 hours of experience must be completed in a Sterile Processing Department (SPD). Hands-on experience provides an invaluable resource with which to better understand the standards, knowledge, and practices needed to be successful in an SPD and on the exam. These hours are broken down into the following areas of experience:
 - A. Decontamination-120 Hours

B. Preparing and Packaging Instruments- 120 Hours

C. Sterilization and Disinfection- 120 Hours

D. Storage and Distribution- 24 Hours

E. Quality Assurance Processes- 16 Hours

STERILE PROCESSING HOUR REQUIREMENTS ARE THE BARE MINIMUM REQUIREMENTS TO COMPLETE THE PROGRAM.

Clinical Assessments

During the student's clinical education, the staff sterile processing technician, clinical instructor, and Program Chair on an ongoing basis will evaluate his/her performance. The student is evaluated on specific sterile processing duties as well as on their overall performance. A student's overall performance is assessed by the clinical instructor and/or the staff sterile processing technician during each clinical rotation. Evaluation of students take place in the form of written or digital formats.

Roles

Decontamination

- The decontamination role in sterile processing involves cleaning, disinfecting, and inspecting medical instruments to remove contaminants and ensure they are safe for further sterilization. This critical step helps prevent infections by adhering to strict safety protocols and infection control standards. It also includes handling instruments safely and disposing of waste according to health regulations. Verify supplies and equipment needed for the surgical procedure.

Preparing and Packaging Instruments

The preparing and packaging role in sterile processing involves organizing and packaging cleaned and disinfected instruments in a way that ensures their protection during sterilization. This includes correctly arranging instruments, using appropriate packaging materials (like sterilization pouches or wraps), labeling, and sealing to maintain sterility. The goal is to ensure that instruments remain sterile and ready for safe use in medical procedures.

Sterilization and Disinfection

The sterilization and disinfection role in sterile processing involves using approved methods,

such as autoclaving or chemical disinfectants, to eliminate harmful microorganisms from medical instruments. Sterilization ensures complete microbial destruction, while disinfection reduces the microbial load to safe levels. This step is crucial for maintaining patient safety and preventing infections in medical settings.

Storage and Distribution

The storage and distribution role in sterile processing involves safely storing sterilized instruments in a clean, organized environment to maintain their sterility. Instruments are carefully tracked, labeled, and stored according to proper procedures, ensuring easy access and safe delivery to the appropriate medical areas when needed. This step ensures that sterile instruments remain contaminant-free until use.

Quality Assurance Processes

The quality assurance role in sterile processing involves monitoring and verifying that all procedures, from decontamination to sterilization, meet established standards and regulations. This includes regular inspections, testing, and documentation to ensure consistency, safety, and effectiveness in the processing of instruments. Quality assurance helps maintain high standards of patient care and infection control.

Clinical Evaluations

Students participating in a standard or precepted clinical will be evaluated using a clinical evaluation tool specific to sterile processing procedures. Students are responsible for bringing the evaluation tool with them to every clinical day. It is the responsibility of the student to ensure all areas have been completed by the student and preceptor prior to submitting for final grading.

Students will receive weekly evaluations from their clinical instructor. The instructor will complete their evaluation and discuss their observations. Both student and instructor will sign the monthly evaluations after the evaluation is completed.

It is expected that if a student is not performing well in the clinical setting, the instructor will provide immediate feedback and not wait until the evaluation to discuss their concerns or

observations. Students who do not perform to the standards of their level of training may be required to return to the lab setting on-campus for remediation. Instructors are permitted to assign additional assignments if they believe it will support and enhance a student's performance in the clinical setting. The instructor will review a plan of action with the student to share their observations and specify expectations for improvement.

Students will also receive a final evaluation at the end of the clinical experience and will undergo the same process as the monthly evaluations. Any student who receives a score of U or lower in their final evaluation, regardless of their monthly evaluation scores, will fail the clinical course.

Remediation

Students in the clinical setting have undergone skills checkoffs prior to their clinical assignments. Students who do not perform skills safely in the clinical setting will be required to undergo remediation in the simulated environment with their instructor.

Students will be advised on what skills they are being evaluated for and ample time for preparation will be afforded to the student. Students will not be permitted to return to clinical until they successfully complete remediation.

Any student who does not successfully complete remediation will receive a summative score of U or lower on their clinical evaluation resulting in a clinical failure.

Safety Advisory and Guideline

All sterile processing personnel and sterile processing students are professionally and ethically obligated to provide client care with compassion and respect for human dignity.

Hence, they may not ethically refuse to care for clients solely because the client is at risk of contracting, or has an infectious disease, such as COVID-19, HIV, AIDS or HBV. All rules of confidentiality are followed when working with clients. The following information is provided to reduce risks to students that may occur in health care settings.

1. Radiation
 - a. Proper measures need to be taken when observing or working in areas of close proximity to radiation exposure.
 - b. Leave client and stand behind a lead wall.

- c. Students are never required to hold or steady a client during radiation exposure.
 - d. If a student chooses to hold a client, protective gloves, and apron covering reproductive organs must be worn.
 - e. Follow any other procedures expected/suggested by the radiography department, i.e., wearing a monitoring device (film, badge, etc.).
2. Standard Precautions – Exposure to Body Fluids
- a. All blood and body fluids are considered potentially infectious and are treated as if known to be infectious for HIV, HBV and other blood borne pathogens.
 - b. Contaminated sharps shall not be bent, recapped or reopened. Shearing or breaking of contaminated needles is prohibited.
 - c. Contaminated sharps must be placed in an appropriate container as soon as possible.
 - d. Eating, drinking, applying cosmetics or lip balm and handling contact lenses are prohibited in the work area where there is a likelihood of occupational exposure. Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.
 - e. When exposure is possible, personal protective equipment shall be used, as follows:
 - i. Gloves shall be worn when it can be reasonably anticipated that the individual may have hand contact with blood, mucous membranes, other potentially infectious materials, non-intact skin, and when touching contaminated items or surfaces.
 - ii. Masks, eye protection and face shields shall be worn whenever splashes, spray splatter or droplets of blood other potentially infectious materials may be generated, and eye, nose or mouth contamination can be reasonably anticipated.
 - iii. Gowns, aprons and other protective clothing shall be worn in occupational exposure situations and will depend upon the task and the degree or exposure anticipated.
 - iv. Surgical caps or boots and shoe covers shall be worn in instances when gross contamination can be reasonably anticipated.
 - v. Wash hands immediately after removal of gloves or other personal protective equipment.
 - vi. Follow all requirements of clinical facility including masking and face shield as appropriate.

- vii. Students must wear appropriate protective clothing/equipment when performing any tasks that may involve exposure to body fluids or radiation.
- viii. Any direct exposure to body fluids occurring while functioning as a sterile processing student must be reported immediately to the clinical instructor.
- ix. Students exposed to body fluids shall follow hospital or clinical facility protocol.

Safe Clinical Practice Responsibilities

Students must practice with appropriate knowledge, skills and ability. The following guidelines for safe clinical practice have been established:

1. Supervision is required for all skills performed in the clinical setting. Remember, it is your responsibility to know your level of ability in performing each skill.
2. Interventions/interactions are limited to assigned clients unless directed otherwise by the instructor.
3. The student will prepare for client care including procedures by consulting appropriate references.
4. The student has the responsibility to consult with the instructor if there is any uncertainty regarding safe practice.
5. The student must adhere to all policies and procedures.
6. All students must report all errors to the instructor immediately.
7. All students must report abnormal observations/changes in client status to the preceptor or supervisor immediately.

Insurance – Malpractice/Liability and Workers’ Compensation

CCD provides annual malpractice/liability insurance coverage for sterile processing students in off-campus clinical settings as part of the registration fees.

Students are covered by Workers’ Compensation for clinical injury and exposure to infectious disease while in the off-campus clinical settings. In the event of an injury or exposure, the student must do the following:

If a student is injured at clinical site:

- Report incident immediately to the charge nurse at the site.
- Follow through with the clinical site requirements for on-site treatment and documentation.
- Provide a copy of the site's documentation to CCD Human Resources if applicable.
- If treatment is not available at the facility and injury is an emergency, use the nearest emergency room. If not an emergency, use one of the approved facilities for Concentra, Appendix C.
- Students must report all injuries as soon as possible to their clinical instructor and Sterile Processing Program Director and must complete and submit the "Worker's Compensation Injury Information Form" (Appendix C) within 24 hours of the injury to ccd.benefits@ccd.edu.

The student's instructor and/or Program Director and/or a Human Resources Benefits Specialist will provide the student with additional appropriate information.

Students may be financially responsible if they do not go to a designated worker's compensation approved provider, excluding emergencies.

All questions regarding workmen's compensation should be referred to Community College of Denver's Benefits Specialist at 303-352-3004.

Disciplinary Procedures

Academic Integrity

As a student at Community College of Denver, students are expected to behave as a responsible member of the college community and to be honest and ethical in academic work. CCD strives to provide students with the knowledge, skills, judgment, and critical thinking needed to function in society. To falsify or fabricate the results of research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination violates standards for academic integrity and is a disservice to the student, faculty, and staff community. All members of the CCD community share the responsibility and authority to challenge and report acts of academic dishonesty. Students found violating integrity standards will be reported to the [Office of Student Conduct](#). Students who found cheating during a quiz and/or examination will be removed from

the testing site and receive a “0) on their exam. The student will be referred to the Sterile Processing Program director to evaluate their behavior which can result in up to termination from the program. The entire Academic Integrity Policy can also be found in [CCD’s catalog](#).

Written Assignments

Directions, explanations, and guidance regarding the preparation and evaluation of written assignments will be discussed in each course. Written papers will be expected to be submitted to Turnitin through D2L.

Any student found not adhering to academic honesty and anti-plagiarism policies will automatically receive a “0” on the assignment. Students will be referred to the Sterile Processing Program Director and may be subject to disciplinary action.

AI Software Policy

Misuse of generative AI software such as ChatGPT and other AI language models—including copying content directly from an internet source for purposes of cheating and/or plagiarism—is a violation of CCD’s Student Code of Conduct. Such violations may result in disciplinary action, including failing an assignment and/or failing a course and other penalties consistent with CCD’s policy on Academic Integrity.

Disciplinary Actions

All students must review the CCD Student Handbook and the CCD Student Code of Conduct. Any sterile processing student found to be in violation of requirements or guidelines outlined in the Sterile Processing Student Handbook, CCD Student Code of Conduct, or the CCD Student Handbook, will be subject to disciplines which will include one of the following:

1. Incident/Warning Reports (Appendix E)
2. Dismissal from the Sterile Processing program.

Incident/Warning Reports

Students who demonstrate unprofessional behaviors or do not adhere to policies set forth by the College, the Sterile Processing Program, or affiliated Clinical Sites will receive a written warning. Written warnings will be maintained in the student file and will be tracked for compliance. Repeated warnings can result in disciplinary actions up to dismissal from the Sterile Processing Program.

Written warnings are not required if the Director of the Sterile Processing Program determines immediate dismissal is necessary.

Dismissal from the Program

Students may be dismissed from the program for any of the following but not limited to:

- Policy infractions that have legal consequences (i.e. HIPAA and OSHA violations)
- Academic Dishonesty/Cheating/Plagiarism in any coursework or during quiz/examinations
- One course failing within the Sterile Processing Program
- Uncivil or unsafe behaviors that violate safe working and learning environments
- Excessive tardiness and absences
- Dismissal from the clinical site for any reason

Study Skills For Success

Faculty believe the student will derive the greatest benefit from class if they prepare by completing the activities identified by faculty prior to attending class or lab. Assigned reading, workbook exercises, critical thinking exercises, computer programs, videos, etc. enhance learning and are expected to be completed prior to class.

Active learning strategies are essential for academic success and require students to organize and assimilate new information to ensure learning. Passive learning techniques do not support in-depth understanding and application of theoretical knowledge and will inhibit knowledge retention and critical thinking. Active learning strategies include:

- Reading textbooks and required readings prior to course
- Creating skeletal notes from readings
- Using lectures as an opportunity to enhance understandings from readings and correct gaps in knowledge

- Adding detailed notes to skeletal notes with new material or understandings from lecture
- Reviewing notes frequently, at least 3 times prior to examinations
- Creating study materials including: quizlets, games, flashcards, teaching segments, to engage material in a variety of formats
- Teaching content out loud to determine knowledge gaps that require review
- Study partners/groups to explain content, provide challenging reviews, or complete group projects
- Using review books to practice applying new content with higher level critical thinking

Passive learning techniques that should be avoided include:

- Skimming or not reading textbooks and assigned readings
- Relying on outside materials that condense materials and encourage memorization versus understanding rationales
- Relying on lecture power points and handouts to consolidate learning
- Not taking written notes, electronic note taking and audio recordings are proven to inhibit knowledge retention and assimilation
- Passively listening to material, but not taking notes or reviewing materials

Student Acknowledgement Forms

By initialing the following, students accept responsibility to adhere to each of the guidelines and policies outlined below.

Handbook Acknowledgement Form

I have received a copy of the Community College of Denver Sterile Processing Program Student Handbook. I have read these policies, and I understand my obligations as stated in this document. I further realize that failure to adhere to these policies will result in disciplinary action which may include dismissal from the Sterile Processing Program. I understand that modifications to the Sterile Processing Program Student Handbook and/or Sterile Processing Course Syllabi may be made with reasonable notification to students.

_____ **Student Initial**

Disqualifying Offenses

I understand the Colorado Community College System (CCCS) Disqualifying Offenses for Sterile Processing Programs may be different than Disqualifying Offenses for some health care facilities and/or hospitals.

As a student, I understand I may be assigned to a clinical rotation with stricter disqualifying offenses than those required by the CCCS for admission; and could impact my progress in the Sterile Processing Program.

_____ **Student Initial**

Permission for Assignment Use

I give permission for the Community College of Denver Sterile Processing Program to keep any of my written assignments/projects for use in their Program Portfolio. Names and identifying information will be removed.

_____ **Student Initial**

Confidentiality Statement for Examinations and Simulation Labs Including Use of Social Media

The Community College of Denver Sterile Processing Student Handbook contains program requirements including professional conduct. Confidentiality is considered to fall within the realm of professional conduct. Students are expected to keep all exam questions confidential. Students are expected to keep all events, procedures, and information used in conjunction with the Simulation lab strictly confidential. This includes patient history information obtained prior to the actual simulation experience, as well as information obtained and used in the pre and post conferences. Please note: This includes information about the simulation as well as information about your performance and your peer's performance.

Students are not to share information about their simulation experience with other students, so everyone gets an equal opportunity for learning. The use of social media such as Facebook, YouTube, X, Allnurses.com, blogs, etc. cannot be used to discuss exam questions or simulation experiences.

Violation of this confidentiality statement is a violation of the Community College of Denver Sterile Processing Program requirements and will lead to consequences for the student, possibly up to and including removal from the sterile processing program.

I have read the statement above and understand it.

_____ **Student Initial**

HIPAA

1. As a student performing a clinical rotation at a medical facility, you will have access to confidential medical information.
2. Federal and state laws protect this confidential medical information.
3. It is illegal for you to use or disclose this confidential medical information outside the scope of your clinical duties at the medical facility.
4. Guidelines for the use of this information:
 - a. You may use this information as necessary to care for your patients.
 - b. You may share this information with other health care providers for treatment purposes.
 - c. Do NOT photocopy patient information.
 - d. Do NOT download or email patient information for private use, to include clinical assignments.
 - e. You may only access the confidential information of patients for whom you are caring. Access the minimum amount of information necessary to care for your patient or carry out an assignment. Do not access information about patients other than those you are caring for or for specific course assignments.
 - f. Do not record patient names, dates of birth, address, phone number, social security number, etc., on the assignments you will turn into your instructor.
 - g. Be aware of your surroundings when discussing confidential information. It is inappropriate to discuss patients in elevators, cafeteria, etc.

- h. If you have questions about the use or disclosure of confidential health information, contact your instructor.
- i. Information concerning clients/clinical rotations must NOT be posted in any online forum or webpage such as Facebook, You Tube, My Space, X, Allnurses.com, blogs, etc.

_____ **Student Initial**

FERPA: Family Education Rights and Privacy Act

1. Do not share student information such as S#, address, phone # or other identifiable information with others verbally, in written form, in texts or on social media.
2. Do not share student information related to school such as schedules, or clinical assignments with others verbally, in written form, in texts or on social media.
3. Do not verify or deny a student's enrollment nor provide information on their performance within the program.
4. Do not post photos of other students unless explicit consent is provided by the student and does not violate FERPA or HIPAA regulations.

I have read and understand the information. I realize that there are civil and criminal penalties for the unauthorized use and disclosure of confidential patient information. I will abide by the guidelines when completing my clinical rotation.

_____ **Student Initial**

Photographic/Videotape/Interview Release (Optional)

With intent to be legally bound, I give permission to Community College of Denver and its campuses (Auraria and Lowry), and to the Colorado Community College System to photograph or videotape me and use my name, and my remarks given in an interview for the purpose of promoting Community College of Denver and its campuses to the public. I relinquish all rights, title, and interest in the finished photographs, negatives, and videotape film.

_____ **Student Initial**

Release of Classroom Audio Recording (Optional)

Students may audio record classroom lectures if all in the class members agree and sign the release for classroom audio recording. TEST REVIEWS WILL NOT BE AUDIO RECORDED!

If at any time a student revokes their release, audio recordings will no longer be permissible in class. All classroom recordings are for the use of students enrolled in the course. The recordings are not to be shared on any social media forum or with anyone outside of the current course members.

By signing below, I acknowledge and give permission for my voice to be recorded during classroom lecture. I understand these recordings will only be used for student activities related to the course and will not be shared outside of the course members.

This release shall remain in effect throughout the program term (from first semester of the program to the completion of the last semester of the program). I may revoke this release at any time by contacting the course faculty and signing the revocation section below.

I consent to classroom audio recording which may capture my voice.

_____ **Student Initial**

I acknowledge that I have received training and the necessary handouts to consent to the above policies and guidelines. I understand that I am responsible to adhere to these policies and guidelines and is a requirement to progress in the Sterile Processing Program.

Student Name (Printed)

Date

Student Signature

S #

Note: A copy of this form will be provided for the student to sign and will be filed in the student's file.

APPENDICES

Appendix A - Application Review Criteria Points

Application Review Criteria Points

Student Name: _____

S Number: _____

Date: _____

Items	Maximum Points
Essay	10
Interview	20
Health Background	10
Complete Submitted Application	10
TOTAL (/50)	

Appendix B – HIPAA Training Form



HIPAA Training Form

Institution	Community College of Denver
Location	Lowry Campus, Denver, CO
Training Title	HIPAA
Date of Training	
Instructor Name	
Student Name	
Student S Number	

Acknowledgment

By signing below, I acknowledge that I have received HIPAA training on the topics listed above. I understand the importance of adhering to safety practices and procedures discussed during the training.

Student Signature:

Date:

Instructor Signature:

Date:

Additional Notes:

Appendix C - "Worker's Compensation Injury Information Form"

Human Resources
King Center, Room 575
Campus Box 240 P.O. Box 173363
Denver, CO 80217
Phone: 303-352-6015 Fax: 303-556-6557
Website:



Worker's Compensation Injury Information Form For Health Science Clinical Students

Instructions: Complete the below form and provide the injured Health Science Clinical Student(s) with both lists of worker's compensation approved physicians for Concentra

Fax the completed form to 303-556-6557 or email to ccd.benefits@ccd.edu.

Student Name (print): _____

Student S#: _____ Student Phone #: _____ Student Email Address: _____

Home Address:

Semester begin date:

Description of Incident Injury Including Left/Right Side/Body/Part:

Physical Address Where Injury Occurred: _____

Time of Injury: _____ Date of Injury: _____ Report

Date: _____

Cause of Injury: _____ Type of Injury(i.e. cut, bite,
burn) _____

If applicable, Please provide witness(es) name and contact information.

Instructor Name: _____

Program: _____



Denver Locations

1. Aurora North

15235 E 38th Ave
Aurora, CO 80011
Mon-Fri: 8 am - 8 pm
Sat: 8 am - 4 pm
Ph: 303.340.3053
Fx: 303.340.3862

2. Aurora Chambers

3449 Chambers Rd, Ste B
Aurora, CO 80011
Mon-Fri: 8 am - 5 pm
Ph: 720.859.6139
Fx: 720.859.3294

3. Aurora Southeast

10355 E Iliff Ave
Aurora, CO 80247
Mon-Fri: 8 am - 5 pm
Ph: 303.755.4955
Fx: 303.755.4956

4. Boulder

3300 28th St
Boulder, CO 80301
Mon-Fri: 8 am - 5 pm
Ph: 303.541.9090
Fx: 303.541.9393

5. Broomfield

290 Nickel St, Ste 200
Broomfield, CO 80020
Mon-Fri: 8 am - 5 pm
Ph: 303.460.9339
Fx: 303.460.7443

6. Centennial Tech Center

11877 E Arapahoe Rd, Ste 100
Centennial, CO 80112
Mon-Fri: 8 am - 5 pm
Ph: 303.792.7368
Fx: 303.858.7076

7. North Denver

420 E 58th Ave, Ste 111
Denver, CO 80216
Mon-Fri: 8 am - 5 pm
Ph: 303.292.2273
Fx: 303.296.4138

8. Downtown Denver

1730 Blake St, Ste 100
Denver, CO 80202
Mon-Fri: 8 am - 5 pm
Ph: 303.296.2273
Fx: 303.296.8330

9. Denver South Broadway

1212 S Broadway, Ste 150
Denver, CO 80210
Mon-Fri: 8 am - 5 pm
Ph: 303.777.2777
Fx: 303.871.0218

10. Denver Cherry Creek

875 S Colorado Blvd
Denver, CO 80246
Mon-Fri: 8 am - 5 pm
Ph: 303.388.3627
Fx: 720.266.6935

11. Denver Central Park

5855 Stapleton Dr North
Unit A-130
Denver, CO 80216
Mon-Fri: 7 am - 4 pm
Ph: 303.371.7444
Fx: 303.371.7364

12. Highlands Ranch

9330 S University Blvd, Ste 100
Highlands Ranch, CO 80126
Mon-Fri: 8 am - 5 pm
Ph: 303.346.3627
Fx: 303.683.9392

13. Lakewood Simms

11185 W 6th Ave
Lakewood, CO 80215
Mon-Fri: 8 am - 5 pm
Ph: 303.239.6060
Fx: 303.239.6046

14. Littleton

20 W Dry Creek Cir, Ste 100
Littleton, CO 80120
Mon-Fri: 8 am - 5 pm
Ph: 303.798.1009
Fx: 303.798.1324

15. Longmont

1860 Industrial Cir, Ste D
Longmont, CO 80501
Mon-Fri: 8 am - 5 pm
Ph: 303.682.2473
Fx: 303.682.0229

16. Thornton

500 E 84th Ave, Ste B-14
Thornton, CO 80229
Mon-Fri: 8 am - 5 pm
Ph: 303.287.7070
Fx: 303.287.7373

17. Thornton Parkway

550 E Thornton Pkwy, Ste 110
Thornton, CO 80229
Mon-Fri: 8 am - 5 pm
Ph: 720.872.0399
Fx: 720.872.0421

18. Parker

11960 Lioness Way, Ste 150
Parker, CO 80134
Mon-Fri: 8 am - 5 pm
Ph: 303.269.2900
Fx: 303.269.2901

- Work-related injuries receive immediate triage assessment.
- Pre-placement and DOT exam forms are provided, or you may use other DOT approved MER and/or MEC forms.
- No contract is required when working with Concentra. Our fees are competitive and adhere to the applicable state workers' compensation fee guidelines.
- Visit concentra.com/our-locations for a list of locations and driving directions.



Denver Locations



Appendix D – OSHA Training Form

OSHA Training Form

Institution	Community College of Denver
Location	CCD Lowry Campus
Training Title	OSHA
Date of Training	
Instructor Name	
Student Name	
Student S Number	

Training Summary

Summary of Key Topics Covered:

1. Hazard Communication Standard
2. Bloodborne Pathogens Standard
3. Ionizing Radiation Standard
4. Exit routes Standards
5. Electrical Standards
6. Emergency Action Plan Standard
7. Fire Safety Standard
8. Medical First Aid Standard
9. Personal Protective Equipment (PPE)

Acknowledgment

By signing below, I acknowledge that I have received OSHA training on the topics listed above. I understand the importance of adhering to safety practices and procedures discussed during the training.

Student Signature:

Date:

Instructor Signature:

Date:

Additional Notes:

Appendix E - Incident/Warning Report

Course: _____

Date:

Student Name:

Has a similar incident occurred previously? Yes No

When and Where did this incident occur?

Describe the incident/observation:

Refer to (pp. in Handbook, Code of Conduct, Syllabus, Clinical Objectives, etc.):

Plan (What student must demonstrate to remedy the violation):

Student Name (printed)

Faculty Name (printed)

Student Signature

Faculty Signature

Date

*Signature indicates student has been informed of the unsatisfactory performance this time.

Failure to correct behavior may result in remediation and/or a failing grade.