

**Greenfield Community College**  
**Emergency Medical Technician**  
**Syllabus EMS 101 - Fall 2019**  
**OEMS Approval #19280**

<b>Course Title:</b>	EMS 101
<b>Instructor/Coordinator:</b>	Scott J. Chapman, M.Ed., NREMT-P, I/C Office: East Building Room 130 Office Hours: Monday and Wednesday 1700-1800 Or By Appointment Phone: 413-775-1761 Email: <a href="mailto:chapmans@gcc.mass.edu">chapmans@gcc.mass.edu</a>
<b>Program Director:</b>	Dawn M. Josefki Office: East Building Room 130B Phone: 413-775-1761 Email: <a href="mailto:josefski@gcc.mass.edu">josefski@gcc.mass.edu</a>
<b>Required Text:</b>	Limmer, D.J. & O'Keefe, M.F. (2016). <i>Emergency Care</i> (13th ed.). Dickinson, E.T. (Ed.). New York, NY: Pearson.
<b>Required Workbook:</b>	Elling, R. & Bergeron, J.D. (2016). <i>Workbook for Emergency Care</i> (13th ed.). New York, NY: Pearson.
<b>Course Description:</b>	Provides training in the primary care of injuries, semiautomatic external defibrillator (AED), acute illnesses, birth, and people in emergency situations. Students learn rescue extrication, transportation, communication, medical-legal aspects, and ambulance training. The course is taught using lectures, slides, demonstration, and practice. Students completing the course are eligible for the Massachusetts Basic EMT examination.
<b>Prerequisites:</b>	ENG 090 and ENG 094 (COL 090), or satisfactory placement test scores
<b>Credits:</b>	6
<b>Time Allotment:</b>	8 Hours per week (every Monday and Wednesday 1800-2200) and four 8-hour Saturdays. 100% attendance is required. Plan to spend at least this much time out of class with reading and assignments. Preparation and studying are keys to successful completion of the course.
<b>Location:</b>	<ul style="list-style-type: none"><li>• All classes will be held in the East Building at Greenfield Community College in Greenfield, Ma. unless noted otherwise.</li><li>• Dates and times are indicated following the Session number.</li><li>• Expect to meet in room E124/E155 at the beginning of each session.</li><li>• There will be one Saturday session (10/26/19) that will take place at a "to be determined" fire department for our Operations/Extrication Day</li></ul>

**Attendance:** 100% attendance is required per Massachusetts OEMS. In the event of illness or injury, the student must contact either the Program Director or the Instructor in order to be excused. Students must contact the Instructor to receive make-up assignments which are at the discretion of the Instructor and may include a writing assignment, Moodle assignment or other equivalent work and will be due within 5 days of the missed session. **There will be no makeup for quizzes and tests missed!** Any more than 3 absences will require permission from the instructor/coordinator to continue with the course and 3 tardy/lates will equal an absence. The National Registry of Emergency Medical Technicians and the State of Massachusetts Office of Emergency Medicine are the governing bodies for this oversight and strict adherence is mandated and monitored.

**Methods of Instruction:** Material will be presented using lectures, power point slides, discussions, demonstrations, audio-visual aids, group exercises, workbook assignments, student presentations, online assignments, simulations, and psychomotor skills labs.

**Mandatory Co-requisites:** **The following on-line classes must be successfully taken and completion certificates printed and turned in by assigned dates.**

**ICS-100** found at [FEMA - Emergency Management Institute \(EMI\) Course | IS-100.C: Introduction to the Incident Command System, ICS 100](https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c) (<https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>)

**ICS-700** found at [FEMA - Emergency Management Institute \(EMI\) Course | IS-700.B: An Introduction to the National Incident Management System](https://training.fema.gov/is/courseoverview.aspx?code=IS-700.b) (<https://training.fema.gov/is/courseoverview.aspx?code=IS-700.b>)

**Awareness Level Haz-Mat** training at <https://training.fema.gov/is/courseoverview.aspx?code=IS-5.a>

**Print and bring in completed certificates by 10/21/19**

**CPR is also required.** All students will be required to attend an American Heart Association Basic Life Support Provider course on Saturday, September 14, 2019 at the GCC East Building as a part of the course. All students must attend, even if you hold a current certification in CPR. A current AHA BLS Provider card is required to register for the NREMT psychomotor and written exams. The CPR written exam will be counted as one of the course exams.

**Homework:** Read all required chapters prior to the class presentation of that chapter. Students are responsible for all materials in the text, even if it was not specifically covered during the lecture. Reading prior to class allows for better understanding and discussion of the materials. There are several homework assignments that will be due throughout the course. Homework handed in after the due date will receive 10 points off each class day until it is handed in. Late or incomplete assignments may receive a ZERO; however, all assignments must still be submitted to successfully complete the course.

**Grading:** Students will be evaluated by quizzes, assignments, written exams, psychomotor exams, and affective domain. 80% is the minimum passing grade. A passing grade must be maintained on the psychomotor exam as well. All assignments must be completed.

**Quizzes** are evaluation tools, which are short in length and cover a small amount of material. The format will usually be multiple-choice and located on emstesting.com. Quizzes will be averaged with exams for 40% of the overall course grade. **Expect to complete an online quiz prior to the beginning of most lecture sessions.** These will cover material you should have read or reviewed prior to the session per syllabus listings. **There will also be two shock quizzes at the start of class on the dates noted.** See dates and materials covered located at the back of this syllabus on a master quiz list.

**Assignments** are given to reinforce learning or stimulate the processing of a specific subject. Assignments require a degree of critical thinking and the synthesis of information. Assignments are given at the discretion of the instructor. Most are scheduled and found within the syllabus, as well as on a master check sheet at the end of the syllabus. These will be worth 10% of your final grade.

**Drug Profiles** are assigned to assist students in the process of learning pharmacology. Profiles must reflect three sources to be cited at the end of the profiles. Dosages and usage must reflect protocols (Massachusetts State and National Registry) appropriate for the course's pre-hospital EMT level. Profiles must follow the format presented in class. Plagiarism will not be allowed. This assignment will be worth 10% of your final grade.

**Affective Conduct** is an integral aspect to the Emergency Medical Technician's profession. Each student will be evaluated at least twice during the semester (once at midterm and again at the end of the course). Evaluations are based upon the established grading criteria rubric (a copy included within this syllabus). Each student will also be notified of their evaluations to ensure professional conduct is reinforced throughout the program. It should be read, reviewed, be familiar to, and practiced by each student throughout the duration of the program

**Written Exams** are evaluation tools, which are longer in length and cover greater amounts of material. An exam may cover several weeks of material and may be comprehensive material of the course to date. Most exams will be in a 100 question multiple-choice format located at [www.EMStesting.com](http://www.EMStesting.com) to prepare students for the national written exam. They will be taken in the computer lab at the college. The dates they are scheduled and material to be covered is located on a master exam list at the back of this syllabus. **All written exams will be scheduled and a grade of 80% or greater is passing.**

**Psychomotor Exams** are evaluation tools, which require students to demonstrate specific skills or procedures, performed in the correct sequence, while verbally conveying critical information to the examiner. Practical exams are scored on a points system; however, they all have critical failure actions. Critical failure actions will result in a grade penalty of 25% for each critical error. If a critical error occurs during the first attempt of the practical examination; 1 redo of the examination may be performed for a 10% penalty to the final grade for the retaken exam. Students will have sufficient time to practice these skills and must pass all stations absent of critical fails a minimum of 6 times in order to successfully complete this course. 50% of the mandatory 42 skills must be completed by midterm

**Overall Weight of Evaluations for Final Course Grade:**

Assignments	10%
Drug Profiles	10%
Attendance and Affective Domain	15%
Psychomotor Skills Performance	10%
Quizzes and Exams	40%
Final Exam	15%

**Textbooks and Equipment:**

- The required texts and workbooks are listed at the beginning of this syllabus.
- In addition to these it is recommended that each student have a 3-ring binder or notebook for note taking and containing handouts.
- Students should bring both the text and workbook to each session regardless of the syllabus schedule.
- Each student will be given a stethoscope and BP cuff set, which should also be brought to each session. At the end of the course these will be returned to the instructor. If these sets are lost or damaged the cost of replacement is \$50 and you will not receive permission to test unless the set is returned, or the replacement cost is paid.
- All equipment will be used in a respectful manner, picked up and returned to its appropriate place and with safety foremost in mind, prior to leaving the classroom at the end of each session.

**Examination Qualifications:** After successful completion of this EMT course and recommendation of the Program's Lead Instructor/Coordinator the student may elect to take the Massachusetts EMT Psychomotor Exam (equivalent to the NREMT EMT Psychomotor Exam and accepted by them). Students must first register with the NREMT and pay the \$80 fee that covers one sitting for the computerized exam. The cost of the Psychomotor Exam to be held at GCC on **12/13/19** is currently \$50.00. Upon successful certification of the NREMT there is an additional cost and application to Massachusetts OEMS of \$150 to obtain your permission to practice in Massachusetts. Those students from other states must check with their individual state's OEMS office for specifics to obtain permission to practice in the respective state.

## GCC EMS Programs: Affective Domain Rubric 2019

The following is the rubric of how affective behavior is evaluated, the numbers correlate to the following grades 5=100, 4=90, 3=80, 2=70 and 1=60.

### **Integrity**

1	Major infraction of 1 (or more) areas of #3 or many minor infractions in most areas of #3.
2	Minor infractions of 1 area of #3 but otherwise compliant with all aspects described in #3.
3	<b>Consistent honesty, being able to be trusted with property and confidential information, complete and accurate documentation of patient care and learning activities.</b>
4	Consistent honesty, assists other classmates in understanding confidential issues and in developing their documentation skills.
5	Always honest, leads by example and models exemplary behaviors regarding integrity. Consistently turns in paperwork that is complete and accurate prior to due date.

### **Empathy**

1	Being deliberately disrespectful of others, making fun of others, being condescending or sarcastic to others, clearly uncomfortable dealing with emotions of patients, instructors, or classmates.
2	Being uncompassionate to others or responding inappropriately to emotional responses because you are unconformable with their emotional displays. Acting coolly towards patients in distress and not acting as a patient advocate.
3	<b>Showing compassion to others, responding appropriately to emotional responses by others, demonstrating respect to others, being supportive and reassuring.</b>
4	Able to show compassion and respond appropriately while maintaining professional demeanor, demonstrating a strong desire to advocate for the patient, can direct patients and their families to available community resources.
5	Seeks out opportunities to serve in the community, when the situation arises can provide contact information on assistance agencies, has the ability to set troubled patients at ease and actively listens to their problems and concerns.

### **Self-motivation**

1	Consistently failing to meet established deadlines, unable to demonstrate intrinsic motivating factors requiring extra extrinsic motivation from instructors, failing to improve even after corrective feedback has been provided by faculty, requiring constant supervision to complete tasks or being asked to repeat a task that is incorrectly performed.
2	Failing to meet 1-3 tasks as described in #3 but obviously making attempts to attain acceptable standards.
3	<b>Taking initiative to complete assignments, taking initiative to improve or correct behavior, taking on and following through on tasks without constant supervision, showing enthusiasm for learning and improvement, consistently striving for improvement in all aspects of patient care and professional activities, accepting constructive criticism in a positive manner, taking advantage of learning opportunities.</b>
4	Occasionally completing and turning in assignments before the scheduled deadline, volunteering for additional duties, consistently striving for excellence in all aspects of patient care and professional activities, seeking out a mentor or faculty member to provide constructive criticism, informing faculty of learning opportunities.
5	Never missing a deadline and often completing assignments well ahead of deadlines, reminding other students of deadlines, supporting faculty in upholding the rules and regulations of the program, taking seriously opportunities to provide feedback to fellow students, seeking opportunities to obtain feedback, assisting faculty in arranging and coordinating activities.

## Appearance and Personal Hygiene

1	Inappropriate uniform or clothing worn to class, lab, field, or clinical settings. Poor hygiene or grooming, unprofessional skin coverage, or offensive attire.
2	Appropriate clothing or uniform is selected for a majority of the time, but the uniform may be unkempt (wrinkled), mildly soiled, or in need of minor repairs, appropriate personal hygiene is common, but occasionally the individual is unkempt or disheveled.
3	<b>Clothing and uniform is appropriate, neat, clean and well-maintained, good personal hygiene and grooming.</b>
4	Clothing and uniform are above average. Uniform is pressed and business casual is chosen when uniform is not worn. Grooming and hygiene is good or above average.
5	Uniform is always above average. Non-uniform clothing is business-like. Grooming and hygiene is impeccable. Hair is worn in an appropriate manner for the environment and student is free of excessive jewelry. Make-up and perfume or cologne usage is discrete and tasteful.

## Self- confidence

1	Does not trust personal judgment, is unaware of strengths or weaknesses, and frequently exercises poor personal judgment.
2	Needs encouragement before not trusting personal judgment, is aware of strengths but does not readily recognize weaknesses, sometimes makes poor personal choices.
3	<b>Demonstrating the ability to trust personal judgment, demonstrating an awareness of strengths and limitations, exercises good personal judgment.</b>
4	Stands by his/her choices when challenged by an authority figure, aware of strengths and weaknesses and seeks to improve, exercises good personal judgment and often serves as a mentor for classmates.
5	Stands by and can defend personal choices when challenged by an authority figure, actively seeks to improve on weaknesses, seeks out opportunities to assist other classmates in developing their self-confidence.

## Communications

1	Unable to speak or write clearly and is unable to correct their behavior despite intervention by instructors, does not actively listen (requires instructions to be repeated or appears unable to follow directions), resistant to learning new communications strategies.
2	Needs work to speak or write clearly, knows how to actively listen although sometimes is unable to model good listening skills, able to identify alternative communication strategies needed in various situations but is still developing the skills to perform alternative strategies.
3	<b>Speaking clearly, writing legibly, listening actively, adjusting communications strategies to various situations.</b>
4	Working on improving speaking and writing abilities, models active listening skills, able to modify communication strategies easily in various situations and able to effectively communicate a message in these various settings.
5	Working on self and assisting classmates in improving speaking and writing abilities, models and is able to demonstrate active listening techniques to other students, is comfortable utilizing a variety of communication styles, may have proficiency in another language, including sign language.

### Time Management

1	Often late to class or clinical sites, upon arrival needs additional time to be ready to begin (changing into uniform, gathering supplies, etc.), frequently late in turning in assignments, requires constant reminders about due dates and will blame others if a due date is missed.
2	Occasionally late in arriving to class or clinical sites, occasionally late in turning in assignments or requires reminding about deadlines.
3	<b>Consistent punctuality, completing tasks and assignments on time.</b>
4	Seldom late to class or clinical, generally ready to begin class or clinical prior to the actual start time, completes tasks and assignments by due date (and occasionally in advance of due date) with minimal need for reminders of due dates.
5	Punctual (or early) nearly 100% of the time, completes tasks and assignments prior to the due date, seldom requires reminding about deadlines or due dates, may assist instructor in reminding classmates about due dates.

### Teamwork and Diplomacy

1	Manipulating the team or acting with disregard to the team, being disrespectful of team members, being resistant to change or refusing to cooperate in attempts to work out solutions.
2	Sometimes acting for personal interest at the expense of the team, acting independent of the team or appearing non-supportive, being somewhat resistant to change or occasionally unwilling to work out a solution.
3	<b>Placing the success of the team above self-interest, not undermining the team, helping and supporting other team members, showing respect for all team members, remaining flexible and open to change, communicating with others to resolve problems.</b>
4	Placing success of the team above self-interest, supporting and holding up the team by shouldering additional responsibilities, actively seeking to include all members of the team in decision making processes where appropriate, welcoming change and remaining flexible, helping to open the lines of communication.
5	Placing success of the team above self-interest (even if that means a negative outcome to self), taking a leadership role and using good management skills while leading, involving all appropriate team members in the decision making process, suggesting and implementing changes to benefit the team, seeking ways to keep communications and dialogue going.

### Respect

1	Disrespect of authority, being argumentative, using inappropriate words or outbursts of anger, deliberately undermining authority in words or actions or trying to provoke others, frequently unable to act in a professional manner.
2	Being polite when required, occasionally overheard using demeaning or derogatory language but confining it to situations other than in patient care settings, occasionally acting unprofessional on the job or in the classroom.
3	<b>Being polite to others, not using derogatory or demeaning terms, behaving in a manner that brings credit to the profession.</b>
4	Being polite even when a situation is not going in his/her favor, always using respectful language when describing situations even when not in public areas, modeling good professional behaviors.
5	Serving as a "peacemaker" in volatile situations, able to take abusive language or disrespect from patients without reacting negatively towards the individual, modeling good professional behaviors even when outside of the classroom or off of the job.

### Patient Advocacy

1	Unable to deal with patients because of personal biases, actively demeaning or degrading patients with words or deeds, unconcerned about patient rights, feelings or considerations, frequently takes shortcuts during care of patients because it is "easier" or "faster".
2	Occasionally has difficulty dealing with patients because of personal bias or feelings, not always able to place the needs of the patient first.
3	<b>Not allowing personal bias or feelings to interfere with patient care, placing the needs of patients above self-interest, protecting and respecting patient confidentiality and dignity.</b>
4	Not allowing personal bias or feelings to interfere with patient care despite strong negative feelings or biases towards a patient or situation, actively advocating for patient rights, protecting confidentiality.
5	Models patient advocacy and able to defend the need to advocate for patient rights, seeks out opportunities to help fellow classmates learn the principles of patient advocacy, when the opportunity presents itself can be called upon to follow through on an advocacy issue even if it means it is on their off time.

### Careful Delivery of Services

1	Unable to perform skills at entry level or requiring constant monitoring or reinforcement to perform skills, required to recheck tasks because of omissions or inaccuracies in performance or documentation, unwilling to learn policies, procedures or protocols, deliberate unwillingness to follow the letter or spirit of rules or regulations.
2	Occasionally performing skills below the entry-level, requiring monitoring to ensure completeness and accuracy in completing tasks, occasional minor breaches in policies, procedures or protocols attributed to lack of knowledge of it but willing to learn, may follow the letter of, but not always the spirit, of rules and regulations.
3	<b>Performing skills at an entry-level capacity a majority of the time, performing complete equipment and supply checks, demonstrating careful and safe ambulance operations, following policies and procedures and protocols, following orders.</b>
4	Can be trusted to function independent of all but minor supervision, does not need to be reminded to perform routine maintenance checks, follows the letter and spirit of all rules, regulations, policies and procedures.
5	Functions independently and able to correct mistakes by self-reflection, able to assist in the development of rules, regulations, policies and procedures, will assist in monitoring fellow students in the completion of tasks and may be able to assist fellow students identify weaknesses and strengths.

**Classroom Etiquette:** The classroom atmosphere is informal, but you are in a college environment and must conduct yourself professionally at all times. Student questions and comments are welcome, however, the following rules must be adhered to:

- Often, discussion ensues regarding actual cases. These are a great learning tool, however you **MUST**:
  - Be respectful of and maintain patient confidentiality.
  - Be respectful of the reputation of care givers and organizations.
  - Keep the discussion academic and leave it in the classroom.
  - NEVER generate or propagate rumors or malignant commentary based on these discussions.
- Be on time and expect to stay until the scheduled ending time.
- Return from breaks promptly.
- Be awake in class. You are wasting your own as well as the instructor's time if you are sleeping, and it is very rude behavior.
- Be focused on the material or task at hand.
- **The classroom is a learning environment!**
  - Students will show respect to classmates and faculty.
    - No talking while faculty is teaching, asking/answering questions, or while classmates are talking with faculty.
  - It is the mission of the faculty to educate the students to function as professional health care providers.
    - Criticism, advice, and evaluation must be accepted in this spirit.
  - Students who dispute criticism or evaluation will be provided an opportunity to respond.
  - The instructor has the right to remove disruptive students from the classroom.
- Participation in the Program sessions is of high priority; consequently, no student will attend class while on-duty for any EMS, Fire, Police, or Hospital Agency.
- **No cell phones, radios, or pagers are permitted during class: turn them off!**
- Students will help the instructors pick up and put away all equipment used.
- If in the event that a classroom or area within the school is rearranged by the students for practice, then it must be returned to its prior state.
- Students will leave the classroom and practice areas in better shape than they found them.
- Students will report to class 'fit for duty'. No alcohol or illicit drug use is permitted.
- No voice or video tape recording of any class or lab unless permission requested in writing and approved by the instructor prior to the beginning of class.

**Classroom Dress Code:**

- No uniforms or service insignia are allowed in the classroom.
- No union insignia are allowed in the classroom.
- Plain polo, turtle neck top, or tee shirts and Khakis or non-ripped jeans are to be worn to all lab/skill sessions. Wear comfortable and functional footwear. No skirts or dresses are to be worn during skill lab sessions as you may be put in situations where this could be uncomfortable for you or your fellow students, thank you!
- Similar modest dress during lecture sessions is also required.

**Course Content:** The following contains the planned lesson outline, reading assignments, and objectives as well as an assignment and an exam schedule. This is meant for a reference for reading requirements, overview of material covered in each lesson, and exam dates for that material. Additional assignments may be given throughout the program and are not included in this outline. Be prepared on any date to work on skill practice that is both pertaining to scheduled material and ongoing basic requirements. Any of this may be subject to change, if changes are made the instructor will notify the class prior to any change in lecture subject or exam dates as soon as possible. Please also note that at the beginning of each chapter is a list of objectives these form the basis of each chapter and were developed around the National EMS Education Standards and Instructional Guidelines and meet the 2015 AHA guidelines for CPR and ECC. If you make it your goal to become knowledgeable and competent in all of the objectives, you will be well on your way to becoming a registered EMT.

**This is a very fast paced and intensive course:**

- Be prepared for quizzes on the material you are assigned prior to class
- Be prepared for frequent homework and online assignments
- Be prepared for a great deal of reading
- Be prepared for workbook pages that go along with every reading chapter assigned

**DO NOT FALL BEHIND!!!!**

- Be prepared to study every day
- Be prepared to learn and use new terminology
- Be prepared to learn the sciences of anatomy, physiology, and pathophysiology
- Be prepared to memorize lengthy and complex sequences
- Be prepared to learn 'beyond the book'
- **In order to succeed in this course, you will need an open mind as well as an open book!**

\*\*\*It is the student's responsibility to seek help regarding information, which is not understood. The student who begins to experience difficulty with class or clinical assignments is responsible for contacting the instructor as soon as possible.\*\*\*

**Additional College Information**

- **Students with Special Needs**
  - Greenfield Community College values inclusion and equal access to its programs and activities and is committed to fostering an environment of mutual respect and full participation. Our goal is to create learning environments that are equitable, inclusive and welcoming. If you are an individual with a disability and require reasonable academic accommodations you are advised to contact the Office of Disability Services (ODS) prior to the start of a course to discuss your accommodation needs and options. The ODS will work collaboratively with students with disabilities to develop effective accommodation plans for implementation in the classroom. The ODS is located in the Wellness Center on the fourth floor of the Core in C423. For an appointment, please call (413) 775-1332.

- **Classroom Civility**
  - A statement outlining the standards of behavior expected at an institution of higher learning can be found on the GCC website with other student policies and procedures at <http://www.gcc.mass.edu/student-and-academic-affairs/students/policies>. In addition to these expectations, in this classroom please remember that everyone is entitled to the opportunity to learn. Please do not arrive late, leave early, or in any other way detract from the right of your classmates to the best learning environment possible.
- **Academic Honesty**
  - The faculty and staff at Greenfield Community College expect academic honesty. The College upholds the definition of plagiarism published by the Modern Language Association: "Using another person's ideas, information, or expressions without acknowledging that person's work constitutes intellectual theft...Students exposed as plagiarists may suffer severe penalties, ranging from failure in the assignment or in the course to expulsion from school." (MLA Handbook for Writers of Research Papers. 7th edition. Ed. Joseph Gibaldi [New York: MLA, 2009] 52-53). Students should consult with individual instructors for how to acknowledge sources properly and for the consequences of plagiarism. Students may also want to refer to Student Code of Conduct in the GCC Student Handbook.
- **Greenfield Community College Copyright and Intellectual Property Policy**
  - Copyright and Intellectual Property Policy: It is the responsibility of all faculty, staff, students and anyone using the facilities or resources of Greenfield Community College to read, understand and follow the Greenfield Community College Copyright and Intellectual Property Policy. The policy and related information is available on the GCC Library web page at <http://www.gcc.mass.edu/library/about/copyright/>. If you have questions regarding the policy please contact the Deborah Chown, Library Director, at (413) 775-1832 or [chown@gcc.mass.edu](mailto:chown@gcc.mass.edu).
- **Library Resources for class research for Face-to-Face Course**
  - When conducting any research related to this class, please take advantage of the resources available to you in the College's Library. The Library collection contains circulating and reference books, ebooks, newspapers, magazines, scholarly journals, videos, and DVDs. The Library's online databases offer access to hundreds of thousands of periodical articles and reference sources, which are available 24/7 from any campus computer and from off campus with a GCC library card. Librarians are available to help you during any step of the research process, from on or off-campus. Stop by to ask for help in person (the library is located on the third floor of the Core), by phone at (413) 775-1831, by email at [reference@gcc.mass.edu](mailto:reference@gcc.mass.edu), or by chat at <http://www.gcc.mass.edu/library/ask/>. For more information about the library, visit <http://www.gcc.mass.edu/library/>.
- **Technology Support**
  - If you experience technical challenges (cannot log in to Email or Moodle, a tool or feature does not work in Moodle, or with MyGCC, etc.) you may email me; but, you will also want to copy the "Student Help Desk" (email address: [StudentHelp@stuemail.gcc.mass.edu](mailto:StudentHelp@stuemail.gcc.mass.edu)) on this email. Even though I may know who you are, it is important to provide: (1) your full name, (2) your student identification number, (3) the class you are in, and finally, (4) clearly state the challenge you are experiencing. This information will help the support team at the "Student Help Desk" provide you with assistance should they respond to your email before I have a chance.

