

Jackson College
Emergency Medical Services Department
Paramedic Technology:
Paramedic Clinical I
EMS 166, Fall 2016



Clinical Coordinator: Chad Rodgers
Email:
Phone:

Class Days/Times: Arranged with Clinical Coordinator on Platinum Planner

Total Credits: 3 credit hours

This course is approved by the MDCH Program Approval Number: P-10-0015

Course Description

This course is designed to provide the second semester clinical hours necessary to meet the requirements of the Michigan Department of Community Health Paramedic curriculum. This course includes clinical rotations at various sites including ambulance, hospital, and skilled care facilities. In addition, classroom time is scheduled to review clinical procedures and review progress of the students.

Course Goals

The EMT-Paramedic represents the highest level of skills in the emergency medical system. Formal classroom experiences are enhanced with combined time in an emergency room, on an ambulance, as well as other specialty training opportunities including airway management in the operating room. Coursework typically emphasizes emergency skills such as managing respiratory, trauma, and cardiac emergencies. The program reviews all material covered in EMT-Basic and includes more advanced training in acid-base balance, intravenous access and maintenance, pharmacology, cardiology and advanced airway management.

Course Prerequisite

- Concurrent enrollment in EMS 160, 161, 162, 163, and 164.
- **BIO 155 or BIO 253 & BIO 254 or BIO132 & MOA/LPN 141 (must be completed before end of program)**

Course Objectives

At the completion of this program you should be able to:

1. Integrate knowledge of EMS systems, safety/wellbeing of the paramedic, and medical/legal and ethical issues, which is intended to improve the health of EMS personnel, patients, and the community.
2. Integrates a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems.
3. Integrates comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.
4. Integrate knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation and respiration for all patients.
5. Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression, differential diagnosis and formulate a treatment plan.
6. Integrates assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a treatment/disposition plan for an acutely injured patient.
7. Apply knowledge of operational roles and responsibilities to ensure patient, public and personnel safety.

8. Safely and effectively perform all psychomotor skills within the scope of the Paramedic practice.
9. Exemplify professional behavior including, but not limited to, integrity, empathy, self-motivation, personal hygiene, self-confidence, communications, time management, teamwork, diplomacy, respect, patient advocacy and careful delivery of service.

Jackson College Education Goals

The course goals and objectives incorporate specific Associate Degree Outcomes (ADOs) established by the JC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges, universities, and reflect input from the professional communities we serve. ADOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs.

Course ADOs

This course utilizes Ado 10: Diversity -Developing. As a Paramedic candidate the need for accepting diversity is great. Healthcare providers must be able to treat all patients equally. This course measures the skill of diversity in the hospital and prehospital clinical setting. This is measured through an affective behavior domain evaluation as noted below.

Required Texts

- *Paramedic Care Principles & Practice 4th Edition (Volume 1-7)*
- *JC Paramedic Clinical Competency Skill Book*

Suggested Text

- EMS Field Guide, Advanced or Critical Care version
- Medical Dictionary
- Nursing Drug Guide

Equipment and Uniforms

- Paramedic shirt available through JC bookstore (Maroon in color)
- Navy blue EMS slacks
- Black polishable shoes
- Black belt
- Watch (with second hand)
- Navy jacket (no logo) for clinical/internship and classroom use (no other jackets will be allowed)
- JC Student ID badge is required to be worn clipped on the shirt
- Protective eye wear
- Stethoscope (optional)
- Blood Pressure Cuff (optional)
- TB mask (provided in class)
- USB Flash Drive – storage amount at your discretion

Clinical Hour Requirements

Clinical Site	Number of Shifts Required	Total Hours
Emergency Room (With EMS Preceptor)	7	70
OR/Anesthesia	1	8
Telemetry	1	12
Ambulance	2	24
Simulation	2	10
Total	13	124

Clinical Skill Requirements

Each semester students are required to obtain a set number of clinical skills based on clinical experiences. To successfully complete each clinical course, the student MUST reach the minimum number of clinical skills (see list below). Unsuccessful clinical skill numbers will prevent the student from entering the next semester of the program, unless otherwise deemed so by the EMS Program Director. All skills claimed by the student MUST

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be initialed by the clinical preceptor prior to being entered into Platinum Planner. Those skills not verified by the clinical preceptor and entered into Platinum Planner will be seen as falsification of clinical documentation. Only successful skills will be counted toward the total number of clinical skills. To ensure accuracy in clinical data it is extremely important that all clinical documents are completed correctly. It is the student's responsibility to check the progress of skills obtained with in the clinical setting and complete all required documentation correctly.

1. Administer Medications: **8**
2. Endotracheal Intubations: **3**
3. Venous Access: **15**
4. Ventilate a Patient: **10**
5. Adult Patient Assessment (18-64): **25**
6. Geriatric Patient Assessment (65 or Older): **15**
7. Pediatric Patient Assessment:
 - ◆ Newborn: 0-30 Days: **2**
 - ◆ Infant: Less Than 1 Year: **3**
 - ◆ Toddler: 1-3 Years Old: **3**
 - ◆ Preschooler: 4-6 Years Old: **1**
 - ◆ School Age: 7-12 Years Old: **3**
 - ◆ Adolescents: 13- 18 Years Old: **3**
8. Obstetric Patient Assessment: **5**
9. Trauma Patient Assessment: **20**
10. Psychiatric Patient Assessments: **10**
11. Assessment, Formulate, and Implement Treatment Plan for: Chest Pain Patients: **15**
 - ◆ *Must include a treatment summary for each Chest Pain Patient*
12. Assessment, Formulate, and Implement Treatment Plan for: Dyspnea/Respiratory Distress Patients: **10**
 - ◆ *Must include a treatment summary for each Respiratory Patient*
13. Assessment, Formulate, and Implement Treatment Plan for: Syncope Patients: **5**
 - ◆ *Must include a treatment summary for each Syncope Patient*
14. Assessment, Formulate, and Implement Treatment Plan for: Abdominal Complaint Patients: **10**
 - ◆ *Must include a treatment summary for each Abdominal Patient*
15. Assessment, Formulate, and Implement Treatment Plan for: Altered Mental Status Patients: **10**
 - ◆ *Must include a treatment summary for each Altered Mental Status Patient*

Clinical Simulation

Students are required to complete two, five hour clinical experiences utilizing simulation. Simulation clinical time will be arranged based on needed clinical experiences and skills. Student will act as the lead paramedic on an ALS ambulance. Students attend simulation and complete all required clinical documentation like any other clinical experience.

Skills that are obtained through simulation are measured as ½ those experiences gained within the standard hospital or prehospital setting. In order to meet the required clinical skills student must complete two simulation skills successfully in order to receive credit for one clinical skill.

Clinical/Internship Expectations

Prior to student participation in the clinical rotations and internship, students must demonstrate acceptable competency in all assigned practical skills. Students are expected to schedule their clinical rotation and internship shifts through an online scheduling program (Platinum Planner). All clinical must be scheduled 48 hours in advance of the intended shift. Clinical may not be adjusted within 24 hours of the shift, unless under

the discretion of the Clinical Coordinator. Students are not to supersede the required number of clinical rotations without prior approval of the Clinical Coordinator.

Clinical/Internship Grading

Students are required to complete ALL CLINICAL/INTERNSHIP hours within the allotted time frame. Students are also required to submit all required clinical documents as described below. Students must also meet the minimal clinical skill competences as noted below. Clinical/Internships courses are graded with a final grade of "P" for Pass or "F" for Fail based on performance in the coursework. No letter grade is normally assigned for skills courses due to the nature of the class.

Clinical Attendance

Dependability and punctuality are important factors in the EMS clinical component. Any absences or tardiness, no matter how legitimate, disrupts the learning process of the student and disrupts the operation of the clinical site. Students are required to notify the appropriate supervisor at their clinical site of their absences for each occurrence. The notification of absence intent should be at least 1/2 hour (30 minutes) prior to the student's scheduled starting time. All missed clinical time must be made up within the semester that the absence occurred and it is a warranted emergency. Any unreported absences will automatically result in critical warning and will warrant immediate dismissal from the program. In the event of an emergency and a clinical must be changed or missed, you must contact the Clinical Coordinator and the Program Director and advise them of your absence (See student handbook for attendance details).

*****Absences not reported (no call, no show) will result in dismissal from the program *****

Students are required to be at their EMS clinical site until the completion of the shift unless permission is obtained from the supervising clinical instructor. Students will only receive clinical hours for time actually spent within the clinical setting. The student is to notify the attending EMS clinical/staff coordinator whenever they leave the clinical site. Failure to do so may be interpreted as abandonment of the clinical assignment and will result in a **warning action (see Student Conduct/Warning Notice Procedure)**.

Clinical Tardiness

Excessive tardiness (5 minutes or more) will be counted against the total clinical hours. If it appears that you will be late, notify the clinical EMS department/or clinical instructor as soon as possible. Excessive tardiness will result in a **warning action (see Student Conduct/Warning Notice Procedure)**.

Clinical/Internship Paperwork

- All students are required to maintain copies of all forms and verification paperwork.
- Each student must submit after completion of a clinical rotation:
 - ✓ Electronic verification for each clinical shift,
 - ✓ Lab and Clinical skill competency verification
 - ✓ Generate a minimum of three (3) patient care reports (Ambulance/Internship Only)
 - ✓ Generate a student site evaluation
 - ✓ Return a signed and sealed copy of the Student Affective Behavior Evaluation form from the clinical experience
- Electronic clinical paperwork is to be submitted no later than **24 hours** after completion of the clinical experience.
- All paper forms are to be submitted no later than five (5) business days following the completion of the clinical.
 - ***Failure to return electronic clinical paperwork within 24 hours and/or failure to return any paper forms within five (5) business days of the clinical will result in a clinical shift invalidation and require the clinical shift be repeated.*****

Affective Domain Evaluations

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With each clinical rotation the students will be subject to evaluation via the affective domain. This includes attitude, empathy, and overall professionalism. Any student receiving an overall negative affective domain evaluation will be given a written warning and the instructor will schedule a meeting to review the form with the course coordinator and student. Steps for corrective action will be documented. This will result in possible disciplinary action up to and/or including dismissal from the rotation or program. During the scheduled time for review, the student will be removed from clinical rotations.

Clinical/Internship Performance

Clinical Performance will be measured based on attendance, attitude, and core skill competency. Students with an overall “negative evaluation” of skill competency, attitude and/or approach to patient care will result in disciplinary action, the need to make up the offending shift and/or removal from the program.

- Students are expected to be on time, clean, rested and eager to apply their skills. The student should be open and receptive to their field/site clinical preceptors.
- Tardiness or absence to a scheduled clinical shift will result in a disciplinary action; this will include a meeting with the instructor(s) and may be grounds for removal from the program.
- Excessive tardiness, leaving the clinical site early, or absences will result in disciplinary action and may be grounds for dismissal from the program.

Students with Disabilities

If there is a student in this class with a special need because of learning, physical, or other disability, contact the instructor(s) and Student Services immediately.

“Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the office of Learning Support Services at 787-0800, extension 8270/8553 as soon as possible to ensure that such accommodations are implemented in a timely fashion.”

National Registry ADA Policy Link: www.nremt.org/nremt/about/policy_accommodations.asp
JC Disclosure Policy: JC adheres to FERPA <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Changes in Syllabus

Schedule and course outline may change due to weather, illness, or extreme circumstance. Students will be notified in writing if course outline will change.

This syllabus may be adjusted at any time if the instructor(s) or Course Coordinator deems it necessary.