



Course Syllabus

EMSP 1361 – Emergency Medical Technician – Basic Clinicals

Catalog Description: A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. Direct supervision is provided by the clinical professional.

Prerequisites: none

Co-requisite: EMSP 1501

Semester Credit Hours: 3

Lecture Hours per Week: 0

Lab Hours per Week: 0

Extended hours: 0--Additional study is required outside posted class times.

Contact Hours per Semester: 144

State Approval Code: 51.0904

Class section meeting time: Clinical times vary per student.

Instructional Goals and Purposes: This course is a health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. Direct supervision is provided by the clinical professional. The hours to complete this course are done outside of regular classroom hours. The clinical rotations are designed to provide the student interaction with patients and patient care. At the

Basic EMT level, the student is required to have the following:

- 1) A minimum of 72 hours of clinical experience in an affiliated hospital emergency department, and
- 2) A minimum of 72 hours of field experience and a minimum of three (4) valid emergency calls with an affiliated EMS agency.

The student must be at least 18 years of age and have a high school diploma or GED to be eligible to be certified as an EMT by the TDSHS.

The student must take both EMSP 1501 and EMSP 1361 concurrently unless they have individual approval from the course coordinator and lead instructor.

These Policies and Procedures are intended to be supplemental to those as established by Panola College. The items stated in this guideline are considered to be unique to the E.M.S. Training Program.

Learning Outcomes:

The student will master the theory, concepts, and skills involving the tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environment, and legal systems associated with the workplace; demonstrate ethical behavior, safety practices, interpersonal and teamwork skills, appropriate verbal and written communications in the workplace.

Specific Course Objectives (includes SCANS):

After studying all materials and resources presented in the course, the student will be able to:

1. Complete an orientation of expected behavior before, during and after a response with the ambulance crew. (scans: 1A i, iv, v, Ci, ii, iii, iv, v; 2Di, Ei, ii, iii)
2. Locate, inspect, and prepare each piece of equipment for use on the ambulance. (scans: 1Ai, iv, v, Ci, ii, iii, iv, v; 2Di, Ei, ii, iii)
3. Practice loading and unloading the ambulance stretcher with and without a patient. (scans: Ei, ii, iii)
4. Discuss and demonstrate application of didactic knowledge during hospital clinical and EMS internships. (scans: 1A iv, v; Bii, iii; Ci, ii, iii, iv, v; 2Ai, iii, iv; Bi, iii, iv, vi; Ci, ii, iii; Ei, ii, iii)
5. Discuss and demonstrate knowledge of clinical facilities, roles and responsibilities of an EMT Basic candidate. (scans: 2Ai, iv; Bi, iii, vi; Di, Ei, ii, iii)
6. Function as a team member in both the hospital and the EMS internship setting focusing on treatment of both traumatic and medical emergencies in which the appropriate medical care is applied. (scans: 2i, iii, iv, vi)
7. Identify and apply basic skills needed including the performance of patient assessment skills during the treatment of all patients encountered in the hospital and EMS setting. (scans: 2Bv, Ci, ii, iii)

Specific Tasks Accomplished:

Discuss and demonstrate application of didactic knowledge during hospital clinical and EMS internships.

1. Discuss and demonstrate knowledge of clinical facilities, roles and responsibilities of an EMT Basic candidate.
2. Function as a team member in both the hospital and the EMS internship setting focusing on treatment of both traumatic and medical emergencies in which the appropriate medical care is applied.
3. Identify and apply basic skills needed including the performance of patient assessment skills during the treatment of all patients encountered in the hospital and EMS setting.

Course Content:

A general description of duties of the paramedic student included in this course are listed in the Learning Outcomes / Specific Course Objectives sections of this syllabus.

Methods of Instruction/Course Format/Delivery:

This course is offered face to face. Instruction for this course will be done with lecture and skills labs.

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

1. Complete reading from textbook and other assigned resources.
2. Complete assignments in mybradylab.
3. Complete handout assignments.

Assessment(s):

- Multiple choice topic quizzes.
2. Mybradylab homework.
 3. Proctored exams.
 4. Grades on handout assignments.

Course Grade:

The grading scale for this course is as follows:

Students MUST maintain an OVERALL grade of 80% in the course to be eligible to participate in clinical rotations. Students who do not achieve this will have their clinicals IMMEDIATELY suspended and participate in REMEDIATION through tutoring sessions.

Below is the corresponding percentage to letter grade.

90%-100%	A
80-89.99%	B
70-79.99%	C
60-69.99%	D
50-59.99%	F

Refer to policy and procedures manual and student handbook for grade appeals.

1. Students must pass the final exam (failure of final will mean dismissal from course), skills testing and have complete clinical requirements.
2. All grades will be averaged at end of course with quizzes averaged and counted as one (1) major grade.
3. Students wishing to know their average may do so any time during course.
4. Number of exams will be dependent on the level of the course being taught.

Major Exams, Quizzes	25%
Skills Testing	25%
Clinical requirements and notebook	25%
Final Exam (must pass, no retest)	25%

Texts, Materials, and Supplies:

- Paramedic Care Principles and Practice, Bledsoe, Pearson Publishing
- MYBRADYLAB

Required Readings:**Recommended Readings:****Other:**

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

- a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v) Speaking: Organize ideas and communicate orally.
- b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - i) Creative Thinking: generate new ideas.
 - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii) Problem Solving: recognize problems and devise and implement plan of action.
 - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
 - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v) Integrity and Honesty: choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

- a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
 - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
- b) **Interpersonal Skills:** A worker must work with others effectively.
 - i) Participate as a Member of a Team: contribute to group effort.
 - ii) Teach Others New Skills.
 - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.