

# Course Syllabus

NOTE: This syllabus is subject to change during the semester. Please check this syllabus on a regular basis for any updates.

**Department** : Emergency Services  
**Course Title** : Paramedic Practicum III  
**Section Name** : EMSP\_2164  
**Start Date** : 08/27/12  
**End Date** : 12/07/12  
**Modality** : CLINICAL  
**Credits** : 1

## Instructor Information

**Name** : Kelly Dilbeck  
**OC Email** : kdilbeck@odessa.edu  
**OC Phone #** : 432-335-6379

## Course Description

Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student. 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/Co requisites

**Course Pre-requisites:** EMSP 1165

ICO's

ICO 1, 2, 3, 4, 5, 6

## Course Objectives

Course objectives utilize the framework of Differentiated Entry Level Competencies. On completion of this course, students should be able to be able to perform in the following roles:

**Provider of Care:**

1. Analyze health care deviations in the patient experiencing complex alterations in multisystem functioning.
2. Correlate the physiological effects of aging with the patient's ability to recuperate from complex health needs involving multiple body systems.
3. Integrate elements of pre-hospital emergency care with patients experiencing complex health needs involving multiple body systems.
4. Utilize decision making skills, research-based findings, psychosocial, and cultural knowledge in planning and communicating care for patients with complex health needs involving multiple body systems.
5. Integrate knowledge of cognitive, psychomotor and affective skills essential for providing pre-hospital emergency care to patients with complex health needs involving multiple body systems.
6. Appraise the legal and professional implications that relate to the care of patients with complex health care needs involving multiple body systems.
7. Analyze physiological actions, side effects, and rationale, of pharmacological agents utilized in the care of patients with complex health needs involving multiple body systems.

**Coordinator of Care:**

8. Compose teaching relevant to health promotion/disease prevention for patients and their families to facilitate adaptation to complex health needs involving multiple body systems.
9. Examine economic and political issues impacting care of patients with complex health needs involving multiple body systems.
10. Identify a variety of community resources that assist patients with complex health needs involving multiple body systems to achieve an optimal level of health or to prepare terminal clients for death.

**Member of a Profession:**

11. Examine professional attributes of caring that assist the patient to adapt to complex health alterations within the critical care environment.
12. Justify situations which would necessitate advocacy for the patient within the critical care environment.

***Learning Outcomes:***

The student will be able to

1. Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for patients with complex health care needs involving multiple body systems in emergency and critical care settings;
2. Analyze the roles of the professional paramedic in the provision of care for patients and families.

## **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.

### **Required Readings/Materials**

You must purchase the following **required** readings/materials:

Bledsoe, Porter, Cherry (2008). *Paramedic Care 1-5* (3<sup>rd</sup> Ed.). Pearson, Prentice Hall: Upper Saddle River, NJ

#### Other Required Resources

Beasley, B. & Mistovich, J. (2006). *EMT-P Achieve: Paramedic Test Preparation, Student Access Code Packet*. Prentice Hall: New Jersey

b) You are encouraged to buy the following *optional* books/materials

Pagana, K.D. & Pagana, T.J. (2006) *Mosby's Manual of Diagnostic & Laboratory Test* (3<sup>rd</sup> Ed.). Mosby: St Louis

Mosby (2006). *Mosby's Dictionary of Medicine, Nursing, and Health Professions* (7<sup>th</sup> Ed.). Mosby; St Louis

Deglin, J. & Vallerand, A. (2006). *Davis Drug Guide for Nurses* (10<sup>th</sup> Ed.). Davis: Philadelphia

### **Course Requirements (Lectures, Assignments and Assessments)**

1. Individual clinical rotations will be assigned a grade and then averaged to determine the final grade. Grades will be determined by the course instructor after consultation with the clinical instructor on level of competency as documented on the clinical evaluation form, and completeness of documented patient assessment forms.
2. Hospital clinical rotations are scheduled through the Fisdap Clinical Scheduling System. Schedules will be set on a first come, first served basis. Clinicals must be scheduled three (3) days in advance. Once assigned to a clinical date and time, attendance at that scheduled clinical is mandatory. Changes must be approved by the instructor. Only 1 clinical date or time may be modified or changed per semester.
3. In the event of an emergency, and it is impossible for the student to attend clinical, the instructor must be contacted no later than 45 minutes prior to the scheduled clinical.
4. Students must complete four (4) – eight (8) hour hospital clinical rotations, for a total of 32 hours, at the Odessa, Texas, Medical Center Hospital.
5. Students must complete two (1) – four (4) hour rotation at Permian General Hospital, Andrews, Texas, for the intubation clinical. Successful completion of skills will be documented on the Hospital Rotation Evaluation Form and signed by the preceptor.

6. Students must complete One (1) – Eight (8) hour rotation at either ORMC or MCH L&D and witness at least one (1) VAGINAL birth. Successful completion of skills will be documented on the Hospital Rotation Evaluation Form and signed by the preceptor.
7. Students must complete One (1) – Eight (8) hour rotation at ORMC NICU and assess at least 2 Neonates. Successful completion of any skills will be documented on the Hospital Rotation Evaluation Form and signed by the preceptor.
8. Students must perform a complete assessment and head-to-toe examination on a minimum of two (2) different patients in the Emergency Department at each clinical rotation these patients will be chosen in order to complete the required competencies in accordance with the clinical competency Matrix. Document these exams on the Odessa College EMSP patient assessment forms, as outlined in the Course Textbook, and as directed by the instructor. A patient may not be assessed for clinical grading purposes by two paramedic students.
9. Students must submit the completed Hospital Rotation Evaluation Form to the clinical instructor for signature before the end of the clinical. The completed signed Hospital Rotation Evaluation Form **MUST** be turned into the lead instructor to receive credit for the clinical hours. Failure to turn in this form will result in the clinical hours and patient information for that rotation to be deleted from the Fisdap system.
10. The student will be required to complete the Patient Assessment and Care Record, Preceptor Evaluation, Self Evaluation, and Site Evaluation in the Fisdap system within 72 hours of completion of the clinical. The clinical rotation will be marked as Complete after 72 hours and no further changes or additions will be allowed to the patient care record without consent of the lead instructor.
11. Emergency Medical Services clinical rotations are scheduled through the Fisdap Clinical Scheduling System. Schedules will be set on a first come, first served basis. Clinicals must be scheduled three (3) days in advance. Once assigned to a clinical date and time, attendance at that scheduled clinical is mandatory. Changes must be approved by the instructor. Only 2 clinical dates or times may be modified or changed per semester.
12. In the event of an emergency, and it is impossible for the student to attend clinical, the instructor must be contacted no later than 45 minutes prior to the scheduled clinical.
13. Students must complete a total of sixty six (66) hours, at the Odessa Fire Department, Odessa, Texas no more than 14 hrs may be completed in any 24hr period.
  - a. Clinical rotations at another municipal EMS must be approved by the instructor.
  - b. If another Emergency Medical Service is approved for clinical rotations by the instructor, at least 40 hours of EMS clinical must be completed with the Odessa Fire Department.
14. Students must submit the completed Ambulance Rotation Evaluation Form to the lead paramedic/preceptor for signature before the end of the clinical. The completed signed Ambulance Rotation Evaluation Form **MUST** be turned into the lead instructor to receive credit for the clinical hours. Failure to turn in this form will result in the clinical hours and patient information for that rotation to be deleted from the Fisdap system.
15. The student will be required to complete the Patient Assessment and Care Record, Preceptor Evaluation, Self Evaluation, and Site Evaluation in the Fisdap system within 72 hours of completion of the clinical. The clinical rotation will be marked as Complete after 72 hours and no further changes or additions will be allowed to the patient care record without consent of the lead instructor.
16. In order to receive a course grade of 70 the student must meet the required minimum number of hours, competencies, and have all required completed Hospital or Ambulance Rotation Forms, Fisdap patient care records, and required evaluations before the Monday of the week before finals. Any failure to meet minimum criteria will result in a grade of F for the course.

17. A course grade of 70 or better is required to pass EMSP 2164. No assignments are optional. In order to receive a passing grade in EMSP 2164, the co-requisite clinical courses must also be passed.

18. Failure to pass clinical rotations of EMSP 2164 will result in a grade of F, and prohibits registering for any further, EMSP courses until the appropriate classes are retaken for a passing grade.

19. Copies of clinical forms are available on Blackboard. It is the student's responsibility to arrive at the clinical site with sufficient forms to complete and document their assessments.

20. The preliminary patient assessment forms may not contain any patients personally identifying information. The student will keep the preliminary assessment form after entering data in the FISDAP system.

21. The student must meet the following competencies these are cumulative and include Practicum I and Practicum II:

### **Skills**

Med Admin	38	ET Intubation	5
Ventilations	8	Live Intubation	5
IV Success	55		

### **Ages**

Total Peds	24	New Born	2
Adults	30	Infant	5
Geriatrics	19	Toddler	3
Preschooler	3	School Age	3
Adolescent	3		

### **Pathology**

Obstetric	2	Trauma	18
Psychiatric	4	Cardiac	8
Cardiac Arrest	1	CVA	4
Medical	18	Neuro	4
Path Respiratory	12		

### **Complaints**

Chest Pain	12	Comp Respiratory	6
Pediatric Respiratory	4	Syncope	5
Abdominal	8	AMS	8
General Weakness	8	Headache/Blurred Vision	3
Dizziness	3		

### **Team Lead**

Teams Leads	25
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## **COMMUNITY SERVICE PROJECT**

Students must also do one (1) – eight (8) hour community service project

Students will select an individual or a group for the project. They will be required to spend a minimum of 8 (eight) hours over the course of the semester interacting with the person or group. Students may not perform any type of medical care for the person other than as pertains to improving their mental and emotional health through repetitive contact and human interaction.

After selecting the individual or group, the student will submit a one paragraph proposal to the instructor briefly discussing how this interaction will meet the goals of the project. The student may NOT start the project until the proposal has been approved by the instructor.

### **Goal**

At the conclusion of this project the student will have shown that they have the ability to show empathy and cross cultural sensitivity for an individual or group of individuals. This project is designed to have the student relate with patient populations on a non-medical level.

### **Objectives**

#### **Cognitive Objective:**

At the completion of this project the student will be able to

1. Identify differences in attitudes and the emotional needs of individuals from a different demographic background.

#### **Psychomotor Objectives:**

At the completion of this project the student will be able to

1. Take the life experiences related to them by individual(s) and put them in an organized manner and compose a concise essay.

#### **Affective Objectives:**

At the completion of this project the student will be able to

1. Value the importance of compassionate human interaction as it relates to the health of the individual.
2. Offer emotional and psychological support to individuals of a different demographic background.
3. Judge what types of human experiences are remembered by individuals and how they affect who we are.
4. Share life experiences with an individual of a different demographic background and evaluate how those experiences would or will affect them as an individual.

The paper should include:

1. General demographic information about the individual such as name, age, place of birth, parents, spouses, siblings, or any other pertinent demographic information as it relates to the project.
2. Events that have changed the person's life and his or her response to those events.
3. For projects that involve interacting with a group, the essay should include information about the group such as specifics and purpose.
4. Each of the three objectives listed above will be addressed throughout the paper.

#### Paper format

- two page double spaced typewritten
- APA or MLA standards will be used
- Cover page (not to be included in the two page count) that has the student's name, course name and number, and date.
- If any works are cited in the paper, an appropriate bibliography page will be included

#### Some examples of projects are

- Visiting a nursing home resident (not related to the student)
- Visiting with a person who has a life changing event such as a teenager involved in a motor vehicle collision with a resulting disability
- Participating in a camp for people with a disability or single parent children



## Grading Policy

Grades will be calculated as follows and averaged for the final course grade:

Average of all Clinical rotations 70%

Community Service Project 30%

A course final grade below 70, “C”, does not meet criteria for progression/graduation. Students must meet all course requirements, or a grade of D or F will be assigned according to the above scale. Grades below 70 will not be rounded up.

Each week, I will provide grades or scores and comments on assignments within 6 days of when they were submitted. After I send feedback each week, I will post a notification in the **Main** forum.

Late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 p.m. central on the day they are due. Assignments more than 5 days late will not be accepted. Technological issues will not be considered as valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor.

Percentage %	Grade
90 +	A
80 - 90	B
70 - 80	C
60 - 70	D
Less than 60	F

## Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

## Learning Resource Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the "[Ask a Librarian](#)" service provide additional help.

### **Student E-mail**

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

### **Student Portal**

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

### **Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

### **Important School Policies**

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.