

# **Master Syllabus**

Paramedic Field Internship

EMSP 2266

Synonym/Section #:

## **Course Description:**

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

## **Course Time & Location:**

All EMSP classes & labs will be held at ACC Eastview Campus, 9000 Building

## **Instructor Information:**

For instructor office hours, contact info and location refer to the instructor directory online

## **Course Prerequisites & Co-requisites:**

### **Prerequisites:**

1. EMSP 2434
2. EMSP 2330
3. EMSP 2260

### **Co-requisites:**

1. EMSP 2237

## **SCANS Competencies taught in this class:**

**Resource Use** — Identifies, organizes, plans, and allocates resources

**Interpersonal Skills** — Works with others

**Information Literacy** — Acquires and uses information

**Technology Skills** — Works with a variety of technologies/computer literacy

## **SCANS Foundations:**

1. Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules (Reading)
2. Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts (Writing)
3. Receives, attends to, interprets, and responds to verbal messages and other cues (Listening)
4. Organizes ideas and communicates orally (Speaking)
5. Thinks creatively, makes decisions, solves problems, visualized, knows how to learn, and reasons (Thinking Skills)
6. Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty (Personal Qualities)

## **Required Texts & Materials:**

Refer to the "Textbooks" link on the ACC website course schedule for required textbooks for the course.

## **Instructional Methodology:**

This course is set in the EMS environment. The student is assigned to one professional paramedic in a mentor/coach style teaching environment while treating EMS patients.

## **Course Rationale:**

This clinical course provides the student with actual patient contact and allows the student to practice their clinical assessment, treatment planning and psychomotor skills in the specific environment for which they are preparing to work. In addition, it provides the student the opportunity to work as the lead medic on a three person EMS crew with their assigned field training officer. Operational aspects of the

job are emphasized as well as medical care.

#### **Common Student Learning Objectives/Outcomes:**

##### **Course Student Learning Objectives/Outcomes:**

Upon completion of the course the student will be able to:

1. integrate knowledge of EMS systems, safety/well being 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 comprehensive knowledge of pathophysiology of major human systems.
5. integrate knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.
6. 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.
7. integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression, differential diagnosis and formulate a treatment plan.
8. integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
9. integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.
10. 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.
11. apply knowledge of operational roles and responsibilities to ensure patient, public and personnel safety.
12. safely and effectively perform all psychomotor skills within the scope of the Paramedic practice.
13. 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.

##### **Discipline/Program Student Learning Objectives/Outcomes:**

1. Integrates comprehensive knowledge of EMS systems, the safety/well-being 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. Integrates comprehensive knowledge of pathophysiology of major human systems.
5. Integrates comprehensive knowledge of life span development.
6. Applies fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.
7. Integrates comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.
8. Integrates complex 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 patients of all ages.
9. Integrate scene and patient assessment findings with knowledge of pathophysiology to form a field impression. This includes development of a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.
10. Integrates assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a

- patient with a medical complaint.
11. Integrates comprehensive knowledge of causes and pathophysiology into the management of the cardiac arrest and peri-arrest states.
  12. Integrates a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.
  13. Integrates assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient.
  14. Integrates assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.
  15. Knowledge of operational roles and responsibilities to ensure patient, public and personnel safety.
  16. Communicate in a culturally sensitive manner.
  17. Demonstrate professional behavior including but not limited to; integrity, empathy, self-motivation, appearance and personal hygiene, self confidence, communications, time-management, teamwork, diplomacy and respect, patient advocacy and the safe delivery of care.
  18. Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice at the Paramedic level
  19. Perform basic and advanced interventions as a part of a treatment plan intended to mitigate the emergency, provide symptom relief, and improve the overall health of the patient and evaluate the effectiveness of interventions and modify the treatment plan accordingly.
  20. Report and document assessment findings and interventions. Collect and report data to be used for epidemiological and research purposes.
  21. Function as the team leader of a routine, single patient advanced life support emergency call.

#### **Grading System:**

The grade for this course is determined by a combination of written exams and timeliness of submission of clinical forms and documentation.

Grading Scale: 91-100% =A  
 83-90% = B  
 75-82% = C  
 67-81% = D  
 Below 67 = F

#### **Course/Class Policies:**

##### **Professional Behavior**

Faculty of Austin Community College and the Health Sciences Programs has an academic, legal and ethical responsibility to protect members of the public and of the health care community from unsafe or unprofessional practices. Health Science students, while representing Austin Community College at any clinical agency, must conduct themselves in an ethical, professional, and safe manner.

Students are expected to assume responsibility for their actions and will be held accountable for them. Students will abide by ACC and clinical agency policies during each clinical experience.

Failure to adhere to program specific policies related to professional behavior or safe clinical practice may result in the use of the Progressive Discipline Policy outlined in the EMSP Student Handbook.

##### **Professional Ethics and Confidentiality**

Students must remember that the information concerning patients is confidential. Students are required to adhere to legal and ethical standards as established by regulatory agencies and professional standards. Failure to comply with the above is cause for immediate dismissal from the program. Safe / Unsafe Clinical / Practicum Practices The Health Sciences Programs identify safety as a basic human need. A safety need can be identified as physical, biological, and /or emotional in nature. Safe practices are a requirement of each program. Unsafe clinical/practicum practice shall be deemed to be behavior demonstrated by the student which threatens or violates the physical, biological, or emotional

safety of the patients, caregivers, students, staff or self. Unsafe or unprofessional clinical/practicum practice may result in implementation of the Progressive Discipline Policy outlined in the (Program) Student Handbook.

### **Substance Abuse Policy**

The well-being of patients and clients cared for by our students is of primary concern in all Health Sciences programs and a carefully designed and administered drug and alcohol misuse procedure can reduce accidents. Therefore, the Health Sciences Department has adopted a substance abuse testing program wherein a student who is participating in clinical courses will be tested for drugs when there is reasonable suspicion that the student is under the influence of alcohol and/or illegal drugs, i.e., drugs which are controlled substances under federal law which are not being used under the supervision of a licensed health care professional, or otherwise in accordance with the law.

### **Children in the Classroom and Lab**

It is understood that occasionally, childcare falls through or students have difficulty arranging childcare, however, **due to safety concerns, children are never allowed in labs, even in the company of adults.** In addition, the college does not allow children in classrooms. Please arrange for children to be away from these areas if you must bring them to campus.

### **Dress Code**

Students must display appropriate level judgment with regard to personal hygiene, grooming and dress. It is the responsibility of the student to be neat, clean and dressed in a manner respectful to professors and classmates. EMS uniforms other than the approved ACC uniform are not acceptable for wear in the classroom and lab. Shoes should be comfortable and must have a closed toe. Clothing and hygiene must be appropriate for the working atmosphere of the classroom and lab. Clothing that is too low, too short; pants worn below the waistline must not be worn. Attire that restricts required movements in the lab and / or causes a distraction must be avoided. Attire that disrupts the classroom or is offensive in nature will not be tolerated. Violations of this Dress Code will cause the student to be removed from the classroom or lab.

### **General Behavior**

Professionalism in the classroom is an attitude of mutual respect for the course, other students, and instructors. Modeling professional behavior in the academic atmosphere is required of all EMSP students. Disruptive behavior results in lost curriculum time and creates a classroom/lab environment that is not conducive to learning. "Disruption", as applied to classroom and lab settings means behavior that a faculty member would view as interfering with normal academic functions. Examples include, but are not limited to: persistently speaking without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults, disrespectful language or refusal to comply with faculty direction.

### **Absence Policy:**

Students may only miss 10% of the total clock minutes within a lecture or lab section. Attendance is taken at the start of every lecture and lab session. Time is deducted for every minute that a student is late to class or late returning from breaks, or when a student leaves early. Once the maximum allowable time is exceeded, the student must immediately withdraw from the class.

### **Tardy Policy:**

Arrival at class after instruction has begun is disruptive and disrespectful of your peers. Habitual tardiness is unprofessional, and not a behavior that EMSP students should cultivate. Therefore, after three late arrivals the student will receive a Tardiness report, much like the absence report, from the instructors of the course. This will be signed and placed in the students file. Upon the seventh instance of tardiness the student will be removed from the course.

### **Withdrawal Policy:**

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly

encouraged to retain their copy of the withdrawal form for their records.

Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

**Incompletes:**

An instructor may award a grade of "I" (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

**Cell Phones and Pagers**

Cell phones or pagers should be kept in silent mode during lab and lecture classroom time. Students may carry a cell phone and or pager when in the clinical environment. The clinical experience will not be interrupted to check and or respond to pages and calls.

**Criminal Background**

Successful completion of a criminal background check is required for admission and continuation in all Health Sciences Programs. Background checks will be honored for the duration of the student's enrollment in the clinical program if the participating student has not had a break in the enrollment at the college/school. A break in enrollment is defined as nonattendance of one full semester or more.

**Statement on Students with Disabilities:**

Each ACC campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through the Office for Students with Disabilities (OSD). Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester, otherwise the provision of accommodations may be delayed.

Students who have received approval for accommodations from OSD for this course must provide the instructor with the 'Notice of Approved Accommodations' from OSD before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the "Notice of Approved Accommodations" from the student.

Students with approved accommodations are encouraged to submit the 'Notice of Approved Accommodations' to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations.

Additional information about the Office for Students with Disabilities is available at  
<http://www.austincc.edu/support/osd>.

**Safety Statement:**

Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency>.

Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future

activities.

**Student Rights and Responsibilities:**

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

**Statement on Scholastic Dishonesty:**

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an "F" in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and other policies at <http://www.austincc.edu/current/needtoknow>.

**Use of ACC e-mail:**

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive e-mail communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://austincc.edu/accmail/index.php>.

**Testing Center Policy:**

Under certain circumstances, an instructor may have students take an examination in a testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide for Use of ACC Testing Centers and should read the entire guide before going to take the exam. To request an exam, one must have:

- ACC Photo ID
- Course Abbreviation (e.g., ENGL)
- Course Number (e.g., 1301)
- Course Synonym (e.g., 10123)
- Course Section (e.g., 005)
- Instructor's Name

Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, regardless of whether it is on or off, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at <http://www.austincc.edu/testctr>.

**Course Outline/Calendar:**

The schedule for clinical rotations will be determined between the student and clinical coordinator after enrollment.