

### Basic Course Information

Semester	Fall 2016	Instructor Name	Rick Goldsberry
Course Title & #	EMTP 245 Field II	Email	rickprn@yahoo.com
CRN #	10748	Webpage (optional)	
Room	Field	Office	3210
Class Dates	10/10/2016 through 12/09/16	Office Hours	M T-Th F 1200-1300 W 1200-1400
Class Days	Students follow field preceptor schedule for 22-24 hour shifts	Office Phone #	760/355-6275
Class Times	0730 to 0730 (24 hour shifts) Or by arrangement with preceptor and Program Director	Office contact if student will be out or emergency	Rick's cell phone 760/879-4263 or call EMS Secretary 760/355-6483
Units	5.5 units		

### Course Description

This course is the last segment of field internship training to prepare the paramedic student intern to render pre-hospital advanced life support (ALS) within an organized EMS system based on course content equivalent to the U.S. Department of Transportation's National EMS Education Standards for Paramedics (2009). The student will perform as an ALS provider, under the supervision of a paramedic preceptor, in the pre-hospital setting using all training and skills acquired; advanced assessment skills, communication skills, use of advanced life support equipment, medications and procedures. In addition, **the student must complete a minimum of 10 advanced life support contacts** as defined in the Calif. Code of Regulations, Title 22, Div. 9. This is an intense course, requiring more than usual study hours, TBA requirements, and student dedication for successful completion. This program is accredited by the CAAHEP

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. thoroughly assess, provide care, communicate with patients, and efficiently relate information to the station according to the evaluation rubric completed by field preceptors. (ILO1, ILO2, ILO3, ILO4, ILO5)
2. successfully pass all field evaluations by the instructor/program director based on the grading standards and evaluation rubric for entry-level paramedics (done every 5th shift while in the field). (ILO2, ILO3)
3. successfully pass all entry level competencies for professional behavior using the Global Affective Professional Behavior Evaluation rubric. (ILO1, ILO2, ILO3, ILO4, ILO5)
4. interpret assessment information and take appropriate action in the field. (ILO1, ILO2, ILO3, ILO4)
5. correctly identify and operate all equipment used in the field setting. (ILO2, ILO3)

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. determine safety for self & adequacy of work environment & will take appropriate action as needed, according to performance standards on the field evaluation record.
2. demonstrate ability to request additional assistance & equipment when necessary & will initiate bystander control maneuvers as necessary, according to performance standards on the field evaluation record.
3. Demonstrate leadership skills by delegating, when appropriate, tasks to other qualified team members.

4. demonstrate ability to establish & maintain good rapport with patient & family members, according to performance standards on the field evaluation record.
5. demonstrate ability to perform complete primary assessment & intervene as necessary, according to performance standards on the field evaluation record.
6. demonstrate ability to obtain relevant & accurate patient history, chief complaint, medications & allergies in a systematic manner, according to performance standards on the field evaluation record.
7. demonstrate ability to perform an appropriate, thorough physical exam based on chief complaint, according to performance standards on the field evaluation record.
8. demonstrate ability to obtain accurate vital signs in a timely manner, when indicated, according to performance standards on the field evaluation record.
9. demonstrate ability to interpret assessment information & taking appropriate action in the field.
10. demonstrate ability to accurately recognize cardiac rhythms and to accurately treat patients with cardiac dysrhythmias, according to performance standards on the field evaluation record.
11. demonstrate ability to accurately report all pertinent information in a systematic manner, according to performance standards on the field evaluation record.
12. demonstrate ability to communicate information appropriately, both verbally & written, according to performance standards on the field evaluation record.
13. demonstrate ability to perform well under stress, use good judgment, critically think and accept criticism & guidance, according to performance standards on the field evaluation record.
14. demonstrate ability to correctly operate all equipment used by the paramedic according to performance standards on the field evaluation record.

#### Textbooks & Other Resources or Links

**Required Textbooks:** These are the same texts used during all three didactic classes.

- Bledsoe, B (2012). *Principles & Practices Series Vol. I* (4th/e). Upper Saddle River, NJ Pearson Education. ISBN: 0132112086
- Bledsoe, B (2012). *PM Care: Principles & Practices Series Vol. II* (4th/e). Upper Saddle River, NJ Pearson Education. ISBN: 013112175
- Bledsoe, B (2012). *PM Care: Principles & Practices Series Vol. III* (4th/e). Upper Saddle River, NJ Pearson Education. ISBN: 0132112353
- Bledsoe, B (2012). *PM Care: Principles & Practices Series Vol. IV* (4th/e). Upper saddle river, NJ Pearson Education. ISBN: 0132109034
- Bledsoe, B (2012). *PM Care: Principles & Practices Series Vol. V* (4rh/e). Upper Saddle River, NJ Pearson Education. ISBN: 0132112337
- Bledsoe, B. (2012). *PM Care: Principles & Practices Series Vol. VI* (4th/e). Upper saddle river, NJ: Pearson Education, ISBN: 0132112310
- Bledsoe, B. (2012). *PM Care: Principles & Practices Series Vol. VII* (4th/e). Upper Saddle River, NJ: Pearson Education, ISBN: 0132112345
- Beasley, Brenda M (2009). *Understanding EKGs: A Practical Approach* (3rd/e). Upper saddle river, NJ: Pearson Education. ISBN: 0135069068

#### Required Manuals;

- American Heart Association. Advanced Cardiovascular Life Support Provider Manual. American Heart Association, 06-01-2010.
- American Heart Association. Pediatric Advanced Life Support Provider Manual. American Heart Association, 06-01-2010.

### Optional Textbooks:

- Bledsoe PM Care: Principles & Practices Series, 4/e, Vol. I workbook. ISBN: 0132112329
- Bledsoe PM Care: Principles & Practices Series, 4/e, Vol. II workbook. ISBN: 013211237X
- Bledsoe PM Care: Principles & Practices Series 4/e, Vol. III workbook. ISBN: 0132111071
- Bledsoe PM Care: Principles & Practices Series, 4/e, Vol. IV workbook. ISBN: 0132112841
- Bledsoe PM Care: Principles & Practices Series, 4/e Vol. V workbook. ISBN: 0132111586
- Bledsoe PM Care: Principles & Practices Series, 4/e Vol. VI workbook. ISBN: 0132111462
- Bledsoe PM Care: Principles & Practices Series, 4/e Vol. VII workbook. ISBN: 0132111330
- Aehlert, ECG's Made Easy w/Pocket Reference (2nd/e). ISBN: 0323039693
- Curran/Mundy. Dimensional Analysis for MEDS, ed. W.I. Publications ISBN:1401878016
- Fremgen, Medical Terminology w/ software (3rd/e). Reston. ISBN: 0131849107
- Elling The PM Review: PM Licensure Exam Delmar. ISBN: 0766831183
- NAEMT Pre-Hospital Trauma Life Support (7th/e). Mosby. ISBN:

### Course Requirements and Instructional Methods

For the entire course, the student is assigned to the 'field' in a fire or ambulance station with a preceptor. The field preceptor may assign the student a specific presentation or a medication review to validate knowledge level and appropriate practice in a given scenario or live event.

The field preceptor may assign the students a research project based on any identified area of weakness; e.g. a specific cardiac condition. The completed project will be presented to the crew in the fire or ambulance station. Additional information regarding assignments and grading will be discussed in class.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

#### Grading Rubric for Course:

92-100 = A

87-91 = B

80-86 = C

73-79 = D

Less than 72 is an F

**Note: a C grade or higher is required to be successful.**

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- Students that are not performing at an "entry-level" for paramedics at the end of their field internship may be given the opportunity to improve by an extension of their internship for a **maximum** of 3 shifts.

### Classroom Etiquette

This is where an instructor explains his/her policy on these matters. Here is some suggested language:

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Academic Honesty

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. Anyone caught cheating will receive a zero (0) on the exam or assignment and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following:
  - plagiarism
  - copying or attempting to copy from others during an examination or on an assignment;
  - communicating test information with another person during an examination;
  - allowing others to do an assignment or portion of an assignment
  - use of a commercial term paper service

### Additional Help – Discretionary Section and Language

The instructor can add the information pertinent to his or her class here. Some suggested language:

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.
- **Additional Informational Items:**
- Student counseling and health services are available. 355-6310

- Disabled Student Programs and Services are available. 355-6312
- IVC Website/Catalog lists additional Student Rights and Responsibilities

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6312 if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at

[http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### Anticipated Class Schedule / Calendar

Week 1-8	Safety & adequacy of work environment in the field.
Week 1-8	Requesting additional assistance/equipment & bystander control in the field.
Week 1-8	Rapport with patients & family members in the field.
Week 1-8	Demonstrate leadership skills delegating, when appropriate, tasks to other qualified team members
Week 1-8	Primary assessment and intervention
Week 1-8	Obtaining patient history, chief complaint, medication & allergies, in the field environment.
Week 1-8	Patient physical exam in the field.
Week 1-8	Obtaining accurate vital signs in the field setting.
Week 1-8	Interpreting assessment information & taking appropriate action in the field.
Week 1-8	Cardiac rhythms & dysrhythmias with accurate treatment in the field setting. Acquisition of 12 lead ECG in appropriate patient situations.
Week 1-8	Reporting pertinent information to the base hospital in the field setting.
Week 1-8	Verbal & written communication in the field setting.

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Week 1-8	Performance under stress, using good judgment & accepting criticism & guidance in the field.
Week 1-8	Correct operation of all paramedic equipment in the field setting.