

**Thank you for choosing IVC! We are so happy to join you in your educational journey.**

### Basic Course Information

Semester:	<b>Fall 2024</b>	Instructor Name:	<b>Steven Holt</b>
Course Title & #:	<b>EMTP 245</b>	Email:	<b>Steve.holt@imperial.edu</b>
CRN #:	<b>11247</b>	Webpage (optional):	
Classroom:	<b>3204/Field</b>	Office #:	<b>3207</b>
Class Dates:	<b>8/12/24-12/9/24</b>	Office Hours:	
Class Days:	<b>Field</b>	Office Phone #:	<b>760-355-6183</b>
Class Times:	0900-1700 in class/ 24 hour shifts	Emergency Contact:	<b>Tricia Jones - 760-355-6483</b>
Units:			

### Course Description

**[Required language: Use <https://imperial.curricunet.com/Search> for the course outline of record.]**

This course provides the first phase of field internship training to prepare the paramedic 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 progress through record keeping and increasing patient care responsibilities from observation of a team to working as a team member to functioning as a team leader in actual patient care in the pre-hospital setting. The student experience will cover all aspects of medical and traumatic emergencies, advanced patient assessments, and advanced care on an ALS vehicle under the supervision of a licensed paramedic approved by the Local EMS Authority. In addition, the **student must complete 40 advanced life support contacts** as defined in the Calif. Code of Regulations, Title 22, Div. 9. Students must also be a **Team Leader** on a minimum of **30 contacts**. This program is accredited by the CAAHEP

### Course Prerequisite(s) and/or Corequisite(s)

All Paramedic students entering their CAPSTONE Field Internship will need to have passed EMT-P Clinical 225 or Equivalent prior to beginning.

### **Student Learning Outcomes**

- 1) *Thoroughly assess, provide care, communicate with patients, and relay appropriate information to the station as determined by the field preceptor during live and simulated situations and measured by field evaluation grading rubric. (ILO1, ILO2, ILO3, ILO4, ILO5)*
- 2) *Successfully pass all instructor/program director evaluations of practice based on field grading evaluation rubric every 5th shift. (ILO2, ILO3, ILO4)*
- 3) *Successfully pass the evaluation of competencies of professional behavior using the Global Affective Professional Behavior Evaluation rubric. (ILO1, ILO2, ILO3, ILO4, ILO5)*

### **Course Objectives**

1. Perform complete, patient medical examinations with competency as outlined in the field evaluation performance standards, in the pre-hospital setting.
2. Demonstrate leadership skill by delegating, when appropriate, tasks to other qualified members of the team.
3. Demonstrate ability to recognize indications for intravenous/intraosseous infusions of selected solutions and implementation of such infusions, in the pre-hospital setting, with competency as outlined in the field evaluation performance standards.
4. demonstrate knowledge of indications for and administration of defibrillation, synchronized cardioversion, and pacing in the pre-hospital setting, with competency as outlined in the field evaluation performance standards
5. Demonstrate ability to recognize a variety of cardiac monitor rhythms with competency as outlined in the field evaluation performance standards, in the prehospital setting.
6. Demonstrate ability to operate a portable cardiac monitor/defibrillator/pacer, with competency as outlined in the field evaluation performance standards, in the prehospital setting.
7. Demonstrate knowledge of indications, contraindications, pharmacology and complications and safe use of all paramedic medications in the pre-hospital setting, as outlined in the field evaluation performance standards, with competency.
8. Demonstrate ability to properly prepare and safely administer all paramedic medications, in the pre-hospital setting, with competency, as outlined in the field evaluation performance standards.

9. Demonstrate ability to properly place an endotracheal tube, and King Airway, with competency in the pre-hospital setting, as outlined in the field evaluation performance standards.
10. Demonstrate knowledge of conditions and treatments specific to obstetrical/gynecological emergencies and care of the neonatal patient, in the prehospital setting, with competency, as outlined in the field evaluation performance standards.
11. Demonstrate knowledge of conditions and treatment of conditions specific to pediatric patients, in the pre-hospital setting, with competency, as outlined in the field evaluation performance standards.
12. Demonstrate knowledge of conditions requiring needle thoracotomy and proper procedure for same, in the pre-hospital setting, with competency, as outlined in the field evaluation performance standards.
13. Demonstrate ability to care for medical and trauma patients with competency, in the pre- hospital setting, as outlined in the field evaluation performance standards

### **Textbooks & Other Resources or Links**

- Bledsoe, B (2023). *Paramedic Care 6<sup>th</sup> ed vol 1-2*
- Beasley, Brenda M (2012). *Understanding 12 Lead EKGs: A Practical Approach (3rd/4th)*. Upper Saddle River, NJ: Pearson Education. ISBN: 0135069068

### **Required Manuals:**

- American Heart Association. [Advanced Cardiovascular Life Support Provider Manual](#). American Heart Association 2020
- American Heart Association. [Pediatric Advanced Life Support Provider Manual](#). American Heart Association 2020
- Imperial County Protocols and Procedures

### **Optional Textbooks:**

- LC Ready APP for Paramedics
- Jblearning.com National Registry practice APP/Website for Paramedics

### **Course Requirements and Instructional Methods**

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.

<https://imperial.edu/students/student-equity-and-achievement/>

**Create a Schedule** – Work with your Paramedic Preceptor to Create a Schedule that is acceptable to you, and especially your Preceptor. **50 points**

**Uniform and Punctuality** – Any student without a uniform/punctuality infraction will receive **50 points** at the End of Field 1. Each infraction will cost **10 points**. Continuous problems will result in failing Field

**Fisdap documentation** – **100 points** after meeting all the “Program Goals” set by Imperial valley College. As well as, careful documentation in **fisdap**

**Field Binders** – **100 points** upon turning in a complete Field Binder for Field 1 and 2. This includes all appropriate signatures and summaries.

**Field Quizzes** – 25 points each. (4) Administered by Major Shift Evaluator

**Proof of 48-hour Ride along Time** – Turn in papers provided on day 5 of the program regarding documented Ride along hours – **50 POINTS**

**LC Ready Practice Exams** – Show **80 % or better** in each one before **December 6<sup>th</sup>** – **100 points**

**Understanding 12 lead ECG Beasley** – **50 points** – Due on last day of class.

**Summative Final** - **200 points** (Based on all previous curriculum). Must achieve an **80%, better, or Fail the Program as a whole.**

## Course Grading Based on Course Objectives

### Course Grading Based on Course Objectives

#### Grading for Course:

92-100	A
86-91	B
80-85	C

Less than  
80 is an **F**

Note: a grade of **C** or better is required to progress in the program. Field preceptors use evaluation tools and grading rubrics to measure competency which are provided to students in their field evaluation binders.

### Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 12th	Syllabus & Introduction Field Assignments	
December 2nd	Skills Final final	
December 6th		LC Ready Due/ /Documentation Complete
December 6th	Summative Final	Binders Due

**\*\*\*Tentative, subject to change without prior notice\*\*\***

### 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 failing Field Internship. EMT-P 235. All Students will complete the twenty two 24-hour shifts required by the Paramedic Program.
- A student is allowed to be up to an hour late for 1 shift. Any tardiness beyond that may result in failing Field Internship. EMT-P 235.

- Please remember that a qualified Paramedic Preceptor has volunteered to take you on as a student. If you are not able to show up for the schedule **you created**, your Preceptor can elect to drop/fail you as a student at any time. You may not be eligible to be re-assigned to another Preceptor after continuous inappropriate affect.
- A student is allowed to miss/re-schedule one 24-hour shift. Any absences beyond that may result in failing.
- Paramedic Field Interns may be assigned up to 3 additional shifts.
- If the Field Preceptor, Major Shift Evaluator, or Program Director cannot confirm “Competency” after 22+ 3 shifts, the Intern will Fail Field I and II

## Classroom Etiquette

*[Required Information: Describe your policies regarding classroom conduct. The below is suggested language and may be modified for your course.]*

- **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 by the instructor.
  - **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, only students enrolled in the class may attend; children are not allowed.
    - a. online and can be accessed through [www.imperial.edu](http://www.imperial.edu).
- 2. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
    - a. Your classroom is equipped with cleaning supplies. Use them as needed.
  - 3. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
    - a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
  - 4. BRING YOUR OWN FOOD AND DRINKS.**
    - a. There is no food service currently offered on campus.

## Online Netiquette

*[Required Information for web-enhanced, hybrid and online courses: Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]*

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### Additional Services for Students

**[Suggested Language.]** Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

### Disabled Student Programs and Services (DSPS)

**[Required language.]** 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. **When campus is open**, the DSP&S office is in Building 2100, telephone 760355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

**[Required language.]** Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus, **but you must make an appointment.** In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, **or when campus reopens**, visit Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or **when campus reopens** visit Room 1536, for more information.

### Veteran's Center

**[Required language.]** The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness,

and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

### Extended Opportunity Program and Services (EOPS)

**[Required language.]** The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

### Student Equity Program

**[Required language.]** The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

### **Student Rights and Responsibilities**

**[Required language.]** Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### **Information Literacy**

**[Required language.]** Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.