

# Texarkana College Paramedic Program

## Course Syllabus

**Name of Course:** EMSP 1438 - Introduction to Advanced Practice

**Course Description:** An exploration of the foundations necessary for mastery of the advanced topics of clinical practice in the out-of-hospital environment.

**Learning Outcomes:** The student will demonstrate the roles and responsibilities of advanced EMS personnel within the EMS system; apply the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients; communicate effectively with patients; and understand the medical/legal and ethical issues relating to EMS practice as well as the issues impacting the safety and well-being of the Paramedic.

**Key Concepts and General Course Plan:** This course of study provides the Paramedic student with the principles of advanced prehospital care and EMS operations; presents Paramedic roles and responsibilities with emphasis on personal wellness and injury and illness prevention; outlines medical-legal aspects of emergency care and ethics. There is significant emphasis on pathophysiology and the disease process. This material is presented in detail so that the Paramedic student will have insight into the various disease and injury concepts that will be experienced in the clinical portions of subsequent courses.

**Didactic, Psychomotor and Affective Learning Objectives:** Upon successful completion of EMSP 1438, the student will be able to:

1. Outline key historical events that influenced the development of emergency medical services (EMS) systems.
2. Identify the key elements necessary for effective EMS systems operations.
3. Differentiate among training and roles and responsibilities of the four nationally recognized levels of EMS licensure/certification: Emergency Medical Responder (EMR), Emergency Medical Technician (EMT), Advanced EMT (AEMT), and the Paramedic.
4. List the benefits of membership in professional organizations.
5. Describe the benefits of continuing education.
6. Differentiate among professionalism and professional licensure, certification, and registration.
7. Describe the paramedic's role in a patient care situation as defined by the National EMS Scope of Practice Model.
8. Describe the benefits of each component of off-line (indirect) and on-line (direct) medical direction.
9. Outline the role and components of an effective, continuous quality improvement program.
10. Identify the key components of prehospital research and its benefits to the EMS system.
11. Describe how to address ethical consideration related to research.
12. Describe the components of wellness and associated benefits.
13. Discuss the paramedic's role in promoting wellness.

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14. Outline the benefits of specific lifestyle choices that promote wellness, including proper nutrition, weight control, exercise, sleep, and smoking cessation.
15. Identify risk factors and warning signs of cancer and cardiovascular disease.
16. Identify preventive measures to minimize the risk of work related illness or injury associated with exposure, lifting and moving patients, hostile environments, vehicle operations, and rescue situations.
17. List signs and symptoms of addiction and addictive behavior.
18. Distinguish between normal and abnormal anxiety and stress reactions.
19. Give examples of stress reduction techniques.
20. Outline the 10 components of critical incident stress management.
21. Given a scenario involving death or dying, identify therapeutic actions you may take based on your knowledge of the dynamics of this process.
22. List measures that may be taken to reduce the risk of infectious disease exposure.
23. Outline actions that should be taken following significant exposure to a patient's blood or other body fluids.
24. Identify roles of the EMS community in injury prevention.
25. Describe the epidemiology of trauma in the United States.
26. Outline the aspects of the EMS system that make it a desirable resource for involvement in community health activities.
27. Describe community leadership activities that are essential to enable the active participation of EMS in community wellness activities.
28. List areas that paramedics should be familiar with to participate in injury prevention.
29. Evaluate a situation to determine opportunities for injury prevention.
30. Identify resources necessary to conduct a community health assessment.
31. Relate how alterations in the epidemiological triangle can influence injury and disease patterns.
32. Differentiate among primary, secondary, and tertiary health prevention activities.
33. Describe strategies to implement a successful illness or injury prevention program.
34. Describe the basic structure of the legal system in the United States.
35. Relate how laws affect the paramedic's practice.
36. List situations that the paramedic is legally required to report in most states.
37. Describe the four elements involved in a claim of negligence.
38. Describe measures paramedics may take to protect themselves from claims of negligence.
39. Describe the paramedic's responsibilities with regard to patient confidentiality.
40. Outline the process for obtaining expressed, informed, and implied consent.
41. Describe legal complications relating to consent.
42. Describe actions to be taken in a refusal of care situation.
43. Describe legal considerations related to patient transportation.
44. Outline legal issues related to specific resuscitation situations.
45. List measures the paramedic should take to preserve evidence when at a crime or accident scene.

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46. Detail the components of the narrative report necessary for effective legal documentation.
47. Define common medical-legal terms that apply to prehospital situations involving patient care.
48. Define ethics and bioethics.
49. Distinguish between professional, legal, and moral accountability.
50. Outline strategies that may be used to resolve ethical conflicts.
51. Describe the role of ethical tests in resolving ethical dilemmas in health care.
52. Discuss specific prehospital ethical issues including allocation of resources, decisions surrounding resuscitation, confidentiality, and consent.
53. Identify ethical dilemmas that may occur related to care in futile situations, obligation to provide care, patient advocacy, and the paramedic's role as physician extender.
54. Discuss the importance of human anatomy as it relates to the paramedic profession.
55. Describe the anatomical position and properly interpret anatomical directional terms and body planes.
56. List the structures that compose the axial and appendicular regions of the body and define the divisions of the abdominal region.
57. List the three major body cavities and describe the contents of each.
58. Discuss the functions of the following cellular structures: the cytoplasmic membrane, the cytoplasm (and organelles), and the nucleus.
59. Describe the process by which human cells reproduce.
60. Differentiate and describe the following tissue types: epithelial tissue, connective tissue, muscle tissue, and nervous tissue.
61. For each of the 11 major organ systems in the human body, label a diagram of anatomical structures; list the functions of the major anatomical structures; and explain how the organs of the system interrelate to perform the specified functions of the system.
62. For the special senses, label a diagram of the anatomical structures of the special senses, list the functions of the anatomical structures of each sense, and explain how the structures of the senses interrelate to perform their specialized functions.
63. Describe the normal characteristics of the cellular environment and the key homeostatic mechanisms that strive to maintain a fluid and electrolyte balance.
64. Outline pathophysiological alterations in water and electrolyte balance and their effect on body functions.
65. Describe the treatment of patients who have selected fluid or electrolyte imbalances.
66. Describe the mechanisms within the body that maintain normal acid - base balance.
67. Outline pathophysiological alterations in acid-base balance.
68. Describe the management of a patient with an acid – base imbalance.
69. Describe alterations in cells and tissues related to cellular adaptation, injury, neoplasia, aging, or death.
70. Outline the effects of cellular injury on local and systemic body functions.

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71. Describe alterations in body functions related to genetic and familial disease factors.
72. Outline the causes, adverse systemic effects, and compensatory mechanisms associated with hypoperfusion.
73. Describe how the body's inflammatory and immune responses respond to cellular injury or antigenic stimulation.
74. Explain how alterations in immunity and inflammation can cause harmful effects on body functions.
75. Describe the impact of stress on the body's response to illness or injury.
76. Describe the steps to safely initiate an intravenous infusion.
77. Identify complications and adverse effects associated with intravenous access.
78. Describe the steps to safely initiate intraosseous infusion.
79. Explain the technique for obtaining a venous blood sample.
80. Describe how to safely dispose of contaminated items and sharps.
81. Define therapeutic communications.
82. Outline the elements in effective therapeutic communications.
83. Identify internal factors for effective communications.
84. Describe external factors for effective communications.
85. Outline the elements of an effective patient interview.
86. Summarize strategies to gather appropriate patient information.
87. Discuss methods to assess mental status during the interview.
89. Describe techniques to enhance communications when interviewing patients unmotivated to talk; hostile patients; children; older adults; hearing-impaired patients; blind patients; patients under the influence of drugs or alcohol; sexually aggressive patients; or patients with different cultural traditions.

**Methods of Instruction:** The student will be exposed to the material in various ways; including: lecture/classroom sessions, audiovisual materials, scenario-based activities, case-study presentations, written assignments, skills demonstrations, laboratory practice, and evaluations.

**Required Textbooks:** *Sanders Paramedic Textbook Navigate 2 Preferred Access ISBN 978-128456-0381*. Fisdap Assessment Package: ISBN 9781284131970, Advanced Cardiac Life Support ISBN 978-1616-694005, International Trauma Life Support ISBN 978-01353-79318, ECG Workout ISBN 978-1469-899817

**Optional Textbooks:** An on-campus library is available to all students and appropriate online resources will be utilized as needed to reinforce the material.

**Methods of Evaluation:** Students will be expected to complete all the online and classroom activities that support the learning objectives and will be given periodic quizzes in class at the discretion of the instructor and/or Program Coordinator. There will be at least one (1) Unit Exam administered electronically that will be a timed event with deadlines as indicated on the current class schedule (each individual class will have a calendar developed to specify exact dates and deadlines). All students must maintain at least an 80% didactic average to be eligible for the end-of-course comprehensive computer-based final exam. To successfully complete this section of the course and be eligible to progress forward in the Paramedic program; all students must pass

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the course final examination with at least a 70% score and demonstrate at least the minimum pass criteria during the psychomotor practical assessments. In addition, all Paramedic students will be required to successfully complete the Texas Department of State Health Services approved Jurisprudence Course and Exam.

**Methods to Evaluate Learning Outcomes:** All Paramedic students will be fairly and equally evaluated in all learning domains; including didactic, psychomotor and affective. Core competencies will be substantiated based on key learning objectives developed and approved by the EMT Program Coordinator, Medical Director and Advisory Board and will include instructor and preceptor evaluations, student graduate surveys, licensure exam results after completion and employment placement of program graduates. Each student will receive detailed instructional sheets and be given a proper demonstration of the required skills. Adequate time will be provided in the laboratory to practice and evaluate competency to safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND those within the state Scope of Practice and as approved by the Program Medical Director at the Paramedic level.

To confirm competency in the affective domain, the student must demonstrate professionalism, conscientiousness and a sincere interest to perform at the highest possible level. The affective evaluation instruments contained within the **EMT Student Handbook** (pages 21-23) were developed using a valid process and their use is mandatory. This affective evaluation system has two instruments: *Professional Behavior Evaluation* and *Professional Behavior Counseling*. The **Professional Behavior Evaluation Form** will be completed as often as necessary; and at a minimum, at least three (3) times throughout the course by the faculty, student's peers and/or preceptors.

## Grade Point Averages And Major Exam Policies

A minimum grade of 70% must be achieved on all exams. If a student fails to achieve 70% on an exam, then the student will be allowed to study the material for one week and will be allowed one retest. If the student fails to achieve a 70% on any retest, then he/she will not receive a course completion certificate and will not be allowed to finish the clinical internship rotations. The highest score that a student will receive on any retest is 70%. The student must always maintain an overall average of 80% during the class. If at any time a student's average falls below 80%, the student will not be allowed to go to clinical.

The final grade for the course will be calculated by the following formula:

$$\begin{aligned} \text{Accumulative Exam Scores} &= 75\% \\ \text{Homework and Assignments} &= 25\% \end{aligned}$$

The transcript grading scale used for all EMSP students is as follows:

90 – 100	= A
80 – 89.99	= B
70 – 79.99	= C
60 – 69.99	= D
0 – 59.99	= F

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*TC does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities.  
The following person has been designated to handle inquiries regarding the nondiscrimination policies: Human Resources Director,  
2500 N. Robison Rd., Texarkana, TX, 75599, (903) 823-3017 [human.resources@texarkanacollege.edu](mailto:human.resources@texarkanacollege.edu)*