



# Paramedic Clinical Syllabus

Prepared by Faculty  
Health Sciences Division  
Emergency Medical Technology Program  
Texarkana, TX

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# PARAMEDIC CLINICAL INFORMATION

## ***COURSE LOCATION***

TBA

## ***DATES AND TIMES***

TBA

## **INSTRUCTOR INFORMATION**

### ***INSTRUCTOR'S NAME***

Danielle Forgy, MS, NRP, LP

### ***INSTRUCTOR'S E-MAIL***

danielle.forgy@texarkanacollege.edu

### ***INSTRUCTOR'S PHONE #***

(903) 823-3412

### ***OFFICE LOCATION***

Media Center; 2nd Floor; Room 220

### ***OFFICE HOURS***

Tuesday & Thursday 08:00 am - 03:00 pm; Friday 09:00 am - 11:00 am (except for school closures, holidays, or personal days)

### ***AVAILABLE VIA E-MAIL***

Monday - Thursday 08:00 am - 05:00 pm; Friday 08:00 am - 12:00 pm (except for school closures, holidays, or personal days)

## **INSTRUCTOR BIOGRAPHY**

Hello, everyone! My name is Danielle Forgy. I began my career in Emergency Medical Services (EMS) in May of 2013, working for LifeNet EMS in Texarkana as an Emergency Medical Technician (EMT). Due to the city's border location, I was required to hold National, Texas, and Arkansas certifications. In June of 2014, I transitioned to the role of paramedic for LifeNet. By June 2016, I had earned my Emergency Medical Dispatch (EMD) certification, allowing me to serve as both a paramedic and dispatcher.

After completing my Bachelor of Science in Criminal Justice in December 2020, I left EMS to join the City of Texarkana, Arkansas, as a Police Officer. During my tenure, I acquired my First Aid/CPR/AED Instructor certification and began training fellow police officers in CPR and tactical first aid. In July of 2021, I took on dual roles at SignatureCare Emergency Center as a paramedic and laboratory technician. In March of 2022, I further expanded my professional experience by joining Christus St. Michael Emergency Department as a paramedic.

I continued my work at these emergency departments until September of 2022 when I decided to pursue my passion for education. I joined Texarkana College in January of 2023 and was promoted to my current role as clinical coordinator and assistant professor of EMS in September 2023.

I hold several degrees, including a Master of Science in Forensic Psychology from Walden University, a Bachelor of Science in Criminal Justice from Texas A&M University, an Associate of Science in Emergency Medical Technology from UACCH, and an Associate of Science in Biology from Texarkana College

## MESSAGE FROM YOUR INSTRUCTOR

I wanted to take a moment to express my immense excitement and gratitude for having you in our paramedic program this year. This is going to be an intense and demanding journey, but I firmly believe it will also be an incredibly rewarding one.

Together, we are embarking on an educational adventure that will equip you with the essential skills and knowledge to excel in your future career as a paramedic. Before we dive into the curriculum, I want to emphasize the importance of recognizing that this is higher education. We hold ourselves to a higher standard of learning and professionalism, and your dedication, commitment, and investment of effort will be critical to your success.

In this program, we firmly believe that learning is your responsibility. We are here to guide and support you every step of the way, but your own dedication and willingness to embrace the learning process are vital. While there may be challenges ahead, I have no doubt that you are all capable of overcoming them. We will tackle any hurdles together, as a team.

Success in this program is not measured by perfection, but by your progress and your unwavering pursuit of knowledge. We encourage you to embrace this mindset, always striving to improve and grow. We are committed to fostering your growth, both academically and personally.

Thank you for joining us on this path. I am truly honored to be your instructor, and I cannot wait to see each of you thrive.

Danielle Forgy, MS, NRP, LP  
Clinical Coordinator & Assistant Professor of EMS

## INSTRUCTOR EXPECTATIONS

As an EMT student, it's important to understand what to expect from your instructor. Here are some key points to keep in mind:

### **RESPONSE TIME**

- Your instructor will make an effort to respond to all your questions sent via email, phone, or the Course Q & A Forum. To ensure that your inquiries are not missed, it is recommended that you use your Texarkana College student email as your primary mode of communication with instructors.
- Note that instructors will not reply to emails outside of office hours unless it is an emergency. They have up to two business days to respond to student emails, excluding campus closures and holidays.

### **COMMUNICATION METHODS**

- While email, phone, and the Course Q & A Forum are acceptable channels of communication, social media should not be used to contact instructors.
- Use the provided email and phone number to reach out to your instructor.

## **PROGRAM STUDENT LEARNING OUTCOMES (PSLOS)**

1. Apply foundational knowledge of anatomy, physiology, and pathophysiology to assess and manage patients effectively in emergency situations, demonstrating comprehension and application of EMT, AEMT, and Paramedic principles.
2. Evaluate and prioritize patient care interventions based on evidence-based practices and current guidelines, utilizing analysis and synthesis skills to adapt to dynamic emergency scenarios as outlined in the National EMS Education Standards.
3. Demonstrate proficient technical skills in basic and advanced life support techniques, including airway management, medication administration, and cardiac monitoring, integrating knowledge and procedural understanding in accordance with the competencies outlined for EMT, AEMT, and Paramedic levels.
4. Design comprehensive patient care plans utilizing critical thinking and problem-solving abilities, incorporating assessment findings, patient history, and environmental factors to deliver efficient and compassionate prehospital care consistent with the National EMS Education Standards.
5. Collaborate effectively within interdisciplinary healthcare teams, communicating clearly and assertively while demonstrating respect for diverse perspectives and roles, aligning with the interpersonal and communication skills emphasized in the National EMS Education Standards.
6. Demonstrate commitment to professional growth and lifelong learning by engaging in continuing education, self-assessment, and reflective practice, adhering to ethical standards and legal requirements as outlined in the National EMS Education Standards while striving for excellence in emergency medical services.

## **INSTITUTIONAL EFFECTIVENESS**

The purpose of the Emergency Medical Technician (EMT) Paramedic program at Texarkana College is to provide a curriculum that produces a paramedic who functions in the role of a member of the profession, provider of patient-centered care, patient-safety advocate, and member of the healthcare team. Attainment of the program objectives by the paramedic demonstrates effectiveness.



# EMSP 1161 CLINICAL – EMERGENCY MEDICAL TECHNOLOGY (EMT PARAMEDIC)

***COURSE NAME***

Clinical - Emergency Medical Technology (EMT Paramedic)

***COURSE NUMBER***

EMSP 1161

***CREDIT HOURS***

1

***HOSPITAL OPPORTUNITY HOURS***

72

***UNIQUE OPPORTUNITY HOURS***

8

## **COURSE DESCRIPTION**

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.

## **PRE-REQUISITES**

EMSP 1438 & EMSP 1356

## **CO-REQUISITES**

EMSP 2206 & EMSP 2444

## **END-OF-COURSE OUTCOMES**

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

## STUDENT LEARNING OUTCOMES – COURSE OBJECTIVES

1. Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model and State Scope of Practice at the paramedic level.
2. Assemble scene information with the patient assessment findings to guide emergency management and formulate a field diagnosis based on the illness or injury.
3. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient.
4. Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
5. Integrate and synthesize the multiple determinants of health and clinical care.
6. Formulate a field diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.

## COURSE FORMAT DESCRIPTION

EMSP 1161 is a comprehensive training course designed for paramedic students to acquire the necessary knowledge, and skills required for emergency medical services. The course combines theoretical instruction, hands-on skills development, and clinical experience in hospital and emergency center settings. Through this course, students will gain a solid understanding of the role and responsibilities of paramedics in providing advanced life support.

## SCHEDULE FORMAT

This course is structured over a period of (insert duration) and consists of a combination of classroom lectures, laboratory sessions, hospital opportunities, and an emergency center opportunity. The schedules for the hospital and emergency center opportunities are as follows:

### ***SIX TWELVE-HOUR HOSPITAL OPPORTUNITIES***

- Students are required to complete six 12-hour shifts at local hospitals.
- During these opportunities, students will work closely with medical professionals, including physicians, nurses, and other allied healthcare providers.
- Students will observe and actively participate in patient assessment, diagnostic procedures, medication administration, and patient care under the supervision of qualified preceptors.
- The hospital opportunities provide students with exposure to various medical conditions, treatment modalities, and interdisciplinary teamwork dynamics.

### ***ONE EIGHT-HOUR TEXARKANA EMERGENCY CENTER OPPORTUNITY WITH MEDICAL DIRECTOR***

- Students are required to complete one 8-hour shift at the Texarkana Emergency Center.
- During this opportunity, students will have the unique chance to work alongside the medical director of the facility.
- Students will gain insights into the administrative aspects of emergency care, protocol implementation, quality improvement initiatives, and the role of medical directors in emergency settings.
- Through this experience, students will enhance their knowledge of emergency medical services management, leadership, and decision-making.

Please note that the specific schedule for hospital and emergency center opportunities will be communicated to students by the course instructor. It is essential for students to adhere to the assigned shifts and maintain professionalism and punctuality throughout their clinical experiences.

The combination of classroom instruction, laboratory practice, and real-world clinical opportunities ensures that paramedic students in EMSP 1161 are well-prepared to handle emergency situations, demonstrate critical thinking skills, and provide high-quality patient care as competent and compassionate paramedics.

## CLINICAL SCHEDULE

### ***CLINICAL SIGNUP WEEK***

September 30, 2024 – October 3, 2024

<b>Month</b>	<b>Date</b>		<b>Clinical Opportunity</b>	<b>Due Date</b>
October	14		Orientation & Opportunity #1 (ER)	10/20/2024
	21		Opportunity #2 (ER)	10/27/2024
	28		Opportunity #3 (ER)	11/03/2024
November	4		Opportunity #4 (ER)	11/10/2024
	11		Opportunity #5 (ER)	11/17/2024
	18		Opportunity #6 (ER)	11/24/2024
December	2		Opportunity #7 (TEC)	12/09/2024

## REQUIRED CLINICAL DOCUMENTATION

In order to track and assess the progress and competency of paramedic students during their clinical experiences, the use of Platinum Planner is required for EMSP 1161. The following clinical documentation requirements must be fulfilled:

### PATIENT CONTACTS

- For each emergency room opportunity, students are expected to document a minimum of 5 patient contacts.
- For each unique opportunity, students are expected to document a minimum of 1 patient contact.
- Patient contacts should include detailed information about the patient's chief complaint, vital signs, medical history, assessment findings, interventions performed, and patient outcomes.
- Students should accurately document their interactions with patients, the treatments provided, and the results obtained.
- The patient contacts should reflect the diverse range of medical conditions and emergencies encountered during the clinical rotations.

### STUDENT EVALUATION OF PRECEPTOR & CLINICAL SITE

- As part of the learning process, students are required to complete an evaluation of the preceptor and clinical site at the end of each opportunity.
- The evaluation should provide feedback on the overall organization, support, and learning environment of the clinical site.
- Students are encouraged to provide constructive criticism and suggestions for improvement, if applicable.
- The evaluation will help ensure that clinical sites maintain high standards and contribute to the optimal learning experience for students.

### PRECEPTOR EVALUATION OF STUDENT

- As part of the preceptor evaluation process, students must upload a signed copy of the Preceptor Evaluation Form.
- The form should be completed by the preceptor, acknowledging the feedback given to the student online.
- The uploaded form serves as evidence of completion and provides valuable documentation of the student's interaction with the preceptor.

### PRECEPTOR EVALUATION FORM AND PROCESS

As part of the clinical documentation requirements for EMSP 1161, the Preceptor Evaluation Form includes a QR code that preceptors can scan with their own devices to complete the evaluation online. This updated process aims to streamline and enhance the evaluation process for both preceptors and students. Here are the steps involved:

#### **QR CODE AND ONLINE EVALUATION**

- The Preceptor Evaluation Form features a QR code that preceptors can scan using their smartphones or tablets.
- Upon scanning the QR code, preceptors will be directed to an online evaluation form.
- Preceptors are required to complete the evaluation form, providing feedback on the student's performance, teaching methods, communication skills, and overall effectiveness.

- The online format allows for efficient data collection and analysis, ensuring accurate and prompt evaluation.

### **SIGNING THE PAPER FORM**

- After completing the online evaluation, preceptors are requested to sign the paper form in the designated space below the QR code.
- The signature on the paper form acknowledges that the preceptor has completed the evaluation task and confirms the authenticity of the feedback provided online.

### **REQUIREMENT FOR SUCCESS**

- Students must be aware that completing the Preceptor Evaluation Form is a crucial requirement for successful completion of the course.
- The evaluation process and feedback from preceptors contribute to the overall assessment and grading of students.
- Failure to fulfill this requirement may result in an incomplete evaluation and impact the final grade for EMSP 1161.

**It is essential for students to understand the significance of the Preceptor Evaluation Form and to communicate this requirement to their preceptors.** Students should emphasize the importance of timely completion of the online evaluation and signing the paper form to ensure accurate and comprehensive assessment.

By implementing this updated process, the evaluation of preceptors becomes more accessible, convenient, and efficient, ultimately benefiting both students and preceptors in their pursuit of excellence in the field of paramedic education.

## **COURSE GRADE COMPUTATION**

To pass EMSP1161 a minimum grade of 81% is required. Students must complete each hospital opportunity with a minimum score of 81%. Once the passing clinical shift average has been attained, the overall clinical grade computation can be calculated.

### **OVERALL GRADE COMPUTATION**

- 75% = Clinical Shift Average
- 25% = Assignments

### **CLINICAL SHIFT COMPUTATION**

- Upload all required documents within 24 hours of the end of the shift: up to 2 points
- Complete all required documentation within 24 hours of the end of the shift: up to 2 points
- Complete all required evaluations within 24 hours of the end of the shift: up to 2 points
- Preceptor evaluation score:
  - 4 points = 75 – 100
  - 2 points = 50 – 74.99
  - 0 points = Below 49.99

The grading for clinical documentation will be based on a total of 10 points, which corresponds to a maximum score of 100%. The final grade will be calculated by adding up the points obtained for each clinical shift and dividing it by the total points possible. The resulting decimal will then be multiplied by 100 to determine the percentage grade.

## LATE CLINICAL DOCUMENTATION POLICY

For each day that clinical documentation is submitted late, students will incur a deduction of one point from their overall score. This means that if clinical documentation is submitted one day late, one point will be deducted from the maximum possible score. If the submission is two days late, two points will be deducted, and so on.

It is crucial for students to prioritize timely completion and submission of clinical documentation to ensure accurate and efficient record-keeping. Adhering to the specified deadlines is essential in maintaining professionalism and meeting the expectations of the clinical setting. This policy aims to emphasize the importance of timeliness in clinical documentation and encourages students to develop strong organizational skills.

## GRADING SCALE

Scores are recorded as the score earned and will not be rounded. Example: 74.99 will be recorded as 74.99 and will be a "D". **There will be NO rounding of evaluations, course averages, or other course work in the Health Sciences EMS Program.**

A = 90-100

B = 81-89.99

C = 75-80.99

D = 65-74.99

F = 0-64.99

# EMSP 2362: CLINICAL – EMERGENCY MEDICAL TECHNOLOGY (EMT PARAMEDIC)

<i><b>COURSE NAME</b></i>	Clinical - Emergency Medical Technology (EMT Paramedic)
<i><b>COURSE NUMBER</b></i>	EMSP 2362
<i><b>CREDIT HOURS</b></i>	3
<i><b>HOSPITAL OPPORTUNITY HOURS</b></i>	60
<i><b>FIELD OPPORTUNITY HOURS</b></i>	84
<i><b>UNIQUE OPPORTUNITY HOURS</b></i>	8

## COURSE DESCRIPTION

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.

## PRE-REQUISITES

EMSP 1438, EMSP 1356, EMSP 2206, EMSP 2444, EMSP 1161

## CO-REQUISITES

EMSP 1355, EMSP 2305, EMSP 2330, & EMSP 2434

## END-OF-COURSE OUTCOMES

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

## STUDENT LEARNING OUTCOMES – COURSE OBJECTIVES

1. Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model and State Scope of Practice at the paramedic level.
2. Assemble scene information with the patient assessment findings to guide emergency management and formulate a field diagnosis based on the illness or injury.
3. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient.
4. Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
5. Integrate and synthesize the multiple determinants of health and clinical care.
6. Formulate a field diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.
- 7.

## COURSE FORMAT DESCRIPTION

EMSP 2362 is an advanced training course designed for paramedic students to further develop the necessary knowledge and skills required for emergency medical services. The course builds upon previous coursework and combines theoretical instruction, hands-on skills development, and extensive clinical experience in hospital, unique, and field settings. Through this course, students will deepen their understanding of the role and responsibilities of paramedics in providing advanced life support.

## SCHEDULE FORMAT

This course is structured over a period of (insert duration) and consists of a combination of classroom lectures, laboratory sessions, hospital opportunities, a unique opportunity, and field opportunities. The schedules for these opportunities are as follows:

### ***FIVE TWELVE-HOUR HOSPITAL OPPORTUNITIES***

- Students are required to complete five 12-hour shifts at local hospitals.
- During these opportunities, students will work closely with medical professionals, including physicians, nurses, and other allied healthcare providers.
- Students will actively participate in patient assessment, diagnostic procedures, medication administration, and patient care under the supervision of qualified preceptors.
- The hospital opportunities provide students with exposure to a wide range of medical conditions, treatment modalities, and interprofessional collaboration.

### ***ONE EIGHT-HOUR UNIQUE OPPORTUNITY WITH BOWIE COUNTY PRISON***

- Students will have the opportunity to spend one 8-hour shift at the Bowie County Prison.
- This unique opportunity offers insight into providing emergency medical services within a correctional facility.
- Students will gain experience in managing medical emergencies that may arise in a prison setting under the supervision of qualified preceptors.
- The unique opportunity provides students with exposure to the specific challenges and considerations of delivering healthcare in a correctional environment.

### ***SEVEN TWELVE-HOUR FIELD OPPORTUNITIES***

- Students are required to complete seven 12-hour shifts in various field settings.



- The field opportunities provide a diverse range of real-world scenarios and challenges, offering students the chance to apply their skills in the field under the guidance of experienced preceptors.
- Students will actively participate in emergency responses, patient care, and interprofessional collaboration, further developing their clinical competence and critical thinking abilities.

Please note that the specific schedule for hospital, unique, and field opportunities will be communicated to students by the course instructor. It is crucial for students to adhere to the assigned shifts, maintain professionalism, and punctuality throughout their clinical experiences.

The combination of classroom instruction, laboratory practice, and real-world clinical opportunities in EMSP 2362 ensures that paramedic students are well-prepared to handle complex emergency situations, demonstrate advanced clinical skills, and provide high-quality patient care as competent and compassionate paramedics.

## CLINICAL SCHEDULE

### **CLINICAL SIGNUP WEEK FOR OPPORTUNITIES #8-#13**

January 21 – 23, 2025

### **CLINICAL SIGNUP WEEK FOR OPPORTUNITIES #14-#20**

March 24 – 27, 2025

<b>Month</b>	<b>Date</b>		<b>Clinical Opportunities</b>	<b>Due Date</b>
January	27		Opportunity #8 (ER)	02/02/2025
February	3		Opportunity #9 (ER)	02/09/2025
	10		Opportunity #10 (ER)	02/16/2025
	17		Opportunity #11 (ER)	02/23/2025
	24		Opportunity #12 (ER)	03/02/2025
March	3		Opportunity #13 (BC)	03/09/2025
	10		Opportunity #14 (FIELD)	03/16/2025
	31		Opportunity #15 (FIELD)	04/06/2025
April	7		Opportunity #16 (FIELD)	04/13/2025
	14		Opportunity #17 (FIELD)	04/20/2025
	21		Opportunity #18 (FIELD)	04/27/2025
	28		Opportunity #19 (FIELD)	05/04/2025
May	5		Opportunity #20 (FIELD)	05/11/2025

## REQUIRED CLINICAL DOCUMENTATION

In order to track and assess the progress and competency of paramedic students during their clinical experiences, the use of Platinum Planner is required for EMSP 2362. The following clinical documentation requirements must be fulfilled:

### PATIENT CONTACTS

#### ***MUST HAVE FOR EACH CLINICAL OPPORTUNITY***

- (5) Clinical Patient Contacts
- (1) Full Head-to-Toe Patient Assessment in Narrative Form

#### ***MUST HAVE FOR EACH FIELD OPPORTUNITY***

- (1) Clinical Patient Contact
- (1) Team Member or Team Lead
- (1) Electronic Patient Care Report with completed head-to-toe narrative assessment

#### ***MUST HAVE FOR EACH UNIQUE OPPORTUNITY***

- (1) Clinical Patient Contact

### STUDENT EVALUATION OF PRECEPTOR & CLINICAL SITE

- As part of the learning process, students are required to complete an evaluation of the preceptor and clinical site at the end of each opportunity.
- The evaluation should provide feedback on the overall organization, support, and learning environment of the clinical site.
- Students are encouraged to provide constructive criticism and suggestions for improvement, if applicable.
- The evaluation will help ensure that clinical sites maintain high standards and contribute to the optimal learning experience for students.

### PRECEPTOR EVALUATION OF STUDENT

- As part of the preceptor evaluation process, students must upload a signed copy of the Preceptor Evaluation Form.
- The form should be completed by the preceptor, acknowledging the feedback given to the student online.
- The uploaded form serves as evidence of completion and provides valuable documentation of the student's interaction with the preceptor.

### PRECEPTOR EVALUATION FORM AND PROCESS

As part of the clinical documentation requirements for EMSP 1161, the Preceptor Evaluation Form includes a QR code that preceptors can scan with their own devices to complete the evaluation online. This updated process aims to streamline and enhance the evaluation process for both preceptors and students. Here are the steps involved:

#### ***QR CODE AND ONLINE EVALUATION***

- The Preceptor Evaluation Form features a QR code that preceptors can scan using their smartphones or tablets.
- Upon scanning the QR code, preceptors will be directed to an online evaluation form.

- Preceptors are required to complete the evaluation form, providing feedback on the student's performance, teaching methods, communication skills, and overall effectiveness.
- The online format allows for efficient data collection and analysis, ensuring accurate and prompt evaluation.

#### ***SIGNING THE PAPER FORM***

- After completing the online evaluation, preceptors are requested to sign the paper form in the designated space below the QR code.
- The signature on the paper form acknowledges that the preceptor has completed the evaluation task and confirms the authenticity of the feedback provided online.

#### ***REQUIREMENT FOR SUCCESS***

- Students must be aware that completing the Preceptor Evaluation Form is a crucial requirement for successful completion of the course.
- The evaluation process and feedback from preceptors contribute to the overall assessment and grading of students.
- Failure to fulfill this requirement may result in an incomplete evaluation and impact the final grade for EMSP 2362.

It is essential for students to understand the significance of the Preceptor Evaluation Form and to communicate this requirement to their preceptors. Students should emphasize the importance of timely completion of the online evaluation and signing the paper form to ensure accurate and comprehensive assessment.

By implementing this updated process, the evaluation of preceptors becomes more accessible, convenient, and efficient, ultimately benefiting both students and preceptors in their pursuit of excellence in the field of paramedic education.

## COURSE GRADE COMPUTATION

To pass EMSP 2362 a minimum grade of 81% is required. Students must complete each hospital opportunity with a minimum score of 81%. Once the passing clinical shift average has been attained, the overall clinical grade computation can be calculated.

### OVERALL GRADE COMPUTATION

- 75% = Clinical Shift Average
- 25% = Assignments

### CLINICAL SHIFT COMPUTATION

- Upload all required documents within 24 hours of the end of the shift: up to 2 points
- Complete all required documentation within 24 hours of the end of the shift: up to 2 points
- Complete all required evaluations within 24 hours of the end of the shift: up to 2 points
- Preceptor evaluation score:
  - 4 points = 75 – 100
  - 2 points = 50 – 74.99
  - 0 points = Below 49.99

The grading for clinical documentation will be based on a total of 10 points, which corresponds to a maximum score of 100%. The final grade will be calculated by adding up the points obtained for each clinical shift and dividing it by the total points possible. The resulting decimal will then be multiplied by 100 to determine the percentage grade.

### LATE CLINICAL DOCUMENTATION POLICY

For each day that clinical documentation is submitted late, students will incur a deduction of one point from their overall score. This means that if clinical documentation is submitted one day late, one point will be deducted from the maximum possible score. If the submission is two days late, two points will be deducted, and so on.

It is crucial for students to prioritize timely completion and submission of clinical documentation to ensure accurate and efficient record-keeping. Adhering to the specified deadlines is essential in maintaining professionalism and meeting the expectations of the clinical setting. This policy aims to emphasize the importance of timeliness in clinical documentation and encourages students to develop strong organizational skills.

### GRADING SCALE

Scores are recorded as the score earned and will not be rounded. Example: 74.99 will be recorded as 74.99 and will be a “D”. **There will be NO rounding of evaluations, course averages, or other course work in the Health Sciences EMS Program.**

- A = 90-100
- B = 81-89.99
- C = 75-80.99
- D = 65-74.99
- F = 0-64.99

# EMSP 2266: PRACTICUM – EMERGENCY MEDICAL TECHNOLOGY (EMT PARAMEDIC)

***COURSE NAME***

Practicum – Emergency Medical Technology (EMT Paramedic)

***COURSE NUMBER***

EMSP 2266

***CREDIT HOURS***

2

***CAPSTONE OPPORTUNITY HOURS***

240

## COURSE DESCRIPTION

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

## PRE-REQUISITES

EMSP 1438, EMSP 1356, EMSP 2206, EMSP 2444, EMSP 1161, EMSP 1355, EMSP 2305, EMSP 2330, EMSP 2434, & EMSP 2362

## CO-REQUISITES

EMSP 2143

## END-OF-COURSE OUTCOMES

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

## STUDENT LEARNING OUTCOMES – COURSE OBJECTIVES

1. Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model and State Scope of Practice at the paramedic level.
2. Assemble scene information with the patient assessment findings to guide emergency management and formulate a field diagnosis based on the illness or injury.
3. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient.
4. Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
5. Integrate and synthesize the multiple determinants of health and clinical care.
6. Formulate a field diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.

## REQUIREMENTS TO ATTEND CAPSTONE INTERNSHIP SHIFTS

- Arkansas Department of Health background check and/or fingerprinting complete
- BLS/ACLS certification
- Texarkana College student badge
- Clinical badge provided by EMS Education Department (TC Badge must be obtained first)
- All immunizations current
- Cleared TC EMS Education Department drug screen, background check, and physical form
- Uniform Approval assignment completed
- Clinical Orientations completed
- Completion of EMSP 1438, EMSP 1356, EMSP 2206, EMSP 2444, EMSP 1161, EMSP 1355, EMSP 2305, EMSP 2330, EMSP 2434, & EMSP 2362

## COURSE FORMAT DESCRIPTION

EMSP 2266 is a capstone training course specifically designed for paramedic students to demonstrate and integrate the knowledge, skills, and competencies acquired throughout their paramedic education. This course serves as the culmination of their training and prepares them for entry into the field of emergency medical services. The course emphasizes hands-on experience, critical thinking, and independent decision-making in various clinical settings.

## SCHEDULE FORMAT

This course spans over a period of (insert duration) and comprises twenty twelve-hour capstone opportunities in diverse clinical settings. The schedule for these opportunities is as follows:

### ***TWENTY TWELVE-HOUR CAPSTONE OPPORTUNITIES***

- Students are required to complete a total of twenty 12-hour shifts in diverse clinical settings.
- These capstone opportunities provide students with extensive hands-on experience in delivering advanced life support, patient assessment, treatment, and interprofessional collaboration.
- Students will apply their knowledge and skills in real-world scenarios under the guidance and supervision of experienced preceptors.
- The capstone opportunities encompass a wide range of clinical settings such as hospitals, emergency departments, ambulatory care centers, and community-based healthcare facilities.

- The intent of these opportunities is to allow students to further develop their clinical competence, refine their decision-making skills, and demonstrate their readiness for professional practice.

Please note that the specific schedule for capstone opportunities will be communicated to students by the course instructor. It is paramount for students to adhere to the assigned shifts, maintain professionalism, and ensure punctuality throughout their capstone experiences.

The integration of theoretical knowledge, practical skills, and extensive clinical opportunities in EMSP 2266 empowers paramedic students to apply their learned competencies in diverse clinical settings. This capstone experience serves as a stepping stone towards their successful transition into the field of emergency medical services as competent, confident, and compassionate paramedics.

## CLINICAL SCHEDULE

### ***CLINICAL SIGNUP WEEK FOR CAPSTONE OPPORTUNITIES #1-#9***

May 26 – 29, 2025

### ***CLINICAL SIGNUP WEEK FOR CAPSTONE OPPORTUNITIES #10-#20***

June 16 – 19, 2025

<b>Month</b>	<b>Date</b>		<b>Capstone Opportunities</b>	<b>Due Date</b>
June	2		Capstone Opportunities #1& #2, & #3	06/08/2025
	9		Capstone Opportunities #4, #5, & #6	06/15/2025
	16		Capstone Opportunities #7, #8, & #9	06/22/2025
	23		Capstone Opportunities #10, #11, & #12	06/29/2025
	30		Capstone Opportunities #13 & #14	07/06/2025
July	7		Capstone Opportunities #15, #16, & #17	07/13/2025
	14		Capstone Opportunities #18, #19, & #20	07/20/2025
	14		EMSTesting Comprehensive Adaptive Test	07/27/2025
	21		Comprehensive Final Exam	08/03/2025
	27		Comprehensive Final Exam Retake	08/03/2025

## REQUIRED CLINICAL DOCUMENTATION

In order to track and assess the progress and competency of paramedic students during their capstone experiences in EMSP 2266, the following clinical documentation requirements must be fulfilled:

### PATIENT CONTACT

- For each capstone opportunity, students must complete a minimum of 1 patient contact.
- For each capstone opportunity, students must complete 1 electronic Patient Care Report (ePCR) for the patient encounter in which they are a Team Lead.

### STUDENT EVALUATION OF PRECEPTOR & CLINICAL SITE

- As part of the learning process, students are required to complete an evaluation of the preceptor and clinical site at the end of each opportunity.
- The evaluation should provide feedback on the overall organization, support, and learning environment of the clinical site.
- Students are encouraged to provide constructive criticism and suggestions for improvement, if applicable.
- The evaluation will help ensure that clinical sites maintain high standards and contribute to the optimal learning experience for students.

### PRECEPTOR EVALUATION OF STUDENT

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- The form should be completed by the preceptor, acknowledging the feedback given to the student online.
- The uploaded form serves as evidence of completion and provides valuable documentation of the student's interaction with the preceptor.

### PRECEPTOR EVALUATION FORM AND PROCESS

As part of the clinical documentation requirements for EMSP 2266, the Preceptor Evaluation Form includes a QR code that preceptors can scan with their own devices to complete the evaluation online. This updated process aims to streamline and enhance the evaluation process for both preceptors and students. Here are the steps involved:

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- Preceptors are required to complete the evaluation form, providing feedback on the student's performance, teaching methods, communication skills, and overall effectiveness.
- The online format allows for efficient data collection and analysis, ensuring accurate and prompt evaluation.

#### **SIGNING THE PAPER FORM**

- After completing the online evaluation, preceptors are requested to sign the paper form in the designated space below the QR code.
- The signature on the paper form acknowledges that the preceptor has completed the evaluation task and confirms the authenticity of the feedback provided online.



### **REQUIREMENT FOR SUCCESS**

- Students must be aware that completing the Preceptor Evaluation Form is a crucial requirement for successful completion of the course.
- The evaluation process and feedback from preceptors contribute to the overall assessment and grading of students.
- Failure to fulfill this requirement may result in an incomplete evaluation and impact the final grade for EMSP 2266.

It is essential for students to understand the significance of the Preceptor Evaluation Form and to communicate this requirement to their preceptors. Students should emphasize the importance of timely completion of the online evaluation and signing the paper form to ensure accurate and comprehensive assessment.

By implementing this updated process, the evaluation of preceptors becomes more accessible, convenient, and efficient, ultimately benefiting both students and preceptors in their pursuit of excellence in the field of paramedic education

## **EXAM POLICIES**

**EXAM POLICY:** All timed exams will be administered electronically in the testing center with deadlines as indicated on the current class schedule. The student is given adequate time to ensure exams are completed before the due date. No extensions or retakes are allowed for unit exams, 1 retake is allowed for the CAPSTONE final exam. Exams will be available in the testing center. The student is responsible for knowing Testing Center policies and hours of operation. If a student is late to class from an exam, the student will be considered tardy or absent according to the absentee or tardy policy.

The exam grade will not be available to students until after the exam has closed.

Discussion or disclosing the exams to others constitutes a **BREACH OF ETHICS** and will be evaluated by the Dean and Professional Conduct Committee. Refrain from discussing the contents of the exams with anyone other than the faculty.

If an exam will be administered in class, the student will not be allowed to bring any personal items into the classroom (purses, hats, bags, books, backpacks, cell phones, smart watches, digital devices, etc.) and only a computer (if needed for testing), pencils and car keys will be allowed.

## EMSTESTING COMPREHENSIVE COMPUTER ADAPTIVE TEST WITH REQUIRED REMEDIATION

This computer adaptive test (CAT) will have approximately 30 questions per module. If the student is performing very well or is performing poorly, the test will end early. This means that the student might see fewer than 30 questions per module. This test will adapt to the student's response. If the student answers a question correctly, the next question will be statistically harder; if the student answers incorrectly, the next question will be statistically easier.

EMSTesting Adaptive Exams consist of practice and proctored assessments with remediated that are included in the exam average of the courses. The grading rubric for the adaptive exam portion of the course is as follows:

STEP 1: PRACTICE Comprehensive Exam with Required Remediation					Points Earned
A. Complete Practice Exam <ul style="list-style-type: none"> <li>A student will earn a total of <b>2 points</b> upon completion of the Practice Comprehensive Exams by the assigned deadline.</li> <li>A student who does not complete the Practice Comprehensive Exam by the assigned deadline will receive <b>0 points</b>.</li> </ul>					_____ points (2 pts possible)
B. Complete Required Remediation Plan <ul style="list-style-type: none"> <li>Students will earn a total of <b>2 points</b> upon completion of remediation by the assigned deadline.</li> <li>For each objective missed, students must identify <b>3 critical points to remember</b> for each objective.</li> <li>Students who do not identify <b>3 critical points to remember</b> for each objective missed will not receive credit for completing remediation and will receive <b>0 points</b> for the assignment.</li> <li>Remediation must be handwritten, typed paper will not be accepted</li> </ul>					_____ points (2 pts possible)
STEP 2: Proctored Comprehensive Predictor Exam					Points Earned
A. Complete Proctored Exam at Assigned Time <ul style="list-style-type: none"> <li>Use the table below to calculate points earned and identify remediation requirements.</li> <li>Students will earn 1 to 4 points based upon the score they earn on the Proctored Exam.</li> </ul>					
Proficiency:	Excellent	Good	Not Good	Fail	_____ points
Points Earned:	4 points	3 points	2 points	1 point	(4 pts possible)
B. Complete Remediation <ul style="list-style-type: none"> <li>Students will earn a total of <b>2 points</b> upon completion of remediation by the assigned deadline regardless of which level they scored on the Proctored Assessment.</li> <li>For each objective missed, the students must identify <b>3 critical points to remember</b> about the objective.</li> <li>Students who do not identify <b>3 critical points to remember</b> for each objective missed will not receive credit for completing remediation and will receive <b>0 points</b> for the assignment.</li> <li>Remediation must be handwritten, typed paper will not be accepted</li> </ul>					_____ points (2 pts possible)
<b>Points Possible = 2 + 2 + 4 + 2 = 10</b>					<hr/>
					<b>Total Points</b>

## CAPSTONE COMPREHENSIVE FINAL EXAM

Students are required to complete a Final Comprehensive Exam at the end of the program with a minimum grade of 75% to obtain Course Completion. This exam will occur after all CAPSTONE internships are complete. No study guides or blueprints are given by the instructor for this exam.

The comprehensive final exam will be a 2.5-hour assessment, consisting of 150 questions. Students will have approximately 1 minute to answer each question.

To be eligible to take the comprehensive final exam, students must ensure that they have fulfilled all program requirements. This includes but is not limited to completing 100% of their SMCs and capstone field hours. The final exam will not be accessible until these requirements have been successfully met. The student must submit a request to the clinical coordinator for approval to take the Comprehensive Final Exam. It is important for students to prioritize and complete all necessary components of the program to progress to the final exam stage.

### *FAILED FINAL COMPREHENSIVE EXAM*

If a student fails the final comprehensive exam, the student will have one additional attempt that must be completed before the last day of the current semester to pass the exam. If the 2nd attempt isn't completed before the deadline, the 1st attempt will be the student's grade. The highest grade allowed for 2nd attempt is 75%.

## CAPSTONE EVALUATION REQUIREMENT

### PRECEPTOR EVALUATION FORM

As part of the capstone experience, students will be evaluated by their preceptor on one of the last three days of their clinical rotations. This evaluation is crucial in determining the student's readiness to graduate and transition to the next level of their professional journey. The preceptor will assess the student's ability to complete calls independently and their affective behavior, ensuring they meet the necessary standards of competence and professionalism.

### EVALUATION CRITERIA

The evaluation form consists of several criteria, each of which is critical to the student's performance and readiness. The preceptor will score the student on the following areas:

1. **Clinical Competence:** Ability to perform clinical skills and procedures independently.
2. **Decision-Making:** Demonstrates sound clinical judgment and decision-making abilities.
3. **Patient Assessment:** Completes thorough and accurate patient assessments.
4. **Communication Skills:** Effectively communicates with patients, families, and healthcare team members.
5. **Professionalism:** Exhibits professional behavior and demeanor.
6. **Teamwork:** Works effectively within a team setting.
7. **Adaptability:** Ability to adapt to changing situations and environments.
8. **Time Management:** Manages time efficiently and prioritizes tasks appropriately.
9. **Documentation:** Completes accurate and timely documentation of patient care.

## SCORING SYSTEM

Each criterion will be scored on a scale from 1 to 4:

- 4: Excellent - Exceeds expectations consistently.
- 3: Good - Meets expectations consistently.
- 2: Satisfactory - Meets expectations occasionally.
- 1: Needs Improvement - Does not meet expectations.

## PASSING REQUIREMENT

To pass the capstone course, the student must achieve a cumulative score of 75% or higher on the evaluation form. This percentage is calculated as follows:

- Total Score: The sum of scores for all criteria.
- Maximum Possible Score: The highest possible score (4) multiplied by the number of criteria.
- Percentage Score:  $(\text{Total Score} / \text{Maximum Possible Score}) * 100$

For example, if there are 9 criteria, the maximum possible score would be 36 (4 points x 9 criteria). The student would need to score at least 27 points (75% of 36) to pass.

## SUBMISSION

The preceptor is responsible for completing and submitting the evaluation form. This must be done before the end of the clinical rotation.

## CONSEQUENCES OF NON-COMPLIANCE

If the student fails to get the capstone final evaluation completed before the end of the clinical rotation, they will be required to complete a final evaluation during a future clinical rotation. If the student fails to receive a final evaluation before the end of their clinical rotations, they will not be permitted to take the comprehensive final exam and will have to schedule an additional 12-hour clinical shift.

## IMPORTANCE

This evaluation is a critical component of the capstone course, providing an objective measure of the student's readiness to enter the workforce as a competent and professional paramedic. It ensures that all graduates have met the required standards and are prepared to deliver high-quality patient care independently. By adhering to these guidelines, we maintain the integrity and quality of our paramedic program, ensuring that our students are well-prepared for the challenges and responsibilities of their profession.

## PARAMEDIC CAPSTONE INTERNSHIP GRADING SCALE

To successfully complete the EMSP 2266 course:

- Achieve an overall course grade of at least 81%.
- Pass the Comprehensive Final Exam with a grade of 81% or higher.
- Complete a total of 20 CAPSTONE shifts (each shift minimum 12-hour).
- Successfully complete 20 ePCRs (electronic Patient Care Reports) with a score of satisfactory or above.
- Completed Capstone Paramedic Course Final Evaluation with minimum scores of satisfactory or above with positive final recommendation by preceptor.
- Complete evaluation of course and course instructor.
- Student Minimum Competency Platinum Planner Capstone tracker 100% completion

### EXAM AVERAGE

- 75% = Comprehensive Final Exam
- 15% = Comprehensive Adaptive Exam

### CLINICAL SHIFT COMPUTATION

- Upload all required documents within 24 hours of the end of the shift: up to 2 points
- Complete all required documentation within 24 hours of the end of the shift: up to 2 points
- Complete all required evaluations within 24 hours of the end of the shift: up to 2 points
- Preceptor evaluation score:
  - 4 points = 75 – 100
  - 2 points = 50 – 74.99
  - 0 points = Below 49.99

The grading for clinical documentation will be based on a total of 10 points, which corresponds to a maximum score of 100%. The final grade will be calculated by adding up the points obtained for each clinical shift and dividing it by the total points possible. The resulting decimal will then be multiplied by 100 to determine the percentage grade.

### LATE CLINICAL DOCUMENTATION POLICY

For each day that clinical documentation is submitted late, students will incur a deduction of one point from their overall score. This means that if clinical documentation is submitted one day late, one point will be deducted from the maximum possible score. If the submission is two days late, two points will be deducted, and so on.

It is crucial for students to prioritize timely completion and submission of clinical documentation to ensure accurate and efficient record-keeping. Adhering to the specified deadlines is essential in maintaining professionalism and meeting the expectations of the clinical setting. This policy aims to emphasize the importance of timeliness in clinical documentation and encourages students to develop strong organizational skills.

## OVERALL GRADE COMPUTATION

- 60% = Exam Average
- 20% = Capstone Field Opportunities
- 20% = Assignments, Capstone Paramedic Course Final Evaluation

## GRADING SCALE

Scores are recorded as the score earned and will not be rounded. Example: 80.99 will be recorded as 80.99 and will be a "C". **There will be NO rounding of evaluations, course averages, or other coursework in the Health Sciences EMS Program.**

A = 90-100

B = 81-89.99

C = 75-80.99

D = 65-74.99

F = 0-64.99

# UNIFORM AND PERSONAL APPEARANCE

## UNIFORM

- Students are required to dress in the approved uniform during both in-class lab sessions and clinical.
- Failure to follow the uniform policy will result in students being sent home from the respective session and receiving an absence for the day.
- The Paramedic uniform must consist of the following:
  - Texarkana College red polo shirt with a patch, which is to be tucked into EMS Navy blue pants.
  - Black EMS boots and a black EMS belt.
  - The uniform shirt must have a Texarkana College EMT Program patch sewn on the left sleeve, centered two (2) inches below the top shoulder seam. The official program patch can be purchased separately from the Texarkana College Bookstore.
  - A picture ID name tag provided by the college must always be worn in clear view.
  - Black leather EMS boots with zippers or laces are required. Canvas tennis or sports shoes, as well as western-style pointed or blunt-toe boots, are not permitted.

## PERSONAL APPEARANCE

- All uniforms should be clean, neat, and pressed.
- Shirts must always be buttoned and tucked in.
- Boots must be polished and clean, and laces must be kept clean.
- Pants should not be tucked into the boots at any time.
- Hair must be clean and kept pulled away from the face in a ponytail or bun, ensuring that hair remains behind the shoulders throughout patient contact.
- Hair ornaments, including "scrunchies" made of fabric or decorative hair clips, are not allowed. Bobby pins and barrettes matching student hair color may be used.
- Hair colors and styles must be natural and conservative. Hair extensions or hairpieces must also be conservative in style and be behind the shoulders and away from the face.
- Beards and mustaches must be clean and well-groomed, adhering to the clinical site rules regarding facial hair.
- Fingernails should be short and clean, without nail polish or ornaments. Artificial nails or nail extensions are not allowed.
- Cosmetics or makeup should be conservative, and heavy perfumes and aftershave lotions should be avoided.
- Jewelry is restricted to a plain watch with a sweeping second hand, one plain band ring worn on one finger, and one stud or button-style earring no larger than a pencil eraser per earlobe. Religious or medic-alert medals should be on a chain long enough to be concealed under the uniform. Acceptable colors include gold, silver, pearl, and diamond. No gauges are allowed while

the student is in uniform, except for flesh-colored ones. No jewelry is allowed in piercings on the face or tongue while in uniform, including on-campus.

- All attempts should be made to cover tattoos while in the clinical setting.
- No hats or head coverings are to be worn in the classroom or clinical setting, unless approved by faculty.
- Any dress code or personal appearance issues that arise will be handled on an individualized basis by the Clinical Coordinator and Program Director.

## REQUIRED RESOURCES

- Platinum Planner Paramedic Student; Platinum Educational Group; Pearson
- A desktop, laptop, or compatible tablet for clinical opportunities and assignments.
- Online access to Microsoft TEAMS, Moodle, EMSTesting, and Platinum Planner.
- A stethoscope of the student's choosing is required for clinical.
- Other clinical supplies such as trauma shears, pen light, and a manual blood pressure cuff are also required.
- A 3-ring binder or 3-prong folder

## CLINICAL FOLDER REQUIREMENTS AND USAGE

### PURPOSE OF THE CLINICAL PACKET

- The clinical packet contains necessary paperwork for documentation and patient contact records.
- It assists students in maintaining accurate records without reliance on internet or electronic devices during clinical opportunities.
- The clinical packet serves as evidence of completed clinical experience for course completion.

### FOLDER FORMAT

- Students must obtain a 3-ring binder or a 3-prong folder to organize and secure their clinical packet.
- Proper labeling and identification on the folder cover are required, including the student's name, course details, and instructor information.

### MANDATORY REQUIREMENT

- Students are required to print off the clinical packet and place it in the designated folder.
- The clinical packet must accompany the student to every clinical opportunity.
- Failure to bring the clinical packet may result in the inability to document patient contacts or engage in certain clinical activities.

### CONTENTS OF THE CLINICAL PACKET

- Preceptor Evaluation Form: Used for preceptors to assess student performance during clinical rotations.
- Patient Contact Forms: Used to document patient interactions, interventions, and case details.
- Additional Observation Sheets: Provided for any additional note-taking or documentation purposes.



## PRECEPTOR SIGNATURES

- Preceptors are responsible for reviewing, signing, and providing necessary feedback on the appropriate documents within the clinical packet.
- Students must ensure that their preceptor signs the required paperwork after each clinical opportunity.

## FOLDER SUBMISSION

- At the end of the course, students must submit their clinical folder to the instructor.
- The submitted folder will be retained in the student's file as evidence of completed clinical experience.
- Failure to submit the clinical folder may result in delayed course completion.

*Note: It is the student's responsibility to keep the clinical folder organized, up to date, and accessible during all clinical opportunities. Any missing paperwork or incomplete documentation may impact the successful completion of the course.*

# CLINICAL SHIFTS

## SELECTION PROCESS

In order to accommodate students' preferences, they will have the chance to choose their clinical shifts from a list of approved dates on Platinum Planner during the designated sign-up period. However, it is crucial that students adhere to this timeline. Failure to sign up during the allocated week will result in a zero for the sign-up verification assignment. Additionally, any delays beyond the sign-up period will be considered as absences, with each business day late corresponding to one absence. In such cases, the instructor will be responsible for assigning the clinical shifts on behalf of the student.

## CHANGES TO SCHEDULE

The student will have until the end of the sign-up period to make any corrections or changes to the schedule. After the sign-up period has closed, any changes to the schedule will result in an absence for that shift.

## ADHERENCE TO CLINICAL SITE SCHEDULE AND ATTENDANCE PROTOCOL

It is a key requirement for EMS students to be punctual and present at their assigned clinical sites on the correct date and at the designated time. Failure to comply with this expectation can significantly impact the learning process and disrupt the effectiveness of the clinical environment. Therefore, students should always uphold professionalism by ensuring strict adherence to their clinical site schedule and promptly informing appropriate bodies of any unavoidable delays or changes in their availability.

## CHANGES AT CLINICAL SITE

In the event that there are known changes at the clinical site due to circumstances such as a preceptor call-in or a unit change, EMS students are still expected to report to the site on time. Knowledge of such changes, especially due to their employment, should not be considered as an exemption from attendance requirements. Regardless of these alterations, maintaining a consistent and punctual presence at your clinical site is crucial to your learning experience and professional development. Any foreseen changes should be relayed to the faculty immediately, but it's essential that it does not hinder the regular clinical schedule.

## CLINICAL EXPERIENCE FOR STUDENTS UNDER 18

Students who are under the age of 18 or still in high school are required to submit signed guardian waivers from Christus St. Michael, LifeNet, and Pafford prior to attending clinical rotations. Please note that for LifeNet opportunities, students can only sign up for units beginning at the primary location in Nash with preselected preceptors.

## CLINICAL EXPECTATIONS OF STUDENT

The student will be expected to demonstrate attendance within the stated program policy, independently seek out appropriate learning experiences, participate in a multi-skilled approach to patient care, practice required skills, seek advice to improve skills, demonstrate the superior delivery of patient care required of a student as stated within the program policy.

The student's behavior must demonstrate integrity, empathy, self-motivation, self-confidence, teamwork, diplomacy, respect, patient advocacy, careful delivery of service, appropriate time management, appropriate appearance, and personal hygiene. The student must report to clinical assignments on time and in full uniform.

The student must perform and report patient assessments completely and proficiently. The student will interact with patients and other health care professionals in a "student role" at an appropriate level.

The student must demonstrate integrity by respecting patients, bystanders, the organization, and other allied professionals; the student must demonstrate compassion and empathy toward patients and others.

The student must be able to thoroughly describe all elements of applicable procedures and accomplish psychomotor skills independently and proficiently.

## STUDENT MINIMUM COMPETENCY (SMC)

Paramedic students must fulfill the Student Minimum Competency Recommendations (SMC) defined by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) in order to complete their course and gain Authorization to Test (ATT) with the National Registry. The SMCs set forth by the CoAEMSP must be 100% fully completed. The specific recommendations can be found in the provided tables.

The SMC recommendation is met by lab time in the classroom with formative and competency scenarios and skills testing, through patient contacts and skills in the hospital and field clinicals, and by patient encounters and skills during the CAPSTONE internship.

If a student is unable to obtain their SMC by their last CAPSTONE shift, the student will be required to complete additional clinical shifts in the hospital or field to meet this minimum requirement for course completion. These shifts must be scheduled through the Clinical Coordinator. The student will not be allowed to schedule their own clinicals without the Clinical Coordinator's approval. All individual skills must be completed prior to the CAPSTONE internship.

If the student has not met the minimum requirements for individual skills or formative scenarios, the student must schedule time with the course instructor to complete the individual skills or formative scenarios before the CAPSTONE portion of the course begins.

If the student has not completed the individual skills or formative scenarios by the beginning of the scheduled CAPSTONE, the student's continuation in the program will be reviewed.

**Course Highlight:** This material provides only the five (5) tables from the CoAEMSP Student Minimum Competency (SMC) Recommendations document, specifically tailored to aid your learning process. However, please refer to the official Excel version of the Student Minimum Competency (SMC) Recommendations present under the Program Minimum Numbers section on the Resource Library Page of the CoAEMSP website ([www.coaemsp.org](http://www.coaemsp.org)) for comprehensive understanding.

**TABLE 1 AGES**

TABLE 1 AGES					
CoAEMSP Student Minimum Competency (SMC)	Column 1	Column 2	Total	Minimum Recommendations by Age*  (*included in the total)	
	Formative Exposure in Clinical or Field Experience  Conducts patient assessment (primary and secondary assessment), performs motor skills if appropriate and available, and assists with development of a management plan in patient exposures with some assistance for evaluation	Exposure in Clinical or Field Experience and Capstone Field Internship  Conducts a patient assessment and develops a management plan for evaluation on each patient with minimal to no assistance			
Pediatric patients with pathologies or complaints	15	15	30	Minimum Exposure Age	
				2	Neonate (birth to 30 days)
				2	Infant (1 mo - 12 mos)
				2	Toddler (1 to 2 years)
				2	Preschool (3 to 5 years)
				2	School-Aged / Preadolescent (6 to 12 years)
2	Adolescent (13 to 18 years)				
Adult	30	30	30	(19 to 65 years of age)	
Geriatric	9	9	18	(older than 65 years of age)	
<b>Totals:</b>	<b>54</b>	<b>54</b>	<b>108</b>		

<b>TABLE 2 PATHOLOGY/COMPLAINT (CONDITIONS)</b>				
<b>COAEMSP STUDENT MINIMUM COMPETENCY BY PATHOLOGY OR COMPLAINT</b>	<b>SIMULATION</b>	<b>COLUMN 1 FORMATIVE EXPOSURE IN CLINICAL OR FIELD EXPERIENCE  Conducts patient assessment (primary and secondary assessment) and performs motor skills if appropriate and available and assists with development of a management plan on a patient with some assistance for evaluation.</b>	<b>COLUMN 2 EXPOSURE IN CLINICAL OR FIELD EXPERIENCE/CAPSTONE FIELD INTERNSHIP  Conducts a patient assessment and develops a management plan for evaluation on each patient with minimal to no assistance</b>	<b>Total Formative &amp; Competency Evaluations by Condition or Complaint</b>
<b>TRAUMA</b>	Minimum of one (1) pediatric and one (1) adult trauma simulated scenario must be successfully completed prior to capstone field internship.	<b>18</b>	<b>9</b>	<b>27</b>
<b>PSYCHIATRIC/ BEHAVIORAL</b>	Minimum of one (1) psychiatric simulated scenario must be successfully completed prior to capstone field internship.	<b>12</b>	<b>6</b>	<b>18</b>
<b>OBSTETRIC DELIVERY WITH NORMAL NEWBORN CARE</b>	<b>N/A</b>	<b>2</b> (SIMULATION PERMITTED)	<b>2</b> (SIMULATION PERMITTED)	<b>6</b>
<b>COMPLICATED OBSTETRIC DELIVERY</b>  (e.g., breech, prolapsed cord, shoulder dystocia, precipitous delivery, multiple births, meconium staining, premature birth, abnormal presentation, postpartum hemorrhage)	Minimum of two (2) complicated obstetric delivery simulated scenarios must be successfully completed prior to capstone field internship including a prolapsed cord and a breech delivery.	<b>2</b> (SIMULATION PERMITTED)		
<b>DISTRESSED NEONATE</b>  (birth to 30 days)	Minimum of one (1) distressed neonate following delivery simulated scenario must be successfully completed prior to capstone field internship.	<b>2</b> (SIMULATION PERMITTED)	<b>2</b> (SIMULATION PERMITTED)	<b>4</b>
<b>CARDIAC PATHOLOGIES OR COMPLAINTS</b>  (e.g., acute coronary syndrome, cardiac chest pain)	Minimum of one (1) cardiac-related chest pain simulated scenario must be successfully completed prior to capstone field internship.	<b>12</b>	<b>6</b>	<b>18</b>
<b>CARDIAC ARREST</b>	Minimum of one (1) cardiac arrest simulated scenario must be successfully completed prior to capstone field internship.	<b>2</b> (SIMULATION PERMITTED)	<b>1</b> (SIMULATION PERMITTED)	<b>3</b>
<b>CARDIAC DYSRHYTHMIAS</b>	<b>N/A</b>	<b>10</b>	<b>6</b>	<b>16</b>
<b>MEDICAL NEUROLOGIC PATHOLOGIES OR COMPLAINTS</b>  (e.g., transient ischemic attack, stroke, syncope, or altered mental status presentation)	Minimum of one (1) geriatric stroke simulated scenario must be successfully completed prior to capstone field internship.	<b>8</b>	<b>4</b>	<b>12</b>
<b>RESPIRATORY PATHOLOGIES OR COMPLAINTS</b>  (e.g., respiratory distress, respiratory failure, respiratory arrest, acute asthma episode, lower respiratory infection)	Minimum of one (1) pediatric and one (1) geriatric respiratory distress/failure simulated scenario must be successfully completed prior to capstone field internship.	<b>8</b>	<b>4</b>	<b>12</b>
<b>OTHER MEDICAL CONDITIONS OR COMPLAINTS</b>  (e.g., gastrointestinal, genitourinary, gynecologic, reproductive pathologies, or abdominal pain complaints [hypoglycemia, DKA, HHNS, thyrotoxic crisis, myxedema, Addison's, Cushing's], overdose or substance abuse, toxicology, hematologic disorders, non-traumatic musculoskeletal disorders, diseases of the eyes, ears, nose, and throat)	Minimum of one (1) geriatric sepsis simulated scenario must be successfully completed prior to capstone field internship.	<b>12</b>	<b>6</b>	<b>18</b>
<b>TOTALS:</b>		<b>88</b>	<b>46</b>	<b>134</b>

TABLE 3 SKILLS				
CoAEMSP Recommended Motor Skills Assessed and Success	Column 1 Successful Formative Individual <i>Simulated</i> Motor Skills Assessed in the Lab	Column 2 Minimum Successful Motor Skills Assessed on a <i>Patient</i> in Clinical or Field Experience or Capstone Field Internship  *Simulation permitted for skills with asterisk	Totals	Column 4 Cumulative Motor Skill Competency Assessed on <i>Patients</i> During Clinical or Field Experience or Capstone Field Internship
Establish IV access	2	25	27	REPORT SUCCESS RATE
Administer IV infusion medication	2	2*	4	
Administer IV bolus medication	2	10	12	REPORT SUCCESS RATE
Administer IM injection	2	2	4	
Establish IO access	4	2*	6	
Perform PPV with BVM	4	10*	14	
Perform oral endotracheal intubation	2	10*	12	REPORT SUCCESS RATE
Perform endotracheal suctioning	2	2*	4	
Perform FBAO removal using Magill Forceps	2	2*	4	
Perform cricothyrotomy	2	2*	4	
Insert supraglottic airway	2	10*	12	
Perform needle decompression of the chest	2	2*	4	
Perform synchronized cardioversion	2	2*	4	
Perform defibrillation	2	2*	4	
Perform transcutaneous pacing	2	2*	4	
Perform chest compressions	2	2*	4	
<b>TOTALS:</b>	<b>36</b>	<b>87</b>	<b>123</b>	

TABLE 4 Field Experience / Capstone Field Internship	
Field Experience	Capstone Field Internship
Conducts competent assessment and management of prehospital patients with assistance while <b>TEAM LEADER</b> or <b>TEAM MEMBER</b>	Successfully manages the scene, performs patient assessment(s), directs medical care and transport as <b>TEAM LEADER</b> with minimal to no assistance
<b>30</b>	<b>20</b>
<i>This section is to be completed in EMSP 1161 &amp; EMSP 2362</i>	<i>This section is to be completed in EMSP 2266</i>

**TABLE 5 EMT SKILLS COMPETENCY**

<b>EMT or Prerequisite Skill Competency (must document reasonable evidence of motor skill competency)</b>	<b>Evidence</b>
Insert NPA	
Insert OPA	
Perform oral suctioning	
Perform FBAO - adult	
Perform FBAO - infant	
Administer oxygen by nasal cannula	
Administer oxygen by face mask	
Ventilate an adult patient with a BVM	
Ventilate a pediatric patient with a BVM	
Ventilate a neonate patient with a BVM	
Apply a tourniquet	
Apply a cervical collar	
Perform spine motion restriction	
Lift and transfer a patient to the stretcher	
Splint a suspected long bone injury	
Splint a suspected joint injury	
Stabilize an impaled object	
Dress and bandage a soft tissue injury	
Apply an occlusive dressing to an open wound to the thorax	
Perform uncomplicated delivery	
Assess vital signs	
Perform a Comprehensive Physical Assessment	
Perform CPR - adult	
Perform CPR - pediatric	
Perform CPR - neonate	

## EMS STUDENT 3RD RIDER POLICY

The EMS student 3rd rider policy outlines the scope and limits of EMS students' participation during their hospital and field rotations. The primary role of EMS students is to learn and not to function as essential personnel. For example, if an EMS student is absent, the ambulance can continue to function without their presence, underscoring their non-essential role on the team. Even in situations where a student is employed at a clinical site, they are not to perform tasks outside their designated student responsibilities. Students are explicitly prohibited from operating an ambulance at any time or undertaking duties beyond those acknowledged in their student capacity. While onboard an ambulance, students are required to ride in the back of the vehicle and adhere to necessary safety precautions by wearing the appropriate safety belt. Finally, it is strictly forbidden for students to accrue clinical hours concurrently with their professional working hours. This ensures a clear distinction between their learning and work responsibilities.

## ATTENDANCE POLICIES

### ABSENTEE POLICY

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. Excessive absences exceed the maximum allowed absence. The maximum allowed absences for EMSP 1161 is (1) unexcused absence. In the event of a 2<sup>nd</sup> absence, the student will not be allowed to continue the course. The maximum allowed absences for EMSP 2362 is (2) unexcused absences; (1) unexcused absence for hospital opportunities and (1) unexcused absence for field opportunities. In the event of a 3<sup>rd</sup> absence, the student will not be allowed to continue the course. The maximum allowed absences for EMSP 2266 is (2) unexcused absences. In the event of a 2<sup>nd</sup> absence, the student will not be allowed to continue the course.

Students who return to class/clinical following delivery, surgery, infections, or major illness MUST bring a release verification form from their medical provider approving full functioning in the student role. Release for "light duty" is not acceptable. The college is not responsible for the exacerbation of illness, injury, or infectious contact while enrolled in a Health Science course. Failure to meet class requirements, protracted fatigue, and sleepiness can lead to omissions in learning and errors in the performance of care. Such circumstances may lead to disciplinary actions up to and including being dropped from the course.

### TARDY POLICY

Three tardies constitute one absence. If a student arrives at clinical 15 minutes late or leaves 15 minutes early, a tardy will be given. After 15 minutes, the student will be counted absent. If a student arrives at clinical or leaves clinical more than 15 minutes before the scheduled end of class, the student will be counted absent. Students who are late will be required to sign into the instructor's attendance folder with the time of arrival. After 3 tardies, an absence will be assigned.



# INCLEMENT WEATHER AND CAMPUS CLOSURE POLICY

Texarkana College has scheduled its instructional program to comply with the Common Calendar of the Texas Higher Education Coordinating Board, as well as to meet instructional requirements for awarding credit hours earned. College instructors are obligated to meet all scheduled classes. If severe weather makes it necessary to cancel classes or to meet virtually, Texarkana College will utilize the RAVE emergency notification system to send text messages and emails to students, faculty, and staff regarding the schedule change. Texarkana College will also post updates and information regarding closures and schedule changes on the institution's website located at [www.texarkanacollege.edu](http://www.texarkanacollege.edu) and on social media.

In addition, College authorities will make every effort to provide information to local media stations and social media outlets as a supplemental source of communication. However, authorized information and determinations on closures and schedule changes will be officially announced via institutional resources (TC RAVE emergency notification system utilizing texts and emails, and the institution's website and social media sites). If College authorities cancel classes, then all work is delayed until the next class meeting or until a date determined by the instructor. If a student is in an area that experiences severe weather and the College has not officially closed, then it is that student's responsibility to decide whether or not to attend class. The student must then contact the instructor for information concerning make-up for the work missed.

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, Texarkana College may need to move to altered operations and course delivery methods. During this time, Texarkana College may opt to continue delivery of instruction through methods that include but are not limited to an online learning management system (Jenzabar or Moodle), online conferencing through TEAMS, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Texarkana College's website ([www.texarkanacollege.edu](http://www.texarkanacollege.edu)) for instructions about continuing courses remotely, instructor email notifications on the method of delivery and course-specific communication, and Texarkana College email notifications for important general information.

## FINANCIAL AID

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before deciding.

## DISABILITY ACT STATEMENT

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact the Director of Advisement at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability, which requires academic accommodations, please present it so we can discuss the accommodations that you might need for this class. It is best to request these changes at the beginning if not before the start of class so there is ample time to arrange the accommodations.

## ACADEMIC DISHONESTY STATEMENT

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature may result in the student being dropped from the class with an "F." This policy applies campus-wide, including the TC Testing Center, as well as off-campus classroom or lab sites.

You are required to complete all work independently unless otherwise instructed. Plagiarism, cheating, or any related offenses will result in an AUTOMATIC ZERO - no excuses or exceptions.

## SECURITY

Please keep your vehicle locked whenever you are away from it. Make sure you don't leave any valuables in plain sight (purse, phone, laptop). We want you to be safe. You must acquire a TC parking permit and display it in your vehicle. You must also have a TC student ID badge and keep it with you at all times.

**\*Campus police EMERGENCY line: (903) 823-3330**

**Available 24 hours a day/7 day a week**

## **BASIC NEEDS SECURITY STATEMENT**

Any student who has difficulty affording groceries or accessing enough food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in this course or ability to remain in school, is urged to contact Tonja Blase, Director of Student Retention, at (903)823-3349 for support. Furthermore, please notify the professor if you are comfortable doing so. This will enable them to provide any resources that they may possess.

**Texarkana College Student Counselor: (903) 823-3143**

**Suicide Hotline: 988**

**Actions or omissions of actions by the student which violate safety standards, place the client's life or welfare in danger, or failure to adhere to ethical and legal standards may result in referral to the professional conduct committee.**

**TEXARKANA COLLEGE  
EMERGENCY MEDICAL TECHNICIAN**

## **PARAMEDIC STUDENT COURSE REQUIREMENT AND PROGRAM COMPLIANCE AGREEMENT**

If you have any questions about this syllabus or the course in general, ask the instructor before you sign this document.

I have read the EMSP 1161, EMSP 2362, and EMSP 2266 Course Syllabus and Clinical Packet and understand the course requirements and policies. I agree to comply with the clinical and classroom policies to meet the requirements for course completion.

I, \_\_\_\_\_, (print name) have read the course syllabus, the course outline and schedule, course grading requirements and methods of evaluation, as well as had each explained to me by the instructor either verbally, or by email on \_\_\_\_\_.

I, \_\_\_\_\_, (print name) have received a paper or electronic copy of the course syllabus, the course outline/schedule/calendar, course grading requirements and methods of evaluation by the instructor either in-person, by email, and Moodle on \_\_\_\_\_.

I, \_\_\_\_\_, (print name) understand that if I lose the above-mentioned documents, it is my responsibility to keep up with lecture, assignments, and exam dates. I understand that I will be responsible for utilizing the digital version to reprint a paper copy if needed. By signing this form, I agree to comply with the classroom/online policies, expectations, and rules listed and accept the outline for this class

Courses: EMSP 1161, EMSP 2362, and EMSP 2266

\_\_\_\_\_  
Student printed name

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Guardian printed name

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

\_\_\_\_\_  
Guardian Signature