

## **Practicum—Emergency Medical Technology/Technician (EMSP 2365)**



### **INSTRUCTOR CONTACT INFORMATION**

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Office Hours:	Upon Request

### **CREDIT**

2 semester credit hours (0 hours lecture, 0 hours lab, 16 External)

### **MODE OF INSTRUCTION**

Face to Face, Online or Hybrid

### **PREREQUISITE/CO-REQUISITE:**

EMT-Basic certification

- EMSP 2143
- EMSP 2137
- EMSP 2243
- EMSP 2260
- EMSP 2434

### **COURSE DESCRIPTION**

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

### **COURSE OBJECTIVES**

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

- A. Psychomotor Skills
  1. The student must demonstrate the ability to safely administer medications.
    - a. The student should safely, and while performing all steps of each procedure, properly administer medications via IM/SC administration route at least 6 times to live patients.
    - b. The student should safely, and while performing all steps of each procedure, properly administer medications via IV administration route at least 12 times to live patients.
  2. The student must demonstrate the ability to safely gain venous access in all age group patients.
    - a. The student should safely and successfully access venous circulation at least 10 times on live patients of various age groups.
    - b. The student must gain venous access on at least 1 patient aged 0 - 17 years, 1

patient aged 18 - 64 years, and 1 patient aged 62 and older.

3. The student must demonstrate the ability to effectively ventilate patients of all age groups.
  - a. The student should effectively ventilate at least 6 live patients of various age groups.
4. The student must demonstrate the ability to safely perform a live intubation.

Approved: **Initials/date**

- a. The student should safely, and while performing all steps of each procedure, successfully intubate at least 3 live patients.
  - b. If a student is unable to encounter a patient requiring intubation throughout the clinical phase the student may request to substitute 1 live intubation with 3 approved high fidelity simulations to meet the “live intubation” requirement for this clinical/field phase, or a student can substitute a live intubation with an approved cadaver intubation.
5. The student must demonstrate the ability to safely perform a patient’s blood sugar using a glucometer on at least 1 live patient.
  6. The student must demonstrate the ability to safely perform airway management techniques on 12 live patients of varying age groups.
  7. The student must demonstrate the ability to safely perform a 12-lead ECG acquisition from varying age groups on at least 15 live patients.

B. Ages

1. The student must demonstrate the ability to perform a comprehensive assessment on 3 newborn patient.
2. The student must demonstrate the ability to perform a comprehensive assessment on 3 infant patient.
3. The student must demonstrate the ability to perform a comprehensive assessment on 3 toddler patient.
4. The student must demonstrate the ability to perform a comprehensive assessment on 3 pre-school patient.
5. The student must demonstrate the ability to perform a comprehensive assessment on 3 school age patient.
6. The student must demonstrate the ability to perform a comprehensive assessment on 3 adolescent patient.
7. The student must demonstrate the ability to perform a comprehensive assessment on at least 20 adult patients.
8. The student must demonstrate the ability to perform a comprehensive assessment on at least 10 geriatric patients.

C. Pathologies

1. The student must demonstrate the ability to perform a comprehensive assessment on at least 20 trauma patients.
2. The student must demonstrate the ability to perform a comprehensive assessment on at least 20 medical patients.
3. The student must demonstrate the ability to perform a comprehensive assessment on at least 10 psychiatric patients.
4. The student must demonstrate the ability to perform a comprehensive assessment on at least 3 obstetric patient.

D. Complaints

1. The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for at least 15 patients with chest pain.
2. The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for at least 12 patients with dyspnea/respiratory distress.
  - a. The student should perform an advanced patient assessment, formulate and implement a treatment plan on at least 8 adult patients and at least 3 pediatric

patients (including infants, toddlers, and school age) with dyspnea/respiratory distress.

3. The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for at least 6 patients with a syncopal episode.
4. The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for at least 6 patients with abdominal complaints.
5. The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for at least 6 patients with altered mental status.

#### E. Affective Skills

1. While in the clinical setting, the student must demonstrate integrity.
  - a. The student must demonstrate honesty and trustworthiness.
  - b. The student must maintain confidentiality.
  - c. The student must accurately complete documentation.
2. While in the clinical setting, the student must demonstrate empathy.
  - a. The student will respond appropriately to the emotional needs of the patients/family members and the health care team.
  - b. The student will demonstrate respect for others.
  - c. The student will demonstrate a calm, compassionate, and helpful demeanor.
3. While in the clinical setting, the student must demonstrate self-motivation.
  - a. The student will take initiative to complete assignments.
  - b. The student will seek out learning experiences
  - c. The student will take initiative to improve and/or correct behavior
  - d. The student will take on/follow through on tasks with minimal supervision.
  - e. The student will show enthusiasm for learning and improvement.
  - f. The student will strive for excellence in all aspects of patient care and professional activities.
  - g. The student will accept constructive feedback in a positive manner.
4. While in the clinical setting, the student will demonstrate proper appearance and personal hygiene.
  - a. The student will wear neat, clean, well-maintained clothing and/or uniform.
  - b. The student will demonstrate good personal hygiene and grooming.
  - c. The student will wear proper uniform and identification.
5. While in the clinical setting, the student will demonstrate self-confidence.
  - a. The student will demonstrate the ability to trust personal judgment.
  - b. The student will demonstrate an awareness of strengths and limitations.
  - c. The student will exercise good personal judgment.
6. While in the clinical setting, the student will demonstrate adequate communication skills.
  - a. The student will speak clearly, write legibly, and listen actively.
  - b. The student will document a complete and accurate patient care report.
  - c. The student will communicate effectively with Medical Control
  - d. The student will adjust communication strategies as needed.
7. While in the clinical setting, the student will demonstrate effective time management.
  - a. The student will demonstrate consistent punctuality.

- b. The student will complete tasks and assignments on time.
  - 8. While in the clinical setting, the student will demonstrate teamwork and diplomacy.
    - a. The student will place the success of the team above self-interest.
    - b. The student will help and support other team members.
    - c. The student will show respect for all team members.
    - d. The student will remain flexible and open to change.
    - e. The student will communicate effectively with others to resolve problems.
- F. Team leads
  - 1. While in the field setting, the student will demonstrate the ability to serve as the team leader.
  - 2. The student should perform as team lead on at least 10 BLS encounters
  - 3. The student should perform as team lead on at least 40 ALS encounters.
  - 4. The student has team led if he or she has conducted (not necessary performed the entire interview or physical exam, but rather been in charge of):
    - a. Comprehensive assessment,
    - b. Formulated and implemented a treatment plan for the patient.
  - 5. This means that most (if not all) of the decisions have been made by the student, especially:
    - a. Formulating a field impression.
    - b. Directing the treatment.
    - c. Determining patient disposition and packaging and moving the patient.
    - d. Minimal to no prompting was needed by the preceptor.
  - 6. No action was initiated; performed or withheld that endangered the physical or psychological safety of the patient, bystanders, first responders or crew.
- G. BLS Encounter:
  - 1. Patient care does not require advanced assessment techniques or invasive interventions
- H. ALS Encounter:
  - Any call where an:
    - 1. IV has been attempted AND an EKG has been monitored, OR
    - 2. A medication other than oxygen has been administered OR
  - Advanced judgment/assessment (as determined by the preceptor) has been performed

## **REQUIRED TEXTBOOK AND MATERIALS**

EMS Program Student Handbook

Nancy Caroline's Emergency Care in the Streets 9th

a. ISBN: 9781284274004

Platinum Planner

EMS Testing

LIT EMS Clinical Uniform

LIT EMS Program Clinical ID

Shot records for current immunization in MMR, Tetanus, Varicella, Influenza

Drug urine analysis screen (10 panel or greater)

Stethoscope

Pen Light

Trauma Shears

## **ATTENDANCE POLICY**

1. Clinicals require 100% attendance AND completion of ALL required minimum competencies.
2. Students must make up any missed clinical hours, within the course dates (no incompletes)
3. Once scheduled, students are allowed 1 reschedule without affecting their grades. Each reschedule will drop the clinical rescheduled by 5 points.
4. If reschedules occur, an immediate conference with the Medical Director and the Clinical Coordinator will occur after the second reschedule. Repeat reschedules could result in dismissal from the program.

Students must achieve all minimum competencies as well as minimum hours. If a student hits their hours, but not the minimum competencies, they must do additional clinical time to achieve these competencies, within the inclusive dates of the class. If a student hits their minimum competencies but not the hours, they will continue until the hours are reached.

## **DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process.

If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

**COURSE CALENDAR**

DATE	TOPIC	READINGS (Due on this Date)	ASSIGNMENTS (Due on this Date)

**COURSE EVALUATION**

Final grades will be calculated according to the following criteria:

<b>Psychomotor Skills</b>	<b>20%</b>
<b>Ages</b>	<b>15%</b>
<b>Pathologies</b>	<b>15%</b>
<b>Complaints</b>	<b>15%</b>
<b>Affective</b>	<b>15%</b>
<b>Team Leads</b>	<b>10%</b>
<b>Quality of patient care reports</b>	<b>10%</b>

## GRADE SCALE

90 – 100	A
84 – 89	B
75 – 83	C
70 – 74	D
0 – 69	F

## TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

## DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

## STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

## STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.



## ADDITIONAL COURSE POLICIES/INFORMATION

### Course Outline

#### A. Introduction

1. Introduction of EMS Staff, Instructors and students
2. EMS program policies
3. Preceptor Orientation

#### B. Ambulance Service

##### Students will be scheduled 336 contact hours

During the field rotations with an EMS Service, the student will:

1. Utilize appropriate universal precautions at all times.
2. Assist in the triage of patients.
3. Perform a patient assessment, including:
  - a. Vital signs, pulse oximetry and glucose check
  - b. Obtain chief complaint and history of present illness.
  - c. Perform a physical exam.
  - d. Obtain medical history.
4. Identify and describe presenting signs and symptoms.
5. Establish priorities of care and initiate appropriate management.
6. Maintain an open airway, utilizing appropriate airway adjuncts, including endotracheal intubation and percutaneous trans-tracheal catheter ventilation.
7. Insert NG tubes as indicated
8. Perform needle decompression if indicated.
9. Provide appropriate oxygen therapy and ventilatory assistance.
10. Perform cardiopulmonary resuscitation (CPR) according to American Heart Association (AHA) standards.
11. Initiate ECG monitoring and perform electrical therapy as indicated.
12. Identify ECG rhythms and initiate appropriate management.
13. Initiate vascular access, utilizing peripheral, external jugular, or intraosseous techniques.
14. Initiate a saline lock using proper technique.
15. Calculate fluid administration rates for IV fluids.
16. Obtain blood samples and perform blood glucose evaluation.
17. Troubleshoot a malfunctioning IV infusion.
18. Identify the pharmacology, actions, indications, precautions, dosages, contraindications, and side effects of all drugs administered.
19. Calculate drug dosages.
20. Administer, using proper procedures, subcutaneous, intramuscular, intravenous, rectal and nebulized medications.
21. Perform, in order of priority, the steps in control of bleeding and shock resuscitation.
22. Perform correctly bandaging, splinting, and spinal immobilization.
23. Integrate patient care into the process of patient disentanglement and rescue.
24. Utilize portable and mobile radios per regional protocols.
25. Present an organized report via radio to staff in the ED.
26. Complete accurate written Pre-hospital Patient Run Reports
27. Document all patient contacts for that ambulance rotation.

28. Preceptor shall document a student evaluation form.
29. Student shall document an ambulance rotation evaluation form.