

Introduction to Advanced Practice EMSP 1260 (Lecture & lab)

INSTRUCTOR CONTACT INFORMATION

Instructor: Brittany Conseumiu
Email: Brittany.conseumiu@gccisd.net
Office Phone: Upon Request
Office Location: Ross Sterling High School
Office Hours: Upon Request



CREDIT

- 2 Credit Hours; 5 Externship Hours

MODE OF INSTRUCTION

Face to Face, Online or Hybrid

PREREQUISITE/CO-REQUISITE:

- **AHA Basic Life Support**
- EMSP 1501

COURSE DESCRIPTION

Preparation for certification as an Emergency Medical Technician (EMT).

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.

COURSE OBJECTIVES

Upon completion of this course for the completion for 1501, the student will be able to:

- Apply fundamental knowledge of the EMS system, safety/well-being of the EMT, and medical/legal and ethical issues to the provisions of emergency care.
- Apply fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.
- Use fundamental anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals.
- Apply fundamental knowledge of the pathophysiology of respiration and perfusion to patient assessment and management.
- Apply fundamental knowledge of life span development to patient assessment and management.
- Use simple knowledge of the principles of illness and injury prevention in emergency care.
- Apply fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency.

Approved: **Initials/date**

- Apply knowledge (fundamental depth, fundamental breadth) of general anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
- Apply scene information and patient assessment findings (scene size up, primary and secondary assessment, patient history, and reassessment) to guide emergency management.
- Apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.
- Apply fundamental knowledge of the causes, pathophysiology, and management of shock, respiratory failure or arrest, and post resuscitation management.
- Apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient.
- Apply fundamental knowledge of growth, development, and aging and assessment findings to provide basic emergency care and transportation for a patient with special needs.

Apply knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety.

Upon completion of this course for the 1260 portion, 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 hand held nebulizer to live patients.
2. The student must demonstrate the ability to effectively ventilate patients of all age groups.
 - a. The student should effectively ventilate at least 5 live patients of various age groups.

B. Ages

1. The student must demonstrate the ability to perform a comprehensive assessment on pediatric patients.
 - a. The student should perform an assessment on at least 6 (including newborns, infants, toddlers, preschool, school age, and adolescent) pediatric patients.
2. The student must demonstrate the ability to perform a comprehensive assessment on at least 5 adult patients.
3. The student must demonstrate the ability to perform a comprehensive assessment on at least 5 geriatric patients.

C. Pathologies

1. The student must demonstrate the ability to perform a comprehensive assessment on at least 2 trauma patients.
2. The student must demonstrate the ability to perform a comprehensive assessment on at least 1 psychiatric patients.

D. Complaints

1. The student must demonstrate the ability to perform a comprehensive assessment for at least 2 patients with chest pain.

2. The student must demonstrate the ability to perform a comprehensive assessment for at least 2 patients with dyspnea/respiratory distress.
3. The student must demonstrate the ability to perform a comprehensive assessment for at least 2 patients with a change in level of responsiveness.
4. The student must demonstrate the ability to perform a comprehensive assessment for at least 2 patients with abdominal complaints.
5. The student must demonstrate the ability to perform a comprehensive assessment for at least 2 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.

The student will communicate effectively with others to resolve problems

REQUIRED TEXTBOOK AND MATERIALS

- EMS Program Student Handbook
- Textbook
- 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 reschedules 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.
5. 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)
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Week 1	Clinical		Quiz 14
Week 2	Clinical		Quiz 15
Week 3	Clinical		Quiz 16
Week 4	Clinical	Jurisprudence Exam	Quiz 17
Week 5	Clinical		Quiz 18
Week 6	Clinical		Quiz 19 & 20
Week 7	Clinical		Quiz 21 & 22
Week 8	Clinical		Quiz 23
Week 9	Clinical		Module exam
Week 10	Clinical		Quiz 33
Week 11	Clinical		Quiz 34
Week 12	Clinical		Quiz 35 & 36 Module exam
Week 13	Clinical		Quiz 37
Week 14	Clinical		Quiz 38
Week 15	Clinical		Quiz 40 & 41
Week 16	Clinical		Module exam

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Evaluation Forms	10%
Chapter Quiz	20%
Module Exam	50%
Affective	10%
Clinical Paper	10%

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. 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. 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

1. Computers, telephones, headphones, and any other electronic devices must be turned off while in class or used only with permission of the instructor.
2. Do not bring children to class.
3. Late assignments will be accepted on a case by case basis.
4. Tests. Students that miss a test are not allowed to make up the test. Students that miss a test will receive a grade of '0'.
5. If you wish to drop a course, the student is 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.
6. Additional class policies as defined by the EMS Program Student Handbook.

Course Requirements

- All class hours must be attended or make up hours documented, as required by the Texas Department of State Health Services.
- Lab Skill are required to be passed the number of times assigned to each specific lab skill.

Course Policies

1. Patient Care Reports
 - Each patient care report will be completed in either black or blue ink. The report needs to be legible.
 - All patient care report blanks will be addressed.
 - The patient care report will be signed by the student as well as the preceptor upon completion.
2. FISDAP
 - FISDAP will be the official clinical scheduling calendar. All shifts will be assigned in the FISDAP Clinical scheduler.
3. Attendance
 - Attendance is mandatory in all assigned clinical rotations. If you are going to be unable to attend a scheduled clinical or field rotation then arrangements need to be made with the Clinical Coordinator.

Lab/Simulation Skills Required

1. All required lab/simulation skills must be checked off prior to any student performing that skill in a clinical/field setting.
2. A preceptor must be present and at the students side in order for a student to administer or help patient self-administer any medications.

Course Outline

- A. Introduction
 1. Introduction of EMS Staff, Instructors and students
 2. EMS program policies
- B. Clinical Orientation
 1. All immunization records, physical exam results, drug screen, criminal background check must be submitted.
- C. Emergency Room

Student will be scheduled for 24 contact hours.

Purpose:

It is the purpose of this rotation is to assess patients presenting with various medical problems in a medically supervised facility. It is at the preceptor's discretion which skills and medications the student may perform/administer during their clinical rotations.

During the clinical rotations in the ED, 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. Demonstrate proper airway management and oxygen therapy.
5. Discuss and demonstrate knowledge of medication prior to administration, including looking up the medication for the following: indications, contraindications, proper dosage, side effects, calculations of dosage and proper administration technique (nebulized or oral). Only administer the medication under direct supervision of the RN, MD, or LIT preceptor. Never administer a medication you have not looked up.
6. Assist with the following: hemorrhage control, splinting techniques and cardiac arrest patients (CPR and or BVM).

D. Ambulance Service

Students will be scheduled 72 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. Demonstrate proper airway management and oxygen therapy including.
5. Assist with the following: hemorrhage control, splinting techniques and cardiac arrest patients (CPR and or BVM).
6. Document all patient contacts for that ambulance rotation.
7. Preceptor shall document a student evaluation form.
8. Student shall document an ambulance rotation evaluation form.

A. Simulation

Simulation can be used to enhance or substitute for required clinical hours.

Accrediting agencies at this time do not define an equivalence ratio between simulation and clinical hours for EMS education programs, however, evidence supports the use of a ratio of 2 clinical hours to 1 hour of simulation (*Jimenez, 2017; Sullivan et al., 2019*). This is due to the robust, compressed nature of simulation

which enhances clinical reasoning by guiding students through purposeful, guaranteed learning experiences.

Allowable simulation contact hour substitutions by area:

1. Hospital / Emergency Room
 - a. 6 hospital simulation contact hours can be substituted for 12 hospital / emergency room contact hours.
2. Ambulance Service
 - a. 16 ambulance simulation contact hours can be substituted for 32 ambulance service contact hours.

B. Clinical Completion Paper

1. Clinical paper discussing the role you had in each of the clinical and field settings.
Requirements for the clinical paper are as follows:
 - a. 12 font , Times New Roman or Calibri
 - b. Single spaced
 - c. 750 minimum word count, 1000 + preferred.