



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2009-2010 **NEXT REVIEW:** 2014-2015 **STATUS:** A

COURSE TITLE: Paramedic Science IV– Field Clinical

COMMON COURSE NUMBER: EMS 2653

CREDIT HOURS: 4

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: 0

Lab: 0

Clinic: 96

Other: 16

Contact Hours/Week 6-12 week , varies with student, seminar 1.5 hr week

PREREQUISITE(S): EMS2010,2631,2631L,2632,2633,2632L,2641,
2634,2635,2634L,2642,2650,2651,2652

COREQUISITE(S): EMS 2636,2643,2636L

COURSE DESCRIPTION (

Final field course where student serves as team leader on EMS calls under supervision of EMS agency preceptor. Provides for directed, supervised experiences on Advanced Life Support (ALS) vehicles with increasing responsibility for the management of the EMS response. Health and Liability insurance required.

Term Offered: I, II & III/Central

Common Course Number:

UNIT TITLES

1. Field Training IV

COURSE OVERVIEW: Upon successful completion of this course, the student should demonstrate team-leading skills in the pre-hospital field setting. The student should be capable of exercising technical skills and team management with authority and good judgment under difficult and stressful conditions. The student will assume a leadership role in patient care activities.

EVALUATION: FIELD-CLINICAL 2653 EVALUATION GUIDELINES:

There are four categories that will be evaluated for each student. The student will be evaluated by the Preceptor while on field rotation.

The following areas or categories will be assessed: 1. Field Clinical Rotation Evaluations.

2. Seminar Attendance and Participation, 3. Record and Report Writing, 4. FISDAP Operations

Additional information to explain each area is as follows:

I. FIELD CLINICAL ROTATION EVALUATIONS: There are two forms used by the preceptor to evaluate the Field Clinical Rotations:

A. The Daily Field Clinical Evaluation Form: This area will be evaluated by the Preceptor during each rotation. The student will be evaluated using the Daily Evaluation Form and based on the following categories: Cognitive, PsychoMotor Skills, and Affective behaviors. **This form is printed on the back of your FISDAP Data Verification Form. (see the form and report explanation form in your packet).**

B. Paramedic 4 Field Performance Evaluation(The Blue Form). This Form is used 3 times during this course. (See the Report Explanation Form in the Packet). The Blue Form is used on the first shift that the Preceptor and Student meet, as a Mid Term Evaluation Form, and as a Final Evaluation Form.

II. SEMINAR ATTENDANCE: Seminar will be evaluated based on the 1-5 evaluation criteria used in the Field Clinical Rotation Evaluations.

III. RECORDS and REPORT WRITING: Reports will receive a grade of 1 to-5 points for each report. The points will be based on the following:

1. The student must demonstrate correct recording and reporting procedures using the SOAP Format for patient care reports.
 2. The student must submit 10 acceptable patient care reports on the dates due.
-

(Due dates will be discussed during the first field seminar).

3. The student will correctly spell all words using proper medical terminology.
4. The report is written in a legible manner.
5. The student follows instructions for correcting reports/rewrites.

IV. FISDAP OPERATIONS: FISDAP evaluation will be based on the same 1 through 5 scale. The student will be evaluated on the following criteria:

1. The student registers for FISDAP within the first two weeks of class.
2. The student has a shift entry for every field rotation and rescue run.
3. The student enters into the web program the skills and competencies from the FISDAP DATA & SKILLS VERIFICATION FORM within 72 hours.
4. Student answers, via email, to all questions generated by each run # from FISDAP -robot. Verify that field faculty received response with their return email.
5. The student submits his/her FISDAP DATA AND SKILLS VERIFICATION FORM and DAILY EVALUATION FORM signed and dated at the seminar that immediately follows his/her field rotation.
6. The student has good data that corresponds with their DATA&SKILLS VERIFICATION FORMS and any hard copy patient care forms required.

Units: SPECIFIC LEARNING OUTCOMES:

Specific Learning Outcomes

Upon successful completion of this unit, the student should be able to demonstrate the following skills:

TEAM LEADER SKILLS

The student must demonstrate the ability to serve as a team leader in variety of prehospital emergency situations.

PSYCHOMOTOR SKILLS

The student must demonstrate the ability to safely administer medications.

The student must demonstrate the ability to safely perform endotracheal intubation.

The student must demonstrate the ability to safely gain venous access in all age group patients.

The student must demonstrate the ability to effectively ventilate unintubated patients of all age groups.

AGES

The student must demonstrate the ability to perform a comprehensive assessment on pediatric patients.

The student must demonstrate the ability to perform a compressive assessment on adult patients.

The student must demonstrate the ability to perform a comprehensive assessment on geriatric patients.
The student must demonstrate the ability to perform a comprehensive assessment on obstetric patients.
The student must demonstrate the ability to perform a comprehensive assessment on trauma patients.

The student must demonstrate the ability to perform a comprehensive assessment on psychiatric patients.

COMPLAINTS

The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with chest pain.

The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for adult and pediatric patients with dyspnea/respiratory distress.

The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with syncope.

The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with abdominal complaints.

The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with altered mental status.

COGNITIVE OBJECTIVES

At the completion of this unit, the paramedic student will be able to:

- 7-1.1 Explain how effective assessment is critical to clinical decision making. (C-1)
 - 7-1.2 Explain how the paramedic's attitude affects assessment and decision making. (C-1)
 - 7-1.3 Explain how uncooperative patients affect assessment and decision making. (C-1)
 - 7-1.4 Explain strategies to prevent labeling and tunnel vision. (C-1)
 - 7-1.5 Develop strategies to decrease environmental distractions. (C-1)
 - 7-1.6 Describe how manpower considerations and staffing configurations affect assessment and decision making. (C-1)
 - 7-1.7 Synthesize concepts of scene management and choreography to simulated emergency calls. (C-3)
 - 7-1.8 Explain the roles of the team leader and the patient care person. (C-1)
 - 7-1.9 List and explain the rationale for carrying the essential patient care items. (C-3)
 - 7-1.10 When given a simulated call, list the appropriate equipment to be taken to patient. (C-2)
 - 7-1.11 Explain the general approach to the emergency patient. (C-1)
 - 7-1.12 Explain the general approach, patient assessment, differentials, and management priorities for patients with the following problems: (C-3)
 - a. Chest pain
 - b. Medical and traumatic cardiac arrest
 - c. Acute abdominal pain
 - d. GI bleed
 - e. Altered mental status
-

- f. Dyspnea
 - g. Syncope
 - h. Seizures
 - I. Environmental or thermal problem
 - j. Hazardous material or toxic exposure
 - k. Trauma or multi trauma patients
 - l. Allergic reactions
 - m. Behavioral problems
 - n. Obstetric or gynecological problems
 - o. Pediatric patients
- 7-1.13 Describe how to effectively communicate patient information face to face, over the telephone, by radio, and in writing. (C-1)

AFFECTIVE OBJECTIVES

At the completion of this unit, the paramedic student will be able to:

- 7-1.14 Appreciate the use of scenarios to develop high level clinical decision making skills. (A-2)
- 7-1.15 Defend the importance of considering differentials in patient care. (A-3)
- 7-1.16 Advocate and practice the process of complete patient assessment on all patients. (A-3)
- 7-1.17 Value the importance of presenting the patient accurately and clearly. (A-2)

PSYCHOMOTOR OBJECTIVES

At the completion of this unit, the paramedic student will be able to:

- 7-1.18 While serving as team leader, choreograph the EMS response team, perform a patient assessment, provide local / regionally appropriate treatment, present cases verbally and in writing given a moulaged and programed simulated patient. (P-3)
- 7-1.19 While serving as team leader, assess a programmed patient or mannequin, consider differentials, make decisions relative to interventions and transportation, provide the interventions, patient packaging and transportation, work as a team and practice various roles for the following common emergencies: (P-3)
 - a. Chest pain
 - b. Cardiac Arrest
 - 1. Traumatic arrest
 - 2. Medical arrest
 - c. Acute abdominal pain
 - d. GI bleed
 - e. Altered mental status
 - f. Dyspnea
 - g. Syncope
 - h. Seizure
 - I. Thermal/ environmental problem
 - j. Hazardous materials / toxicology
 - k. Trauma
 - 1. Isolated extremity fracture (tibia / fibula or radius / ulna)
 - 2. Femur fracture
 - 3. Shoulder dislocation
 - 4. Clavicular fracture or A-C separation

5. Minor wound (no sutures required, sutures required, high risk wounds, with tendon and / or nerve injury)
6. Spine injury (no neurologic deficit, with neurologic deficit)
7. Multiple trauma-blunt
8. Penetrating trauma
9. Impaled object
10. Elderly fall
11. Athletic injury
12. Head injury (concussion, subdural/ epidural)
- l. Allergic reactions / bites / envenomation
 1. Local allergic reaction
 2. Systemic allergic reaction
 3. Envenomation
- m. Behavioral
 1. Mood disorders
 2. Schizophrenic and delusional disorders
 3. Suicidal
- n. Obstetrics / gynecology
 1. Vaginal bleeding
 2. Childbirth (normal and abnormal)
- o. Pediatric
 1. Respiratory distress
 2. Fever
 3. Seizures

PSYCHOMOTOR SKILLS

The student must demonstrate the ability to safely administer medications.

The student should safely, and while performing all steps of each procedure, properly administer medications at least 15 times to live patients.

The student must demonstrate the ability to safely perform endotracheal intubation.

The student should safely, and while performing all steps of each procedure, successfully intubate at least 5 live patients.

The student must demonstrate the ability to safely gain venous access in all age group patients.

The student should safely, and while performing all steps of each procedure, successfully access the venous circulation at least 25 times on live patients of various age groups.

The student must demonstrate the ability to effectively ventilate unintubated patients of all age groups.

The student should effectively, and while performing all steps of each procedure, ventilate at least 20 live patients of various age groups.

AGES

The student must demonstrate the ability to perform a comprehensive assessment on pediatric patients.

The student should perform a comprehensive patient assessment on at least 30 (including newborns, infants, toddlers, and school age) pediatric patients.

The student must demonstrate the ability to perform a compressive assessment on adult patients.

The student should perform a comprehensive patient assessment on at least 50 adult patients.

The student must demonstrate the ability to perform a comprehensive assessment on geriatric patients.

The student should perform a comprehensive patient assessment on at least 30 geriatric patients.

PATHOLOGIES

The student must demonstrate the ability to perform a comprehensive assessment on obstetric patients.

The student should perform a comprehensive patient assessment on at least 10 obstetric patients.

The student must demonstrate the ability to perform a comprehensive assessment on trauma patients.

The student should perform a comprehensive patient assessment on at least 40 trauma patients.

The student must demonstrate the ability to perform a comprehensive assessment on psychiatric patients.

The student should perform a comprehensive patient assessment on at least 20 psychiatric patients.

COMPLAINTS

The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with chest pain.

The student should perform a comprehensive patient assessment, formulate and implement a treatment plan on at least 30 patients with chest pain.

The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with dyspnea/respiratory distress.

The student should perform a comprehensive patient assessment, formulate and implement a treatment plan on at least 20 adult patients with dyspnea/respiratory distress.

The student should perform a comprehensive patient assessment, formulate and implement a treatment plan on at least 8 pediatric patients (including infants, toddlers, and school age) with dyspnea/respiratory distress.

The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with syncope.

The student should perform a comprehensive patient assessment, formulate and implement a treatment plan on at least 10 patients with syncope.

The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with abdominal complaints.

The student should perform a comprehensive patient assessment, formulate and implement a treatment plan on at least 20 patients with abdominal complaints (for example: abdominal pain, nausea/vomiting, GI bleeding, gynecological complaint, etc.)

The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with altered mental status.

The student should perform a comprehensive patient assessment, formulate and implement a treatment plan on at least 20 patients with altered mental status.

TEAM LEADER SKILLS

The student must demonstrate the ability to serve as a team leader in variety of prehospital emergency situations.

The student should serve as the team leader for at least 50 prehospital emergency responses.