

PM M20: PARAMEDIC CLINICAL ROTATION AND FIELD PRECEPTORSHIP

Originator

john_everlove1

College

Moorpark College

Attach Support Documentation (as needed)

PM M20 state approval letter_CCC000632386.pdf

Discipline (CB01A)

PM - Paramedic

Course Number (CB01B)

M20

Course Title (CB02)

Paramedic Clinical Rotation and Field Preceptorship

Banner/Short Title

PM Clinical and Preceptorship

Credit Type

Credit

Start Term

Spring 2023

Catalog Course Description

Provides supervised hospital based and prehospital field training to paramedic students after successful completion of the Paramedic Studies (PM M10) coursework. Incorporates the didactic paramedic instruction into a practical clinical environment where paramedic students will perform assessments, determine patient priority, develop patient treatment plans and provide interventional patient care to emergency and non-emergency patients. Develops critical thinking skills, promotes decision making related to diversity and equity relating to emergency medical patients, incorporates didactic instruction with real world application of medical treatment and assessment for adult and pediatric patients.

Additional Catalog Notes

Per regulatory guidelines, successful completion of the Field Preceptorship requires students to complete a minimum of 480 hours of field observation and instruction for a minimum of 40 Advanced Life Support (ALS) patients, with 20 of the ALS contacts receiving assessment and treatment by the paramedic student from the time of patient contact through the transfer of care process; students who successfully complete Clinical Rotations and the Field Preceptorship will be eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) Paramedic Certification Exam.

Taxonomy of Programs (TOP) Code (CB03)

1251.00 - *Paramedic

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

C (Not transferable)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

B - Advanced Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Activity

Laboratory

Minimum Contact/In-Class Laboratory Hours

945

Maximum Contact/In-Class Laboratory Hours

945

Total in-Class**Total in-Class****Total Minimum Contact/In-Class Hours**

945

Total Maximum Contact/In-Class Hours

945

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

945

Total Maximum Student Learning Hours

945

Minimum Units (CB07)

18.0

Maximum Units (CB06)

18.0

Prerequisites

PM M10

Limitations on Enrollment

Criminal background clearance

Current CPR certification for health care provider (American Heart Association) or professional rescuer (American Red Cross)

Current negative TB test or chest x-ray

Drug and alcohol clearance

Fingerprint clearance

Minimum age of 18

No acrylic or long nails in clinical settings

No visible tattoos or visible body piercings except single studs in earlobes

Physical examination demonstrating general good health

Proof of freedom from and immunity to communicable diseases

Entrance Skills**Entrance Skills**

PM M10

Prerequisite Course Objectives

PM M10-describe human anatomy, physiology, and body systems.

PM M10-distinguish pathophysiological processes which cause medical and trauma emergencies including the signs and symptoms with prehospital patients.

PM M10-employ treatment modalities and treatment plans for prehospital patients suffering from emergent and non-emergent conditions.

PM M10-identify applicable policies, protocols, procedures, and guidelines that direct prehospital patient care by emergency medical services providers.
 PM M10-calculate medication doses using prehospital pharmacology principles and equipment to treat prehospital patients.
 PM M10-formulate comprehensive patient assessment, treatment, care, and transportation interventions within the standard of care for paramedics.
 PM M10-explain medical and trauma patient complaints, signs, symptoms, and outcomes using recognized medical terminology.
 PM M10-describe the scope of practice for paramedics considering national, state, and local rules, regulations, and legislation.
 PM M10-implement emergency medical services treatment of prehospital patients using requisite knowledge, skills, and abilities.
 PM M10-relate the impact of current Emergency Medical Services standards of care to diverse populations and groups within the population.

Requisite Justification

Requisite Type

Prerequisite

Requisite

PM M10

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Required by statute or regulation

Requisite Type

Enrollment Limitation

Requisite

Minimum entry requirements outlined and mandated by regulatory agencies

Requisite Description

Other (specify)

Specify Other Requisite Description

Criminal background and drug/alcohol clearance, current EMT Certification; Current AHA BLS Course Completion Card or American Red Cross equivalent course or equivalent course from third party providers; Minimum age of 18 years old; High school diploma or equivalent; Valid and Current California Driver's License

Level of Scrutiny/Justification

Required by statute or regulation

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- 1 apply paramedic studies content to emergency and non-emergency patients with medical illness and traumatic injuries.
- 2 distinguish pathophysiological causes to patient assessment, indicated treatment, prioritization of care, and transportation.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- 1 relate patient signs and symptoms to applicable policies, procedures, and protocols.
- 2 distinguish between the nature of a patient illness and the mechanism of patient injury utilizing the patient history.
- 3 interpret patient conditions to determine appropriate treatment, interventions, and indicated medical equipment.
- 4 write thorough, comprehensive, concise, and valid patient care reports.

- | | |
|---|--|
| 5 | identify and mitigate risks and hazards on scene of emergency calls for service involving pre-hospital patients. |
| 6 | relate the paramedic roles and responsibilities to trauma patient outcomes. |

Course Content

Lecture/Course Content

NA

Laboratory or Activity Content

1. 15% - Application of paramedic studies education and training, including high-fidelity simulation, for hospital based and prehospital patients with medical and trauma related complaints.
2. 15% - Utilization of paramedic skills and training as outlined in the National EMS Scope of Practice Model, the applicable regulatory and statutory guidelines, and the Local Emergency Medical Services Agency (LEMSA) policies, procedures, and protocols.
3. 70% - Completion of a minimum of 216 hours of hospital based clinical rotations and a minimum of 480 hours of field preceptorship.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
 Problem solving exercises
 Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Clinical demonstration
 Computational homework
 Lab activities
 Lab reports
 Oral analysis/critiques
 Oral presentations
 Problem-solving homework
 Reports/papers
 Role playing
 Simulations
 Skills demonstrations
 Skills tests
 Treatment plans
 Written analyses

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Case studies
 Class discussions
 Clinical demonstrations
 Collaborative group work
 Demonstrations
 Distance Education
 Field experience/internship
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Laboratory activities
 Large group activities
 Observation
 One-on-one conference
 Oral Drills
 Practica
 Problem-solving examples
 Role-playing

Small group activities
Web-based presentations

Describe specific examples of the methods the instructor will use:

Case-studies, discussions, skill demonstrations, high-fidelity simulations, role modeling professional practice at clinical facilities

Representative Course Assignments

Writing Assignments

complete hospital based and field preceptorship documentation of patient contacts throughout the course.

construct clinical treatment plans for medical patients and patients with traumatic injuries pertaining to cardiac care and cardiac arrest management.

Critical Thinking Assignments

develop a clinical treatment plan based on findings from patient analysis and assessment to manage out-of-hospital obstetrics patients.

compose patient clinical treatment documentation for evaluation and review.

interpret policies, procedures, and protocols for pediatric patients.

Reading Assignments

review text and workbook materials

review the Ventura County EMS Agency Policy and Protocol Manual

review the Ventura County EMS Agency Pharmacology Handbook

Read clinical medical journals

Skills Demonstrations

demonstrate assessment and treatment of patient's with medical illnesses and traumatic injuries

perform Basic Life Support (BLS) interventions and treatment modalities using EMS medical devices

perform Advanced Life Support (ALS) interventions and treatment modalities, including medication administration of pre-hospital patients suffering from cardiac, respiratory, and neurological signs and symptoms.

Outside Assignments

Representative Outside Assignments

research American Heart Association guidelines for CPR and Cardiac Care.

research best practices for trauma patient treatment and transportation.

Articulation

Comparable Courses within the VCCCD

PM V02 - Paramedic Clinical and Field Practicum

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Classic Textbook

Yes

DescriptionDubin, David. *Rapid Interpretation of EKGs*. 6th ed., Cover Publishing Company, 2000.**Resource Type**

Manual

Description*Pediatric Advanced Life Support (PALS) Provider Manual*. American Heart Association (AHA), 2015.

Resource Type

Textbook

Classic Textbook

Yes

Description

Bledsoe, Bryan, Robert Porter and Richard Cherry. *Paramedic Care: Principles & Practice*. 5th ed., Pearson, 2017. 5 vols.

Resource Type

Manual

Description

Advanced Cardiac Life Support (ACLS) Provider Manual. American Heart Association (AHA), 2020.

Resource Type

Other Instructional Materials

Description

Applicable instructional videos, multimedia files, and online resources.

Resource Type

Textbook

Classic Textbook

Yes

Description

Elling, Bob and Kristen Elling. *Paramedic: Pharmacology Applications*. Jones and Bartlett, 2014.

Resource Type

Websites

Description

Ventura County Emergency Medical Services Policy and Procedure Manual. County of Ventura, Department of Public Health, 2021. https://vchca.org/images/public_health/EMS/Policy_Packets/EMS-Update-Policy-Packet_Spring-2021.pdf. Accessed 28 April 2022.

Library Resources

Assignments requiring library resources

Conducting library research in text or digital resources, particularly using the specialized medical/nursing databases, for assignments; for example, writing a procedure for proper airway management.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research of clinical medical journals, texts, and periodicals regarding best practices for Cardiac Arrest Management

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	Students will have direct face-to-face contact with instructor during weekly class meetings. This time will provide the opportunity for students to discuss and ask questions about the material to facilitate student learning objectives and course outcomes. The instructor will also hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: o Recorded Lectures, Narrated Slides, Screencasts o Instructor created content o VC Online Library Resources o Canvas Peer Review Tool o Canvas Student Groups (Assignments, Discussions) o 3rd Party (Publisher) Tools (MyOpenMath) o Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.

Telephone

Meet with students for study sessions and online office hours using an online communication tool. Additionally, the instructor may engage students using the following communication activities available in the online classroom.

Students may view publisher based PowerPoint slides and/or text-based lessons corresponding to course content and learning objectives. Students may complete homework through the online course, Meet with students for study sessions and online office hours using an online communication tool. Additionally, the instructor may engage students using the following communication activities available in the online classroom.

Students may view publisher based PowerPoint slides and/or text-based lessons corresponding to course content and learning objectives. Students may complete homework through the online course, and/or using the workbook provided by the publishing company; students may test their knowledge with interactive online quizzes provided by the publishing company. Students may engage in internet searches and library online database resources on topics corresponding to course content and learning objectives.

Quizzes/tests may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor. Students may submit questions to the instructor by email or ask in person. The instructor may create student groups or group activities using the online course.

Video Conferencing

It will include lectures and study sessions.

The instructor may involve students in active learning with the following activities:

Students may view instructor shared power points slides, video lessons and/or text-based lessons corresponding to course content and learning objectives. Students may complete homework through the online course. Students may use the workbook provided by the publishing company. Students may engage in internet searches and library online database resources on topics corresponding to course content. Students may test their knowledge with interactive online quizzes provided by the publishing company. Students may submit questions to the instructor via email or ask in person in a virtual classroom; the instructor may create student groups or group activities using the online course.

Quizzes/tests may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor. Students may submit questions to the instructor by email or ask in person and/or use "chat" to post a question(s). The instructor may create student groups or group activities using the online course.

Examinations**Hybrid (1%–50% online) Modality**

On campus

Primary Minimum Qualification

EMERGENCY MEDICAL TECHNOLOGIES

Review and Approval Dates**Department Chair**

04/11/2022

Dean

04/12/2022

Technical Review

04/28/2022

Curriculum Committee

5/3/2022

DTRW-I

05/12/2022

Curriculum Committee

MM/DD/YYYY

Board

06/14/2022

CCCCO

06/20/2022

Control Number

CCC000632386

DOE/accreditation approval date

MM/DD/YYYY