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**Article 1: Welcome to the Charlton County EMS Education - Paramedic Program**

Section 1.1 - Program Goal

“To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.”

Upon completion of the Charlton County EMS Education Paramedic Program, the graduate will be prepared to function as an entry level Paramedic to serve in career as defined by the National Registry of EMT's. At the completion of this course, the Paramedic graduate will be able to:

- Understand the roles and responsibilities of a Paramedic within an EMS system
- Apply the basic concepts of development and pathophysiology to assessment and management of emergency patients
- Be able to properly administer medications and communicate effectively with patients
- Establish and/or maintain a patient airway, oxygenate, and ventilate a patient
- Take a proper history and perform a comprehensive physical exam on any patient and communicate the findings to others
- Integrate pathophysiology principles and assessment findings to formulate a field impression and implement the treatment plan for the trauma patient
- Integrate pathophysiology principles and assessment findings to formulate a field impression and implement the treatment for the neonatal, pediatric, and geriatric patients, diverse patients, and chronically ill patients
- Integrate pathophysiology principles and assessment findings to formulate a field impression and implement the patient with common complaints
- Safely manage the scene of an emergency
- Possess the ability to recognize an incident involving Hazardous Materials or a possible act of terrorism. This includes weapons of mass destruction.

### [Section 1.2 - EMS Code of Ethics](#)

Professional status as an Emergency Medical Technician and Emergency Medical Technician - Paramedic is maintained and enriched by the willingness of the individual practitioner to accept and fulfill obligations to society, other medical professions, and the profession of EMS. As an Emergency Medical Technician, I solemnly swear myself to the following code of professional ethics:

A fundamental responsibility of the Emergency Medical Technician is to conserve life, to alleviate suffering, to promote health, to do no harm, and to encourage the quality and equal availability of emergency medical care.

The Emergency Medical Technician provides services based on human need, with respect for human dignity, unrestricted by consideration of nationality, race, creed, color, or status.

The Emergency Medical Technician does not use professional knowledge and skills in any enterprise detrimental to the public well-being.

The Emergency Medical Technician respects and holds in confidence all information of a confidential nature obtained in the course of professional work unless required by divulging such information.

The Emergency Medical Technician, as a citizen, understands and upholds the law and performs the duties of citizenship; as a professional, the EMT has the never-ending responsibility to work with concerned citizens and other health care professionals in promoting a high standard of emergency medical care to all people.

The Emergency Medical Technician shall maintain professional competence and demonstrate concern for the competence of other members of the Emergency Medical Services health care team.

An Emergency Medical Technician assumes responsibility in defining and upholding standards of professional practice and education.

The Emergency Medical Technician assumes responsibility for individual professional actions and judgment, both in dependent and independent emergency functions, and knows and upholds the laws which affect the practice of the EMT.

An Emergency Medical Technician has the responsibility to be aware of and participate in matters of legislation affecting the EMS system.

The Emergency Medical Technician, or groups of EMTs, who advertise professional service do so in conformity with the dignity of the profession.

The Emergency Medical Technician has an obligation to protect the public by not delegating to a person less qualified, any service which requires the professional competence of an EMT.

The Emergency Medical Technician will work harmoniously with and sustain confidence in EMT associates, the nurses, the physicians, and other members of the EMS health care team.

The Emergency Medical Technician refuses to participate in unethical procedures and assumes the responsibility to expose incompetence or unethical conduct of others to the appropriate authority in a proper and professional manner.

## **Article 2: Pertinent Program Information**

### **Section 2.1 - Program Website**

The Charlton County EMS Education - Paramedic website can be found at:

<https://charltoncountyga.us/427/EMS-Education-Programs>

Information that can be found on the website includes:

- Handbook

- Current Cohort start and end dates
- Annual Data Publishing
- Application Link
- Program Requirements
- Faculty Information

### [Section 2.2 - Program Application Requirements](#)

- Program Application Submission
- Background Check
- Drug Screening
- Evidence of High School Diploma if a college degree has not been earned. If a college degree has been earned, transcripts will be needed from the college the degree was received from. (high school transcripts with a graduation date will also suffice for evidence of high school diploma.)
- Copy of State/National Certifications at an EMT-B level or higher.
- Copy of AHA BLS/CPR Certification
- Health Physical
- Copy of Driver's License
- Certificates of Completion for ICS 100, 200, 700 and 800. Taken within the last 5 years.
- 3 letters of recommendation

After Admission to the program:

- Payment or Payment arrangement of tuition
- Purchase of Liability Insurance
- Attendance of Orientation before class

### [Section 2.3 - Medical Director](#)

Charlton County EMS Education - Paramedic students practice under the license of a Medical Director. CCEMS Education - Paramedic Program's Medical Director is Dr. Amir Wind.

Dr. Wind oversees the EMS program as a whole as well as providing his expertise in instruction, testing, program goals, competency numbers and disciplinary action (when needed). Dr. Wind also has ultimate authority over terminal competencies and course completion.

Dr. Wind will be an active member of our program and can be expected to be seen not only in class but also at clinical rotations.

### [Section 2.4 - Faculty](#)

Our EMS Education faculty serves to provide daily support and education for our students, as well as serving as a point person for students when needed.

**Program Director/Lead Instructor:** Miranda E Pickett - 904-322-2328

[mpickett@charltoncountyga.gov](mailto:mpickett@charltoncountyga.gov)

**Dean/Instructor:** Deborah Luffman - 912-674-6621

[dluffman@charltoncountyga.gov](mailto:dluffman@charltoncountyga.gov)

**Adjunct Instructor:** Scott Woodman - 912-276-3112

[sfwemt@gmail.com](mailto:sfwemt@gmail.com)

**Adjunct Instructor:** James Lloyd - 912-281-8513

[jlloyd@charltoncountyga.gov](mailto:jlloyd@charltoncountyga.gov)

**Adjunct Instructor :** David Sands - 904-465-6388

[jmdrsands@yahoo.com](mailto:jmdrsands@yahoo.com)

## [Section 2.5 - Tuition](#)

The rate of tuition will depend upon if the student is paying in full or making payments throughout the course. The cost of tuition will include the program, cost of the text book, work book and online resources, scheduling software, uniform shirts for class and clinical/field, ACLS, PALS, AMLS and ITLS Cards. Not included in tuition are black or navy-blue EMS pants, belt, boots, stethoscope, National Registry Testing Fees and personal study materials.

If the student is paying for tuition in full/up front, the cost of tuition will be **\$6500.**

If the student is making payments on tuition throughout the program, the cost of tuition will be **\$7,000.** The student will be required to pay \$500 up front and the remaining \$6500 divided over 12 months. Tuition must be paid in full before the student sits for his/her final exam.

### Article 3: Charlton County EMS Education - Paramedic Program Policies and Procedures

#### Section 3.1 - Professional Behavior

The Charlton County EMS Education - Paramedic Program follows the Affective behavior guidelines which include:

- Respect
- Integrity
- Empathy
- Self-Motivation
- Professional Appearance and Personal Hygiene
- Professional Maturity and Self Confidence
- Good Communication and Critical Thinking Skills
- Time Management Skills
- Teamwork and Diplomacy



- Patient Advocacy
- Careful Delivery of Service

#### A. Scholastic Dishonesty

Scholastic integrity is an essential component of professional behavior in the Charlton County EMS Education - Paramedic Program. Any documented incidences of scholastic dishonesty may result in an academic dismissal from the Program.

Scholastic dishonesty shall include, but not limited to:

1. Cheating on a test.
  - a. Copying from another student's test paper, talking to another student during a test.
  - b. Knowingly using, buying, selling, soliciting, stealing, or transporting in whole or in part the contents of a Charlton County EMS Education - Paramedic Program quiz, test, module exam or final exam (Having a copy of the examination or examination materials outside the time and place of test administration or review).
  - c. Any attempt to alter a grade relating to didactic, psychomotor, or affective student competencies.
  - d. Assuming the identity of another student or permitting another student to substitute for oneself to take a test (Assisting others in academic dishonesty).
  - e. In possession of information/ material relating to an exam (didactic, psychomotor or affective evaluation) while in the testing area.
  - f. Utilizing EMS Program test banks, instructor or program coordinator examination materials not given to a student prior to their testing.
  - g. Discussing the details of a NREMT examination/examination materials/competency check-off forms with other students during or after the completion of the testing process.
2. Plagiarism shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
3. Collusion shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

#### A. The following behaviors are considered unsafe behaviors and are grounds for Disciplinary Action and/or immediate dismissal from the program.

1. Physical Safety:
  - a. Inappropriate use of rails, wheelchairs and other equipment.
  - b. Lack of proper protection of the patient which causes falls, lacerations, burns or other injuries.
  - c. Failure to correctly identify patients prior to initiating patient care.
2. Biological Safety:
  - a. Failure to utilize proper antiseptic technique which leads to patient complication.
  - b. Improper medication administration technique.
  - c. Performing actions not under appropriate supervision.
  - d. Failure to properly identify a patient prior to medication administration.
3. Emotional Safety:
  - a. Threatening or making a patient, caregiver, or bystander fearful.
  - b. Providing inappropriate or incorrect information.
  - c. Performing actions without appropriate supervision.
4. Unprofessional Practice:
  - a. Verbal or non-verbal language, actions, or voice inflections which compromise rapport and working relations with patients, family members, staff, or physicians, may potentially

- compromise contractual agreements and/or working relations with clinical affiliates, or constitute violations of legal/ ethical standards.
- b. Behavior in which interferes with or disrupts teaching and/or learning experiences.
  - c. Using or being under the influence of any drug or alcohol that may alter judgment and interfere with safe performance in the clinical or classroom setting.
  - d. Breach of confidentiality in any form.
  - e. Falsifying patient data.
  - f. Misrepresenting care given, clinical errors, or any action related to the clinical experience.
  - g. Recording, taping, taking pictures in the clinical setting without expressed consent.

## Section 3.2 - Ethical Guidelines

### A. Discrimination

Access to the Charlton County EMS Education - Paramedic Program and the activities associated with being in the program, shall not be prohibited based on sex, religion, race, color, age, gender, sexual orientation, political affiliation or disability. The program will be compliant with Section 404 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990.

We are committed to the principle of equal opportunity in both education and employment. Students or employees who feel they have been discriminated against due to their race, religion, color, gender, age, national origin, disability or sexual orientation may file an appeal.

For those individuals that wish to file a complaint under the State ADA Coordinator's Office's Grievance Procedure, the complaint should be submitted as soon as possible, preferably within sixty (60) calendar days of the alleged violation to:

Stacey Valrie Peace  
State ADA Coordinator  
State ADA Coordinator's Office  
Third Floor  
270 Washington St.  
Atlanta, Georgia 30334  
[stacey.peace@gsfc.ga.gov](mailto:stacey.peace@gsfc.ga.gov)

### B. Health Insurance Portability and Accountability Act (HIPAA)

There may be times when discussions involve a clinical experience. Students who share one of these experiences must change as much about the situation as possible to prevent the patient from being easily identified. The Charlton County EMS Education - Paramedic Program shall use and disclose patient Personal Health Information (PHI) in accordance with the HIPAA Privacy Rule and other applicable law. Refer to <https://www.hhs.gov/hipaa/index.html> for additional information.

### C. Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) of 1974, provides protection for student education records. FERPA rights however are not limited to education records relating to the students educational performance. Accordingly, CCEMS Education - Paramedic students have a right to privacy when outside sources inquire about them while they are on campus or engaged in classroom instruction. CCEMS Education - Paramedic Program officials may disclose that a student is enrolled; however, the officials should not disclose a student's specific whereabouts or class schedule unless the student gives permission to CCEMS Education - Paramedic Program officials. Exceptions will be made for public

officials who have a subpoena or a court order. Refer to <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> for additional information.

### Section 3.3 - Disciplinary Policies

1. Certain behaviors, both pertaining to academics and non-academics are considered unacceptable by the Charlton County EMS Education - Paramedic Program and are considered grounds for disciplinary action and/or dismissal from the program.
2. There are 4 general forms of disciplinary actions: Verbal Warning, Written Infraction, Suspension and Termination. These forms of disciplinary action may be imposed in any order or combination or be used in addition to legal consequences depending on the circumstance. For a minor offense, a verbal warning may be the first issuance of disciplinary action. However, some behaviors may require immediate suspension and/or termination.
  - a. Verbal Warning - A verbal warning will serve as a warning to the student regarding a minor offense. It will be documented, however will not serve as a written infraction. Should the student commit the offense again, regardless of how minor the offense is, a written infraction will then be written. Any member of faculty may issue a student a verbal warning. The documentation for the verbal warning will be placed in the student's file.
  - b. Written Infraction - A written warning shall be documented on the appropriate form and describe the unacceptable behavior and event that the behavior took place in. The student will be made aware of the correct behavior for the event and also be made aware of the next course of action, should the behavior reoccur. Any faculty member may write a written infraction; however, the Program Director and Dean must be made aware of the incident and the infraction must be signed by the faculty member writing it, the Program Director, the Dean, and the student. If the student is to be placed on probation for the incident, it is to be documented in the written infraction. The written infraction will be placed in the student's file and discarded upon graduation.
  - c. Suspension - Suspension is to be classified as temporary dismissal from the program and all clinical/field activities associated with the program. No credit will be given for coursework missed during the time of suspension, even if this results in failure of the program. Time of suspension can range from 3 days to 1 week depending on the degree of misconduct. A statement from the Program Director should be written and placed in the student's file, regarding the grounds for suspension. The statement will be removed from the student's file, providing the student has fulfilled the requirements necessary to return to class.
  - d. Termination - Termination is defined as the immediate and permanent dismissal of the student from the program. The student will not be permitted to finish the program. A statement shall be written by the Program Director and Medical Director regarding the grounds for termination and placed in the student's permanent file. The student will forfeit any tuition already paid for the program.
3. The following list of inappropriate behaviors is not all inclusive but intended to give a guideline for disciplinary action.
  - a. Minor Offenses
    - Insubordination
    - Violation of the Behavior and Ethics Policies
    - Poor Grooming/Hygiene
    - Not following Dress Code
  - b. Moderate Offenses
    - Cheating
    - Plagiarism
    - Falsifying any report and/or records
    - Breaching confidentiality
    - Any repeated behavior in which the student already received a verbal warning
    - Unsafe clinical/field practice
    - Unsafe action in the school/classroom

- Unjust or unprofessional gossip, criticism or discourtesy, which contributes to reducing morale of peers.
- c. Major Offenses
  - Chemical impairment
  - Unsafe clinical/field practice
  - Fighting or attempting bodily injury to anyone on school or clinical/field premises.
  - Use of abusive language or threatening behavior
  - Sexual Harassment of clients, visitors, families, employees or peers.
- d. Immediate Dismissal Offenses
  - Unlawful possession, use or distribution of any controlled substance
  - Unlawful possession, use or distribution of alcohol on school or clinical/field premises.
  - Abuse of patients
  - Conviction of any crimes involving illegal drugs, child or elder abuse or other actions incompatible with professional practice and behavior.
  - Repeated Violations
  - Conviction of a felony while enrolled in the program

### Section 3.4: Grievance Policy

It shall be the policy of Charlton County EMS Education - Paramedic Program to address grievances of students promptly and fairly.

#### 1. Grievance Procedure

- a. The grievance procedure is a communications process for hearing the grievable claims of students.

#### 2. Purpose

- a. The purpose of the student grievance procedure is to provide students an orderly process for hearing the claims of grievance. The object of the process is to reach a fair and equitable decision in a timely manner. The student and faculty involved should make an effort to resolve and grievances informally before initiating this formal procedure.

#### 3. Definition

- a. A grievance is a claim initiated by a student alleging that their educational experience has been adversely affected by:
  - i. Unfair treatment
  - ii. Unsafe learning environments
  - iii. Capricious applications of program policies and/or procedures
  - iv. Alleged unlawful discrimination

#### 4. Filing

- a. A student may file a written grievance, either by paper document or email, with his/her Lead Instructor within ten (10) days of the occurrence of the event being grieved, or with ten (10) days after becoming aware of the event. The grievance statement must be submitted to his/her Lead Instructor in writing and it shall state the specific claim and the specific relief desired.

#### 5. Steps

- a. After submitting the written grievance claim to his/her Lead Instructor, the Program's Dean will review the claim of grievance to determine if it is in fact grievable.

#### 6. Scheduling and Notification

- a. IF the claim is determined to be grievable the first hearing will be scheduled within seven (7) days after the grievance is filed. The hearing officer for the first hearing will be the Program Director and will notify the student of the decision within two (2) business days of the decision in writing. If the student wishes to have a second hearing, he/she will notify the Lead Instructor in writing within seven (7) days after receiving the initial decision. The hearing officer for the second hearing will be the President of the program

and will be scheduled within seven (7) days of receiving the request. If a second hearing is granted, the second hearing officer should notify the student of his/her decision within two (2) business days after the hearing.

#### 7. Hearing

- a. The grievance hearing is intended to create a formal means for the grievant to communicate his/her complaint in an informal setting. Therefore, the hearing officer will be open minded, not there to represent management, nor will there be other management representatives at the hearing. The hearing officer will listen to the student's presentation and question the student to obtain pertinent facts about the claim and the situation to relevant to the claim. The student will represent himself/herself but may bring witnesses to the hearing to testify on their behalf. Both the grievant and the hearing officer may question the witness(es). The grievance hearing will be recorded.

#### 8. Review and Reporting

- a. After the hearing, the hearing officer will review the claim, evidence and requested relief and will report his/her decision in writing to the grievant according to the schedule of grievance. The decision of the hearing officer will be the final decision in each step of the grievance process.

#### 9. Subjects not Applicable to Grievance

- a. Issues which are pending or have been concluded by other administrative or judicial procedures.
- b. The content or rating of a skills performance except when the student can show that he/she has been adversely affected by the rating.

#### 10. Review Board

- a. **Review Board** - The program shall have a Review Board composed of three members from the Advisory Board to hear appeals.
- b. **Qualifications of Review Board Members** - A member of the review board must have knowledge of the Policies and Procedures set forth by the Program. A student or full time faculty member may not be a Review Board Member.
- c. **The Decision** - Following the hearing, the Review Board will review applicable information regarding the case and come to a decision. After the decision is made, it will be passed to the hearing officer to provide the student with the decision within seven (7) days of the hearing. This decision is final and binding.

### Section 3.5: Grading Policy

To successfully complete this Program and be eligible for National Registry Testing, the student must achieve the following:

- Maintain passing grades on all cognitive and affective portions of the Program. This includes quizzes, homework, tests, projects and other assignments made by the Lead Instructor.
- Demonstrate competency in skills through successful completion of all psychomotor testing, including successful completion of the Final Practical Skills Scenarios. The Final Practical Skills Stations will be pass/fail stations. Should the student fail a station, they will be permitted to retest the station 1 time.
- Demonstrate entry level competency by passing the Final Written Exam.
- Satisfactorily complete all required Clinical/Field competencies, including skills and rotations, and complete all required documentation in relation to these competencies.
- Achieve an overall Program Grade of 75% or Greater

Cognitive quizzes, division exams and/or practical exams will be given at the direction of the Program Director and Lead Instructor. Exam content may include any material discussed during lectures, demonstrations, assigned readings, handouts, or any other coursework.

The Charlton County EMS Education - Paramedic program utilizes several components to determine a student's overall grade:

**EXAM WEIGHT: 33.3% OF TOTAL GRADE:**

25% - Quizzes (Announced and Unannounced) and Chapter Tests. Exams are averaged and counted as 1 exam.

25% - Homework

25% - Mid Term/Final

25% - Final Presentation

100%

**PRACTICAL WEIGHT: 33.3% OF TOTAL GRADE\***

50% - Practical Skills Labs Attendance

50% - Practical Skills Labs Testing

100%

**CLINICAL WEIGHT: 33.3% OF TOTAL GRADE\***

50% - Clinical/Field Rotation Attendance

50% - Submission of Forms and Summary Tracking

100%

\*Must Complete with 100%

Grading Scale:

A 100 - 95

B 93 - 84

C 83 - 75

F <75 (Unsuccessful Course Completion)

Retest of the Final Written Examination

Students failing the final written exam may automatically retest the exam when all the following criteria are met:

1. The student must not have any documented conduct problems in any EMS course classroom, lab, or clinical area.
2. The student must have scored no more than 5 points lower than the passing score on the final (75%).
3. A student who is in the process of an exam appeal or exam item appeal will not be able to retest during the appeal process.

In the event of a retest, the following circumstances apply:

1. The student will be scheduled for the retest at the Program Coordinator's discretion.
2. A retest score of 80% is required to pass.
3. The student must have attained at least a 75% average in their enrolled EMSP courses prior to the written final exam.

A passing retest grade will be recorded as 75%. (Students who need greater than 75% on their initial final test will not be eligible to retest the final examination.)

[Section 3.6 - Dress Code/ Uniform and Hygiene Policy](#)

The student should be neat, clean and dressed appropriately at all times. Due to the nature of EMS courses: large earrings, eyebrow rings, tongue rings (other facial piercings), tank tops, frayed or torn garments are NOT acceptable. During practical exercises, extrication, etc.: older clothes may be worn with boots or protective shoes. During class meetings and clinical rotations, students must wear the appropriate clinical uniform with nametag as directed by the instructor and provided to them. The dress

code for all EMS clinical will be the dress code of each clinical site, including hair and facial hair (there are no exceptions).

#### A. Class Dress Code

- Class T Shirt
- Pants or Shorts (Do not have to be EMS Pants) Shorts should not be excessively short.
- Closed Toe shoes
- Stethoscope

#### B. Clinical/Field Rotation Dress Code

- Haircuts/Hairstyles Students hair must be neat, clean, and secured away from face. Male student's hair will be no longer than shoulder length. Hair color must be of a natural shade. No hair ornaments except plain barrettes.
- Hygiene: Students will practice good personal hygiene habits throughout the course. No cologne or perfume will be worn in clinical or field internships.
- Facial Hair: Mustaches, goatees and beards will be neat, clean, and trimmed. No other facial hair will be authorized.
- Fingernails: Nails will be short and clean.
- Jewelry: Only two stud type earrings (one in each ear) are allowed during clinical, if you are going to wear an earring you need to wear two earrings. Nothing will be worn on the eyebrows, tongue, lip, cheek, nose, or around the exterior aspect of the ear. You will need a watch that has a second measurement and is easy to read.
- Tattoos: Tattoos will be covered while in clinical or field internships.
- Apparel: Uniforms other than Polos will not be provided to the student by SCC. Each student is responsible for purchasing the required apparel. Students will wear navy or black EMS pants with EMS student uniform shirt. Shirts must be tucked into the pants. Black belts will be worn. Polished black boots or work shoes will be worn. Clothing must be clean, ironed, and kept in good shape. In the event of cold weather, sweatshirts, coats, or jackets must be clean and have NO MARKINGS OR INSIGNIAS.

### Section 3.7: Attendance/Tardy Policy

Attendance is vital to the successful completion of the program. Students shall be present for all scheduled activities. Students will be given a course syllabus and schedule. If an absence is necessary, the student must call or e-mail the instructor via email. Attendance is recorded and reported to the Program Director.

#### A. Absences

If an absence is necessary, the Instructor must be notified at least one hour prior to the start of activities. If no notice is given, the absence will be considered unexcused. In most cases, work during an excused absence will be completed the next very session. If a student has an unexcused absence, they will not be eligible to make up any work or exams missed. Students with unexcused absences will be subject to disciplinary action. Repeated unexcused absences will result in a failure for the program. If a student misses more than two class sessions due to an illness, a written doctor's excuse will be required. To complete this program, each student must complete 90% of all class hours, 100% of all clinical hours, and master 100% of all competencies in the course. Any student who misses more than 10% of the scheduled classes with unexcused absences will be dropped from the course. **Excused absences include military call to duty, summoned court appearances with prior notification and written documentation, family emergencies with documentation and Emergency Room Visits with proper documentation.**

#### B. Tardiness:

Students shall report to all class sessions and activities on time. A tardy is considered missing five (5) or more minutes of class, whether it is at the start of class, return from a break or leaving early. Tardiness more than 15 minutes will be counted as a partial absence. Partial absences will be



based on a quarter hour: to a day ratio. Example: If the student is 15 minutes late, the student will be **marked absent for a ¼ of a day. Each instructor has the discretion to address tardiness in the syllabus.** Reoccurring tardiness is grounds for dismissal from the program. Tardiness is not acceptable on days with Chapter Tests, the Midterm or the Final. The door will be locked, and if you are late, you will not be able to sit for the exam. Make-up of the Exam will be at the instructor's discretion. Note: all times are by the instructor's watch or the class clock.

#### C. Leave:

A student who anticipates an absence may request leave. A leave request must be completed and submitted to the instructor at least one week prior to the absence. Emergency leaves will be handled by the Program Director on a case-by-case basis.

#### D. Make up Exams:

If a student misses an exam due to an excused absence, in most cases the exam should be made up before the very next session. In the event of extenuating circumstances, it will be at the discretion of the Program Director if a student may make up a practical exam. Any student with an unexcused absence will not be allowed to make up exams from that day; they will receive a zero score. The make-up of missed quizzes or other assignments is left to the sole discretion of the instructor.

### [Section 3.8 - Pregnancy](#)

A student who is pregnant may continue in the program with the written permission of their physician or nurse practitioner. The student must provide a written permit with guidelines for clinical/field practice and restrictions at the beginning of each semester and as directed. This permit must be given to the Program Director. Maternity leaves can be arranged only within the guidelines of the attendance policy. Attendance at clinical/field will be denied until the written permit is provided. Following delivery and prior to returning to class/clinical/field, the student must provide a permission slip from their physician or nurse practitioner.

### [Section 3.9 - Medical Insurance](#)

Students are strongly encouraged to carry their own medical insurance. Any medical expenses incurred due to an accident or injury during the time you are carrying out the duties of an EMS student are the responsibility of the student. The Charlton County EMS Education - Paramedic Program does not provide any medical insurance coverage for students.

### [Section 3.10 - Student Liability Insurance](#)

Each student will be required to obtain liability insurance prior to going to clinical. The average cost is about \$42 per year. Please speak with an instructor if you are unsure about how this process works or where to find coverage.

### [Section 3.11 - Physical Exam](#)

All EMS students will have a physical exam completed by a physician, physician's assistant, or nurse practitioner. Any fees for this exam are the responsibility of the student. This exam will deem the student physically and emotionally capable of participating in activities, clinical and field experiences. Physicals must be completed turned in prior to any field or clinical time. Any issues regarding physical exams will be handled by the Program Director.

### [Section 3.12 - Drug Testing Policy](#)

Drug testing is required for all students who may be required to complete clinical and/or field internships as part of The Charlton County EMS Education - Paramedic Program. The test shall consist of a urine specimen test and be completed at Amelia Medical Care. A form for the test may be acquired by the



Program Director. Cost of this test is the responsibility of the student. The drug test information of any student receiving a “hit” will be reviewed by the Dean, the Program Director, the student, and a representative from the assigned clinical experience or field internship site to ascertain the appropriateness of allowing the student to participate in clinical or field experience. At this time only one check is required during a continuous enrollment in a program. In the event a student leaves the program, a new test will be required prior to re-entry.

### [Section 3.13 - Background Check Policy](#)

Any student enrolled in the Charlton County EMS Education - Paramedic Program will be required to complete a criminal background check. The background check may be completed at any of the surrounding county’s sheriffs offices. Each office may charge a different fee for the Background Check, please call and ask the office you plan to go to. Any charges associated with Background Checks are the responsibility of the student.

The background information of any student receiving a “hit” will be reviewed by the Dean, the Program Director, the student and a representative from the assigned clinical experience or field internship site to ascertain the appropriateness of allowing the student to participate in clinical or field experience. At this time only one check is required during a continuous enrollment in a program. In the event a student leaves the program; a new record check will be required prior to re-entry.

### [Section 3.14 - Digital Courtesy](#)

All electronic devices should be placed on silent during class. This includes cell phones, radios, pagers, laptops, and similar devices. Students will not answer calls, texts, or email during class, lecture or skills. Electronic devices listed above may only be used during breaks. The instructor may grant exceptions to this policy in certain cases such as topic research during class.

Students are required to check their email regularly. The Program faculty and staff will use email as the primary mode of communicating. Course hour changes, cancellations, and specific instances of curriculum changes will be communicated via email.

### [Section 3.15 - Incident Reports](#)

If a student encounters any of the following events, the student and preceptor will immediately notify the Dean, Lead Instructor, or Program Director. The student and/or preceptor may be required to complete an Incident Report following any unusual event or circumstance. Examples of such events include but are not limited to:

- Performance of an unusual procedure
- A potential medical or legal situation
- Vehicle accident with or without injuries involving the student
- Involvement in news-worthy event
- Medication or procedural error
- Response to complaint investigation
- Deviation from State Scope of Practice (SSP)
- Exposure (TB or Meningitis)
- Needle stick
- Assault or Battery upon student, preceptor, patient or others involved in patient care or the incident
- Incidents of physical, sexual, emotional abuse or neglect
- Media contact or requests from anyone representing the legal profession.

All Incident Reports must be submitted at the conclusion of clinical or field internship shift and contain a run number, date of incident, names of personnel involved, and explanation of incident.

### [Section 3.16 - Clinical/Field Experiences](#)

Program students are expected to be always enthusiastic and professional in appearance and behavior. Patient confidentiality will be always adhered to. Students will be punctual, clean, and neat in appearance, and perform all activities with the utmost professionalism. Students failing to meet these standards will be dismissed from the learning site immediately.

Clinical and internship experiences are extremely demanding. Students will experience a vast diversity of sites and patient populations. Clinical sites will be distributed as equally as possible. Clinical experiences are not only designed to provide the best patient care opportunities for students but allow the student to learn about the operations of hospitals and EMS systems. Pre-hospital clinical experiences may be spent with 911, Medical Transport or Critical Care transport teams. Students are expected to assist all clinical/internship staff during their clinical/internship time; however, at no time is a student to be substituted as a member of staff any clinical, field, or internship experience. Students will contact their instructor staff if they have any questions/concerns while at a clinical shift.

### [Section 3.17 - Licensure and Certifications](#)

Students will maintain either their Georgia EMT/AEMT licensure or National Registry EMT/Advanced EMT certification, and AHA BLS/CPR for The Healthcare Provider certification throughout the paramedic program. The student must immediately notify the Program of the expiration and the student will be suspended from ALL clinical or field internship activity and may be removed from the program. Students without the licensure or certifications will not be eligible to take the National Registry certification examination.

### [Section 3.18 - Change in Name or Address](#)

Students with changes in address, email, or phone numbers should notify the Program Director. Students must present photo identification with legal verification of change and one of the following: social security card, marriage license, and divorce decree. Only original documents will be accepted.

### [Section 3.19 - Articulation Agreements](#)

An articulation agreement allows students from the Charlton County EMS Education - Paramedic Program to apply transfer credit to a participating institution for an Associate or Bachelor's degree. Charlton County EMS Education - Paramedic currently has an articulation agreement with the University of Pittsburg. When transferring to the University of Pittsburg, students will receive 39 credits towards a degree.

### [Section 3.20 - Experiential Learning Credit](#)

The Charlton County EMS Education - Paramedic Program does not offer advanced placement for experiential learning.

### [Section 3.21 - Advanced Placement](#)

The Charlton County EMS Education - Paramedic Program does not provide advanced placement based on experience as other healthcare provider licensures.

### [Section 3.22 - Transfer of Credit](#)

The Charlton County EMS Education - Paramedic Program does not accept transfer credits.

### [Section 3.23 - Parking](#)

Students are only allowed to park in designated areas. While in class, students may park in the provided spaces in front of the building. While at clinical/field rotations, students must park where they are advised to by the facility they are visiting.

### [Section 3.24 - Textbook Requirements and Suggestions](#)

The required textbook for class is Sander's 5<sup>th</sup> Edition Paramedic Textbook. This is included in your tuition. The workbook is also required and also included in tuition. You will receive and sign out your textbook at orientation or during the first day of class. The recommended book is EKG Made Easy. It is recommended that the text be studied prior to the Cardiac Section of class. It will greatly help you.

## [Article 4: Didactic Course Modules Syllabus/Schedule](#)

### [Section 4.1 - Didactic Course Syllabus for EMS Operations and EMT Review](#)

**\*Program Policies and Procedures apply to all Modules and can be found in the Policies and Procedures Section of the Student Handbook\***

**Module Description:** This course is designed as a comprehensive introduction to the paramedic profession and the practice of advanced medical skills in the pre-hospital treatment of the sick and injured. Through a variety of didactic experiences, students will grow in their understanding of the roles and responsibilities of a paramedic within the larger context of the emergency medical services profession. The history and development of EMS, the well-being of pre-hospital care providers, medical-legal considerations, ethics, therapeutic communications, personal and scene safety, patient assessment and other topics will be discussed. Additionally, students will learn the fundamentals of ambulance and pre-hospital special operations. Consideration is given to situations and circumstances that require specialized responses based on the location, size, nature, cause, effect and/or impact of the incident.

Students will aim to increase their awareness of scene safety issues, medical incident command, rescue operations, response to weapons of mass destruction incidents, crime scene awareness, etc.

**Student Learning Objectives** : To become proficient in their knowledge of EMS Operations and the dynamics of the Paramedic Profession.

**Module Texts:**

- Required:
  - Sander's 5<sup>th</sup> Edition Paramedic Textbook (included in tuition)
  - Sander's 5<sup>th</sup> Edition Paramedic Workbook (included in tuition)

**Module 1: EMS Operations and EMT Review**

Date	Hours	Subject	Notes
Wednesday 08/03/22	2	Academic Orientation	Attendance Strongly Recommended

Date	Hours	Subject	Notes
Monday 08/08/22	4	<b>Lecture:</b> Chapter 1 - EMS Systems: Roles, Responsibilities and Professionalism Chapter 2 - Well-Being of the Paramedic	<b>Homework:</b> Workbook Chapters 1 & 2  <b>Study:</b> Chapters 1 & 2 and BLS Skills Sheets
	3	<b>Skills Lab:</b> EMT Skills Practice	

Thursday 08/11/22	1	<b>Quiz:</b> Chapters 1 & 2	<b>Homework:</b> Workbook Chapters 3 & 4  <b>Study:</b> Chapters 3 & 4 and BLS Skills Sheets
	4	<b>Lecture:</b> Chapter 3 - Injury Prevention, Health Promotion and Public Health Chapter 4 - Documentation	
	3	<b>Skills Lab:</b> EMT Skills Practice	

Wednesday 08/17/22	1	<b>Quiz:</b> Chapters 3 & 4	<b>Homework:</b> Workbook Chapters 5 & 6  <b>Study:</b> Chapters 5 & 6 and BLS Skills Sheets
	4	<b>Lecture:</b> Chapter 5 - EMS Communications Chapter 6 - Medical and Legal Issues	
	3	<b>Skills Lab:</b> EMT Skills Practice	

Tuesday 08/23/22	1	<b>Quiz:</b> Chapters 5 & 6	<b>Homework:</b> Workbook Chapters 7 & 8  <b>Study:</b> Chapters 7 & 8 and BLS Skills Sheets
	4	<b>Lecture:</b> Chapter 7 - Ethics Chapter 8 - Research Principles and Evidence Based Practice	
	3	<b>Skills Lab:</b> EMT Skills Practice	

Friday 08/26/22	1	<b>Chapter Test :</b> Chapters 1-8	<b>Homework:</b> Workbook Chapters 52 & 53  <b>Study:</b> Chapters 52 & 53 and BLS Skills Sheets
	4	<b>Lecture:</b> Chapter 52 - Ground Ambulance Operations Chapter 53 - Medical Incident Command	
	3	<b>Skills Lab:</b> EMT Skills Practice	

Monday 08/29/22	1	<b>Quiz:</b> Chapters 52 & 53	<b>Homework:</b> Workbook Chapters 52 & 53  <b>Study:</b> Chapters 54 & 55 and BLS Skills Sheets
	4	<b>Lecture:</b> Chapter 54 - Rescue Awareness and Operations Chapter 55 - Crime Scene Awareness	
	3	<b>Skills Lab:</b> EMT Skills Practice	

Thursday 09/01/22	1	<b>Quiz:</b> Chapters 52 & 53	<b>Homework:</b> Workbook Chapters 56 & 57  <b>Study:</b> Chapters 56 & 57 and BLS Skills Sheets
	4	<b>Lecture:</b> Chapter 56 - Hazardous Materials Awareness Chapter 57 - Bioterrorism and Weapons of Mass Destruction	
	3	<b>Skills Lab:</b> EMT Skills Practice	

### [Section 4.2 - Didactic Course Syllabus for Anatomy and Physiology](#)

**\*Program Policies and Procedures apply to all Modules and can be found in the Policies and Procedures Section of the Student Handbook\***

**Module Description:** This is a specific anatomy and physiology module designed for Emergency Care providers. The course introduces human anatomy and physiology and includes concepts related to basic chemistry: fluid, electrolyte, and acid-based balance; functions of cell, tissue, organs, and systems; pathophysiology, and associated medical terminology. Emphasis is placed on applying content to signs, symptoms, and treatments and in situations commonly seen by paramedics.

**Student Learning Objectives :** Upon completion of the module, students will be able to demonstrate a basic understanding of the structure and function of the human body. Demonstrate proficiency in EMT Skills Check Offs.

#### **Module Texts:**

- Required:
  - Sander's 5<sup>th</sup> Edition Paramedic Textbook (included in tuition)
  - Sander's 5<sup>th</sup> Edition Paramedic Workbook (included in tuition)

## Module 2: Anatomy and Physiology

Wednesday 09/07/22	1	<b>Chapter Test :</b> Chapters 52-57	<b>Homework:</b> Workbook Chapter 9 and Provided Worksheets  <b>Study:</b> Chapter 9 and BLS Skills Sheets
	4	<b>Lecture:</b> Chapter 9 - Medical Terminology	
	3	<b>Skills Lab:</b> EMT Skills Practice <b>Skills Testing:</b> <ol style="list-style-type: none"> <li>1. Insert NPA</li> <li>2. Insert OPA</li> <li>3. Perform Oral Suctioning</li> <li>4. Perform Foreign Body Airway Obstruction Adult</li> <li>5. Perform Foreign Body Airway Obstruction Infant</li> </ol>	

Tuesday 09/13/22	1	<b>Quiz:</b> Chapter 9	<b>Homework:</b> Workbook Chapter 10 and Provided Worksheets  <b>Study:</b> Chapter 10 and BLS Skills Sheets
	4	<b>Lecture:</b> Chapter 10 - Anatomy and Physiology I	
	3	<b>Skills Lab:</b> EMT Skills Practice <b>Skills Testing:</b> <ol style="list-style-type: none"> <li>1. Apply a tourniquet</li> <li>2. Apply a C Collar</li> <li>3. Perform Spinal Motion Restriction</li> <li>4. Lift and Transfer a Patient to the Stretcher</li> <li>5. Perform a Comprehensive Physical Assessment</li> </ol>	

Friday 09/16/22	1	<b>Quiz:</b> Chapter 10 Part I	<b>Homework:</b> Workbook Chapter 10 and Provided Worksheets  <b>Study:</b> Chapter 10 and BLS Skills Sheets
	4	<b>Lecture:</b> Chapter 10 - Anatomy & Physiology II	
	3	<b>Skills Lab:</b> EMT Skills Practice <b>Skills Testing:</b> <ol style="list-style-type: none"> <li>1. Splint a suspected long bone injury</li> <li>2. Splint a suspected joint injury</li> <li>3. Stabilize an impaled object</li> <li>4. Dress and Bandage a Soft Tissue Injury</li> <li>5. Apply an Occlusive Dressing to an Open Thorax Wound</li> </ol>	

Monday 09/19/22	1	<b>Quiz:</b> Chapter 10 Part II	<b>Homework:</b> Workbook Chapter 11 and Provided Worksheets  <b>Study:</b> Chapter 11 and BLS Skills Sheets
	4	<b>Lecture:</b> Chapter 11 - Intro to Pathophysiology - Cellular Processes	
	3	<b>Skills Lab:</b> EMT Skills Practice <b>Skills Testing:</b> <ol style="list-style-type: none"> <li>1. Administer Oxygen via Nasal Cannula</li> <li>2. Administer Oxygen via Face Mask</li> <li>3. Ventilate Adult BVM</li> <li>4. Ventilate Pediatric BVM</li> <li>5. Ventilate Neonate BVM</li> </ol>	

Thursday 09/22/22	1	<b>Quiz:</b> Chapter 11 Part I	<b>Homework:</b> Workbook Chapter 11 and Provided Worksheets  <b>Study:</b> Chapter 11 and BLS Skills Sheets
	4	<b>Lecture:</b> Chapter 11 - Intro to Pathophysiology - Blood Gases	
	3	<b>Skills Lab:</b> EMT Skills Practice <b>Skills Testing:</b> 1. Perform Uncomplicated Delivery 2. Assess Vital Signs 3. Perform CPR Adult 4. Perform CPR Pediatric 5. Perform CPR Neonate	

### Section 4.3 - Didactic Course Syllabus for Pharmacology

**\*Program Policies and Procedures apply to all Modules and can be found in the Policies and Procedures Section of the Student Handbook\***

**Module Description:** This module will provide students with a thorough understanding of the mechanisms of action, indications, contraindications, precautions, side effects and interactions of drugs administered in the pre-hospital setting. In order to accomplish this objective, students will employ a methodology that includes an in-depth study of pharmacodynamics, pharmacokinetics, methods of medication administration, and drug classifications. Students will also be introduced to the concepts of cellular physiology, acid/base balance and fluid and electrolyte derangements as they pertain to IV medication administration. Through a variety of didactic experiences, students will grow in their understanding of medication administration in the pre-hospital setting, and must exhibit an understanding of which drugs to use in treating specific pathologies and medical emergencies.

**Student Learning Objectives :** Upon completion of the module, students will be able to demonstrate in depth understanding of pre-hospital medication administration, medication calculations, drug classifications, pharmacodynamics and pharmacokinetics.

#### **Module Texts:**

- Required:
  - Sander's 5<sup>th</sup> Edition Paramedic Textbook (included in tuition)
  - Sander's 5<sup>th</sup> Edition Paramedic Workbook (included in tuition)

### Module 3: Pharmacology

Wednesda y 09/28/22	1	<b>Chapter Test:</b> Chapters 10 & 11	*Must pass this Chapter Test and All EMT Skills by this date to advance in the Program  <b>Homework:</b> Receptor Cards Drug Cards Part I  <b>Study:</b> Chapter 13 and ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 13 Part I - Receptors and Drug Families	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Tuesday 10/04/22	1	<b>Quiz:</b> Pharmacology Part I: Receptors & Drug Families	<b>Homework:</b> Workbook Chapter 13 (first half) Drug Cards Part II  <b>Study:</b> Chapter 13 and ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 13 Part II - Principles of Pharmacology and Emergency Medications	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Friday 10/07/22	1	<b>Quiz:</b> Pharmacology Part II	<b>Homework:</b> Workbook Chapter 13 (second half) Drug Cards Part III  <b>Study:</b> Chapter 13 and ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 13 Part III - Principles of Pharmacology and Emergency Medications	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

<b>Monday 10/10/22</b>	<b>No Class: Columbus Day Study Pharmacology</b>		
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Thursday 10/13/22	1	<b>Quiz:</b> Pharmacology Part III	<b>Homework:</b> Workbook Chapter 14 (first half)  <b>Study:</b> Chapter 14 ALS Skills Sheets Drug Cards
	4	<b>Lecture:</b> Chapter 14 Part I - Medication Administration	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Wednesday 10/19/22	1	<b>Quiz:</b> Medication Administration I	<b>Homework:</b> Workbook Chapter 14 (Pages)  <b>Study:</b> Chapter 14 ALS Skills Sheets Drug Cards
	4	<b>Lecture:</b> Chapter 14 Part II - Medication Administration	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Tuesday 10/25/22	1	<b>Quiz:</b> Medication Administration II	<b>Homework:</b> Workbook Chapter 14 (Pages) Med Math Work Sheets  <b>Study:</b> Chapter 14 ALS Skills Sheets Drug Cards
	4	<b>Lecture:</b> Chapter 14 - Med Math Part I	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Friday 10/28/22	1	<b>Quiz:</b> Med Math Part I	<b>Homework:</b> Workbook Chapter 14 (Pages) Med Math Worksheets  <b>Study:</b> Chapter 14
	4	<b>Lecture:</b> Chapter 14 - Med Math Part II	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	



		ALS Skills Sheets Drug Cards
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Monday 10/31/22	<b>No Class: Halloween Study for Pharmacology Test</b>
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#### [Section 4.4 - Didactic Course Syllabus for Cardiology and EKG Recognition](#)

\*Program Policies and Procedures apply to all Modules and can be found in the Policies and Procedures Section of the Student Handbook\*

**Module Description:** This module will teach Paramedic students the epidemiology, assessment and treatment of cardiac related illness and sudden cardiac death. The anatomy and physiology of the cardiovascular system, electrophysiology, cardiac pathology, ECG interpretation, cardiac arrest management and post-resuscitation care are all covered in-depth. Students will also complete the Advanced Cardiac Life Support (ACLS) class as part of the requirements for completion of this module.

**Student Learning Objectives :** Upon completion of the module, students will be able to demonstrate an in depth understanding of Cardiology, EKG Recognition and Advanced Cardiac Life Support.

#### **Module Texts:**

- Required:
  - Sander's 5<sup>th</sup> Edition Paramedic Textbook (included in tuition)
  - Sander's 5<sup>th</sup> Edition Paramedic Workbook (included in tuition)
  - ACLS Book (not included in Tuition)
- Recommended:
  - EKG | ECG Interpretation Made Easy: An Illustrated Study Guide For Students To Easily Learn How To Read & Interpret ECG Strips
    - ISBN 10 - 1952914094

### Module 4: Cardiology and EKG Recognition

Thursday 11/03/22	1	<b>Test:</b> Pharmacology	<b>Homework:</b> Workbook Chapter 21 (Pages) Provided Worksheets  <b>Study:</b> Chapter 21 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 21 - Cardiac Anatomy and Physiology I	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Wednesda y 11/09/22	1	<b>Quiz:</b> Chapter 21 Part I	<b>Homework:</b> Workbook Chapter 21 (Pages) Provided Worksheets  <b>Study:</b> Chapter 21 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 21 - Cardiac Anatomy and Physiology II	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Tuesday 11/15/22	1	<b>Quiz:</b> Chapter 21 Part II	<b>Homework:</b> Workbook Chapter 21 (Pages) Provided Worksheets
	4	<b>Lecture:</b> Chapter 21 - EKG Recognition I	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Friday 11/18/22	1	<b>Quiz:</b> EKG Recognition I	<b>Homework:</b> Workbook Chapter 21 (Pages) Provided Worksheets
	4	<b>Lecture:</b> Chapter 21 - EKG Recognition II	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

<b>November 21<sup>st</sup>-25<sup>th</sup> 2022</b>	<b>No Class - Thanksgiving Break</b>		
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Wednesda y 11/30/22	1	<b>Quiz:</b> EKG Recognition II	<b>Homework:</b> Workbook Chapter 21 (Pages) Provided Worksheets
	4	<b>Lecture:</b> Chapter 21 - EKG Recognition III	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Tuesday 12/06/22	1	<b>Quiz:</b> EKG Recognition III	<b>Homework:</b> Workbook Chapter 21 (Pages) Provided Worksheets
	4	<b>Lecture:</b> Chapter 21 - EKG Recognition IV	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Friday 12/09/22	1	<b>Chapter Test:</b> Cardiology and EKG Recognition	<b>Homework:</b> Workbook Chapter 15 (Pages) Provided Worksheets
	4	<b>Lecture:</b> Chapter 15 - Airway Part I	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Monday 12/12/22	1	<b>Quiz:</b> Chapter 15: Airway Part I	<b>Homework:</b> Workbook Chapter 15 (Pages) Provided Worksheets
	4	<b>Lecture:</b> Chapter 15 - Airway Part II	

	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	<b>Study:</b> Chapter 15 ALS Skills Sheets
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Thursday 12/15/22	1	<b>Quiz:</b> Chapter 15: Airway Part II	<b>Homework:</b> Workbook Chapter 15 (Pages) Provided Worksheets
	4	<b>Lecture:</b> Chapter 15 - Airway Part III	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	<b>Study:</b> Chapter 15 ALS Skills Sheets

<b>December 19<sup>th</sup> 2022 - January 2<sup>nd</sup> 2023</b>	<b>No Class - Winter Break Study Airway</b>		
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Thursday 01/05/23	1	<b>Chapter Test:</b> Chapter 15 - Airway	<b>Homework:</b> Workbook Chapter 35
	4	<b>Lecture:</b> Chapter 35 - Shock and Resuscitation	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	<b>Study:</b> Chapter 35 ALS Skills Sheets

Wednesda y 01/11/23	0	<b>No Quiz or Test</b>	<b>Homework:</b> Cardiac and Airway Review
	4	<b>Lecture:</b> Cardiac and Airway Review	
	4	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Thursday 01/12/23	4	Clinical Orientation	<b>Attendance Required</b>
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Saturday 01/14/23	8	ACLS: 8 am - 5 pm
Sunday 01/15/23	8	ACLS: 8 am - 5pm

<b>After Successful Completion of ACLS, IV Skills and Clinical Orientation Attendance, Students may now start attending Clinical and Field Rotations</b>			
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#### [Section 4.5 - Didactic Course Syllabus Special Populations](#)

\*Program Policies and Procedures apply to all Modules and can be found in the Policies and Procedures Section of the Student Handbook\*

**Module Description:** This module will introduce the paramedic student to the unique assessment and treatment challenges encountered within the neonatal, pediatric and geriatric patient populations. Given that patients from these populations often present with medical illness and traumatic injuries that are different from the average adult population, students will be taught to modify their assessment and treatment modalities to accommodate the size, anatomical differences, and developmental needs of these individuals. Students will also complete the Pediatric Advanced Life Support (PALS) class during this module.

**Student Learning Objectives :** Upon completion of the module, students will be able to demonstrate an in depth understanding of Neonatal, Pediatric and Geriatric patient populations and their various differences in assessment and treatment. Students will also demonstrate proficiency in Pediatric Advanced Life Support and receive a certification for mastery of these skills.

**Module Texts:**

- Required:
  - Sander's 5<sup>th</sup> Edition Paramedic Textbook (included in tuition)
  - Sander's 5<sup>th</sup> Edition Paramedic Workbook (included in tuition)
  - PALS Book (not included in Tuition)

### Module 5: Special Populations

Tuesday 01/17/23	0	<b>No Quiz or Test</b>	<b>Homework:</b> Workbook Chapter 12  <b>Study:</b> Chapter 12 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 12 - Life Span Development	
	4	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Friday 01/20/23	1	<b>Quiz:</b> Chapter 12	<b>Homework:</b> Workbook Chapter 45 (Pages)  <b>Study:</b> Chapter 45 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 45 - Obstetrics Part I	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Friday 01/23/23	1	<b>Quiz:</b> Chapter 45 Part I	<b>Homework:</b> Workbook Chapter 45 (Pages)  <b>Study:</b> Chapter 45 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 45 - Obstetrics Part II	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Thursday 01/26/23	1	<b>Quiz:</b> Chapter 45 Part II	<b>Homework:</b> Workbook Chapter 46  <b>Study:</b> Chapter 46 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 46 - Neonatal Care	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Wednesday 02/01/23	1	<b>Quiz:</b> Chapter 46	<b>Homework:</b> Workbook Chapter 47  <b>Study:</b> Chapter 47 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 47 - Pediatrics	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Saturday 02/04/23	8	PALS: 8 am - 5 pm
Sunday 02/05/23	8	PALS: 8 am - 5 pm

Tuesday 02/07/23	0	<b>No Quiz or Test</b>	<b>Homework:</b> Workbook Chapter 48  <b>Study:</b> Chapter 48 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 48 - Geriatrics	
	4	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Friday 02/10/23	1	<b>Quiz:</b> Chapter 48	<b>Homework:</b> Workbook Chapter 49  <b>Study:</b> Chapter 49 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 49 - Abuse and Neglect	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Monday 02/13/23	1	<b>Quiz:</b> Chapter 49	<b>Homework:</b> Workbook Chapter 50  <b>Study:</b> Chapter 50 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 50 - Patients with Special Challenges	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Thursday 02/16/23	1	<b>Quiz:</b> Chapter 50	<b>Homework:</b> Workbook Chapter 51  <b>Study:</b> Chapter 51 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 51 - Acute Interventions for Home Care	
	3	<b>Skills Lab:</b> Intro to ALS Skills Practice	

Wednesday 02/22/23	4	<b>Midterm - Covers all material taught through February 16, 2023</b>
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\*Program Policies and Procedures apply to all Modules and can be found in the Policies and Procedures Section of the Student Handbook\*

**Module Description:** The major objective of this module is to provide students with an in-depth understanding of the predominant medical emergencies encountered in the pre-hospital setting. A thorough review of the human body systems, cellular biology and the principles of pathophysiology provides a foundation for recognizing and treating the signs and symptoms of acute and exacerbated chronic medical illness. Pulmonology, airway management/intubation, neurology, urology, endocrinology, toxicology, and substance abuse are among the many topics that will be addressed in this module.

**Student Learning Objectives :** Upon completion of the module, students will be able to demonstrate an in depth understanding of Pathophysiology and Advanced Medical Assessment in conjunction with it.

**Module Texts:**

- Required:
  - Sander's 5<sup>th</sup> Edition Paramedic Textbook (included in tuition)
  - Sander's 5<sup>th</sup> Edition Paramedic Workbook (included in tuition)

**Module 6: Advanced Patient Medical Assessment and Pathophysiology**

Tuesday 02/28/23	0	<b>No Quiz or Test</b>	<b>Homework:</b> Workbook Chapter 16  <b>Study:</b> Chapter 16 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 16 - Therapeutic Communications	
	4	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Friday 03/03/23	1	<b>Quiz:</b> Chapter 16	<b>Homework:</b> Workbook Chapter 17  <b>Study:</b> Chapter 17 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 17 - History Taking	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Monday 03/06/23	1	<b>Quiz:</b> Chapter 17	<b>Homework:</b> Workbook Chapter 18  <b>Study:</b> Chapter 18 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 18 - Scene Size Up	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Thursday 03/09/23	1	<b>Quiz:</b> Chapter 18	<b>Homework:</b> Workbook Chapter 19  <b>Study:</b> Chapter 19 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 19 - Secondary Assessment and Reassessment	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Wednesday 03/15/23	1	<b>Quiz:</b> Chapter 19	<b>Homework:</b> Workbook Chapter 19  <b>Study:</b> Chapter 19 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 20 - Assessment Based Management and Clinical Decision Making	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Tuesday 03/21/23	1	<b>Chapter Test:</b> Chapters 16-20	<b>Homework:</b> Workbook Chapter 22  <b>Study:</b> Chapter 22 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 22 - Ears, Nose and Throat	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Friday 03/24/23	1	<b>Quiz:</b> Chapter 22	<b>Homework:</b> Workbook Chapter 23 Provided Worksheets  <b>Study:</b> Chapter 23 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 23 - Respiratory	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Monday 03/27/23	1	<b>Quiz:</b> Chapter 23	<b>Homework:</b> Workbook Chapter 24  <b>Study:</b> Chapter 24 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 24 - Neurology	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Thursday 03/30/23	1	<b>Quiz:</b> Chapter 24	<b>Homework:</b> Workbook Chapter 25  <b>Study:</b> Chapter 25 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 25 - Endocrinology	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

<b>April 3<sup>rd</sup> - April 7<sup>th</sup> 2023</b>	<b>No Class - Spring Break</b>		
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Tuesday 04/11/23	1	<b>Quiz:</b> Chapter 25	<b>Homework:</b> Workbook Chapter 26  <b>Study:</b> Chapter 26 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 26 - Immune System Disorders	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Friday	1	<b>Quiz:</b> Chapter 26	<b>Homework:</b>
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04/14/23	4	<b>Lecture:</b> Chapter 27 - Infectious and Communicable Diseases	Workbook Chapter 27  <b>Study:</b> Chapter 27 ALS Skills Sheets
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Monday 04/17/23	1	<b>Quiz:</b> Chapter 27	<b>Homework:</b> Workbook Chapter 28  <b>Study:</b> Chapter 28 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 28 - Abdominal and Gastrointestinal	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Thursday 04/20/23	1	<b>Quiz:</b> Chapter 28	<b>Homework:</b> Workbook Chapter 29  <b>Study:</b> Chapter 29 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 29 - Genitourinary and Renal Disorders	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Wednesday 04/26/23	1	<b>Quiz:</b> Chapter 29	<b>Homework:</b> Workbook Chapter 30  <b>Study:</b> Chapter 30 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 30 - Gynecology	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Tuesday 05/02/23	1	<b>Quiz:</b> Chapter 30	<b>Homework:</b> Workbook Chapter 31  <b>Study:</b> Chapter 31 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 31 - Hematology	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Friday 05/05/23	1	<b>Quiz:</b> Chapter 31	<b>Homework:</b> Workbook Chapter 32  <b>Study:</b> Chapter 32 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 32 - Non-Traumatic Musculoskeletal Disorders	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Monday 05/08/23	1	<b>Quiz:</b> Chapter 32	<b>Homework:</b> Workbook Chapter 33 (Pages)  <b>Study:</b> Chapter 33 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 33 - Toxicology Part I	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	



Thursday 05/11/23	1	<b>Quiz:</b> Chapter 33 Part I	<b>Homework:</b> Workbook Chapter 33 (Pages)  <b>Study:</b> Chapter 33 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 33 - Toxicology Part II	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

Wednesday 05/17/23	1	<b>Quiz:</b> Chapter 33 Part II	<b>Homework:</b> Workbook Chapter 34  <b>Study:</b> Chapter 34 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 34 - Behavioral and Psychiatric Disorders	
	3	<b>Skills Lab:</b> ALS Skills Practice/Testing	

### [Section 4.7 - Didactic Course Syllabus for Advanced Patient Trauma Assessment](#)

**\*Program Policies and Procedures apply to all Modules and can be found in the Policies and Procedures Section of the Student Handbook\***

**Module Description:** This module will prepare students to the assessment and treatment of shock/trauma in the pre-hospital environment as a paramedic. Students are taught to view trauma, which is the leading cause of death in persons ages 1-44, as a preventable disease rather than an accidental occurrence. Consequently, emphasis is placed upon learning to identify and minimize many of the common factors that promote traumatic injuries (e.g. drinking and driving). In this regard, students are expected to take on the role of educating the community and being advocates for safer standards of living that promote health and reduce the risk of trauma-related injury and death. Topics to be discussed will include kinematics of trauma, mechanisms of injury, blunt and penetrating trauma and shock/trauma resuscitation. Students will also receive a certification for Pre-hospital Trauma Life Support (PHTLS).

**Student Learning Objectives :** Upon completion of the module, students will be able to demonstrate an in depth understanding of Trauma Modality and Assessment and will demonstrate efficiency by completing a PHTLS class and certification.

#### **Module Texts:**

- Required:
  - Sander's 5<sup>th</sup> Edition Paramedic Textbook (included in tuition)
  - Sander's 5<sup>th</sup> Edition Paramedic Workbook (included in tuition)
  - PHTLS Book (not included in tuition)

### Module 7: Advanced Patient Trauma Assessment

Monday 05/23/23	1	<b>Chapter Test:</b> Chapters 22-34	<b>Homework:</b> Workbook Chapter 36  <b>Study:</b> Chapter 36 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 36 - Trauma Overview and Mechanism of Injury	
	3	<b>Skills Lab:</b> ALS Skills Practice	

Friday 05/26/23	1	<b>Quiz:</b> Chapter 36	<b>Homework:</b> Workbook Chapter 37  <b>Study:</b> Chapter 37 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 37 - Bleeding and Soft Tissue Injury	
	3	<b>Skills Lab:</b> ALS Skills Practice	

<b>Monday 05/29/23</b>	<b>No Class: Memorial Day</b>		
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Thursday 06/01/23	1	<b>Quiz:</b> Chapter 37	<b>Homework:</b> Workbook Chapter 38  <b>Study:</b> Chapter 38 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 38 - Burns	
	3	<b>Skills Lab:</b> ALS Skills Practice	

Wednesday 06/07/23	1	<b>Quiz:</b> Chapter 38	<b>Homework:</b> Workbook Chapter 39  <b>Study:</b> Chapter 39 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 39 - Head, Face, and Neck Trauma	
	3	<b>Skills Lab:</b> ALS Skills Practice	

Tuesday 06/13/23	1	<b>Quiz:</b> Chapter 39	<b>Homework:</b> Workbook Chapter 40  <b>Study:</b> Chapter 40 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 40 - Spine and Nervous System Trauma	
	3	<b>Skills Lab:</b> ALS Skills Practice	

Friday 06/16/23	1	<b>Quiz:</b> Chapter 40	<b>Homework:</b> Workbook Chapter 41  <b>Study:</b> Chapter 41 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 41 - Chest Trauma	
	3	<b>Skills Lab:</b> ALS Skills Practice	

Monday 06/19/23	1	<b>Quiz:</b> Chapter 41	<b>Homework:</b> Workbook Chapter 42  <b>Study:</b> Chapter 42 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 42 - Abdominal Trauma	
	3	<b>Skills Lab:</b> ALS Skills Practice	

Thursday 06/22/23	1	<b>Quiz:</b> Chapter 42	<b>Homework:</b> Workbook Chapter 43  <b>Study:</b> Chapter 43
	4	<b>Lecture:</b> Chapter 43 - Orthopedic Trauma	
	3	<b>Skills Lab:</b> ALS Skills Practice	

			ALS Skills Sheets
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Wednesday 06/28/23	1	<b>Quiz:</b> Chapter 43	<b>Homework:</b> Workbook Chapter 44 <b>Study:</b> Chapter 44 ALS Skills Sheets
	4	<b>Lecture:</b> Chapter 44 - Environmental Conditions	
	3	<b>Skills Lab:</b> ALS Skills Practice	

<b>Tuesday 07/04/23</b>	<b>No Class: Independence Day Study Trauma</b>		
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Friday 07/07/23	8	PHTLS: 8 am - 5 pm	
Saturday 07/08/23	8	PHTLS: 8 am - 5 pm	

<b>Monday 07/10/23</b>	<b>4</b>	<b>Final Exam</b> *End of Course Evaluation*	
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**After successful completion of the Final Exam, students are still required to attend the remaining class days in order to sit for National Registry. Students may now complete Capstone Field Internship to obtain the remaining 20 Capstone Team Leads.**

Thursday 07/13/23	0	<b>No Quiz or Test</b>	<b>Homework:</b> Work on Final Project  <b>Study:</b> ALS Skills Sheets
	4	<b>Lecture:</b> Putting It All Together Part I	
	4	<b>Skills Lab:</b> ALS Skills Practice	

Thursday 07/19/23	0	<b>No Quiz or Test</b>	<b>Homework:</b> Work on Final Project  <b>Study:</b> ALS Skills Sheets
	4	<b>Lecture:</b> Putting It All Together Part II	
	4	<b>Skills Lab:</b> ALS Skills Practice	

Saturday 07/22/23	8	AMLS: 8 am - 5 pm	
Sunday 07/23/23	8	AMLS: 8 am - 5 pm	

Tuesday 07/25/23	0	<b>No Quiz or Test</b>	<b>Homework:</b> Work on Final Project  <b>Study:</b> ALS Skills Sheets
	4	<b>Lecture:</b> Review and Scenario Practice	
	4	<b>Skills Lab:</b> ALS Skills Testing	

**Friday  
07/28/23**

**Graduation**

**Students must pass the Capstone Test in order to sit for the Written National Registry. Below are dates that the Capstone or Retake of the Capstone may be scheduled.**

Monday 07/31/23	Capstone Testing
Tuesday 08/01/23	Capstone Testing
Thursday 08/03/23	Capstone Testing
Friday 08/04/23	Capstone Testing
Monday 08/07/23	Capstone Testing
Wednesday 08/09/23	Capstone Testing
Friday 08/10/23	Capstone Testing

**National Registry Practical Testing Dates will be announced when dates are known**

## Article 5: Clinical/Field Internship Course Modules Syllabus/Schedule

### Section 5.1 - Clinical/Field Internship I

\*In addition to the policies and procedures already listed in the Policies and Procedures Section of the student handbook, the following rules also apply:

1. All clinical paperwork must correspond to the clinical course and be completely filled out with appropriate preceptor signatures.
2. The Scope of Practice the student will work under while in the clinical setting comes from the National Emergency Medical Services Education Standards. The Medical Director has reviewed and approved the educational content of the program curriculum for appropriateness and medical accuracy.
3. Student will take a "skills verification form" to each clinical rotation. Listed on the form is the student's Scope of Practice covered by the Program's Medical Director's license.
4. Student needs to understand he / she can only perform skills and deliver medications listed on the skills verification form. If the service protocols are outside of the student's scope the student should NOT perform the skill or deliver the medication.
5. Stepping outside your Scope of Practice could lead to dismissal from the program.
6. Students MUST track all requirements honestly. These will be tracked via Fisdap Tracking Program PCR's. Non-honest tracking will be seen as scholastic dishonesty and student will be dismissed from the program.

**Course Description:** Entry-level clinical/field course for the Paramedic student. Under the direct supervision of a Clinical Preceptor, the student will seek opportunities to naturalize the skill of performing a comprehensive patient assessment and physical examination. Should also practice consistent and proper use of personal protective equipment, body mechanics, patient movement/transfer, and situation awareness. All patient contacts are to be documented in the skills tracking feature in Fisdap. Students are required to schedule, attend, and document shifts during this clinical rotation. Students must demonstrate acceptable performance in the clinical setting; performance will be evaluated by the Clinical/Field Preceptor.

#### **Course Objectives:**

- Patient Interview and History Gathering:
  - Student completes an appropriate interview and gathers appropriate history. Listens actively, makes eye contact, clarifies complaints, and respectfully addresses patient(s). Demonstrates compassionate and/or firm "bedside" manner depending on the needs of the situation.
- Physical Exam:
  - Student completes an appropriate focused physical exam specific to the chief complaint and/or comprehensive head-to-toe physical examination.
- Communication:
  - Student communicates effectively with team, provides an adequate verbal report to other health care providers, and completes a thorough written patient narrative.
- Field Impression and Treatment Plan:

- Student formulates an impression and implements an appropriate treatment plan.
- Professional Behavior Objectives:
  - The student demonstrates they are (1) Self-motivated: Includes taking initiative to complete assignments, improve/correct problems; Striving for excellence. Incorporating feedback and adjusting behavior/performance. (2) Efficient: Includes keeping assessment and treatment times to a minimum, releasing other personnel (first responders) when not needed, organizing team to work faster/better. (3) Flexible: Includes adjusting communication style or directing team members; changing impressions based on findings; (4) Careful: Includes paying attention to details of skills, documentation, patient comfort, set-up and clean up; Completing tasks thoroughly. (5) Confident: Includes making decisions, trusting, and exercising good personal judgment, being aware of limitations and strengths; (6) Accepts feedback openly: Includes listening to preceptor and accepts constructive feedback without being defensive (interrupting, giving excuses).

Start/End Dates for Course Completion	January 15, 2023 - February 15, 2023
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### [Section 5.2 - Clinical/Field Internship II](#)

\*In addition to the policies and procedures already listed in the Policies and Procedures Section of the student handbook, the following rules also apply:

7. All clinical paperwork must correspond to the clinical course and be completely filled out with appropriate preceptor signatures.
8. The Scope of Practice the student will work under while in the clinical setting comes from the National Emergency Medical Services Education Standards. The Medical Director has reviewed and approved the educational content of the program curriculum for appropriateness and medical accuracy.
9. Student will take a "skills verification form" to each clinical rotation. Listed on the form is the student's Scope of Practice covered by the Program's Medical Director's license.
10. Student needs to understand he / she can only perform skills and deliver medications listed on the skills verification form. If the service protocols are outside of the student's scope the student should NOT perform the skill or deliver the medication.
11. Stepping outside your Scope of Practice could lead to dismissal from the program.
12. Students MUST track all requirements honestly. These will be tracked via FISDAP Tracking Program PCR's. Non-honest tracking will be seen as scholastic dishonesty and student will be dismissed from the program.

**Course Description:** During this course, Paramedic students will self-appraise proficiency of skills from preceding clinical rotations to determine if each has been appropriately naturalized. Students will continue to seek opportunities to naturalize skills acquired to this point as well as skills associated with pharmaceutical administration. Under the direct supervision of a Clinical/Field Preceptor, the student should effectively prepare medications using accurate measurements and to administer medications to patients as directed. All patient contacts and medication administrations are to be documented (exactly as performed) in the skills tracking feature of FISDAP. Students are required to schedule, attend, and document shifts during this clinical/field rotation. Students must demonstrate acceptable performance in the clinical/field setting; performance will be evaluated by the Clinical/Field Preceptor.

#### **Course Objectives:**

- Patient Interview and History Gathering:
  - Student completes an appropriate interview and gathers appropriate history. Listens actively, makes eye contact, clarifies complaints, and respectfully addresses patient(s). Demonstrates compassionate and/or firm "bedside" manner depending on the needs of the situation.
- Physical Exam:
  - Student completes an appropriate focused physical exam specific to the chief complaint and/or comprehensive head-to-toe physical examination.
- Communication:
  - Student communicates effectively with team, provides an adequate verbal report to other health care providers, and completes a thorough written patient narrative.
- Field Impression and Treatment Plan:
  - Student formulates an impression and implements an appropriate treatment plan.
- Professional Behavior Objectives:
  - The student demonstrates they are (1) Self-motivated: Includes taking initiative to complete assignments, improve/correct problems; Striving for excellence. Incorporating feedback and adjusting behavior/performance. (2) Efficient: Includes keeping assessment and treatment times to a minimum, releasing other personnel (first responders) when not needed, organizing team to work faster/better. (3) Flexible: Includes adjusting communication style or directing team members; changing impressions based on findings; (4) Careful: Includes paying attention to details of skills, documentation, patient comfort, set-up and clean up; Completing tasks

thoroughly. (5) Confident: Includes making decisions, trusting, and exercising good personal judgment, being aware of limitations and strengths; (6) Accepts feedback openly: Includes listening to preceptor and accepts constructive feedback without being defensive (interrupting, giving excuses).

Start/End Dates for Course Completion	February 16, 2023 - May 16, 2023
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### Section 5.3 - Clinical/Field Internship III

\*In addition to the policies and procedures already listed in the Policies and Procedures Section of the student handbook, the following rules also apply:

13. All clinical paperwork must correspond to the clinical course and be completely filled out with appropriate preceptor signatures.
14. The Scope of Practice the student will work under while in the clinical setting comes from the National Emergency Medical Services Education Standards. The Medical Director has reviewed and approved the educational content of the program curriculum for appropriateness and medical accuracy.
15. Student will take a "skills verification form" to each clinical rotation. Listed on the form is the student's Scope of Practice covered by the Program's Medical Director's license.
16. Student needs to understand he / she can only perform skills and deliver medications listed on the skills verification form. If the service protocols are outside of the student's scope the student should NOT perform the skill or deliver the medication.
17. Stepping outside your Scope of Practice could lead to dismissal from the program.
18. Students MUST track all requirements honestly. These will be tracked via FISDAP Tracking Program PCR's. Non-honest tracking will be seen as scholastic dishonesty and student will be dismissed from the program.

**Course Description:** During this course, Paramedic students will continue to self-appraise proficiency of skills from preceding clinical/field rotations to determine if each skill has been appropriately naturalized. Students will seek opportunities to continue to naturalize skills acquired to this point in the curriculum as well as seek opportunities to become proficient in focused assessment of pediatric patients and the special considerations of their treatment/care. All skills/assessments are to be performed under the direct supervision of a Clinical/Field Preceptor. All patient contacts and interventions are to be documented (exactly as performed) in the skills tracking feature of FISDAP. Students are required to schedule, attend, and shifts during this clinical/field rotation. Students must demonstrate acceptable performance in the clinical/field setting; performance will be evaluated by the Clinical/Field Preceptor.

#### **Course Objectives:**

- Patient Interview and History Gathering:
  - Student completes an appropriate interview and gathers appropriate history. Listens actively, makes eye contact, clarifies complaints, and respectfully addresses patient(s). Demonstrates compassionate and/or firm "bedside" manner depending on the needs of the situation.
- Physical Exam:
  - Student completes an appropriate focused physical exam specific to the chief complaint and/or comprehensive head-to-toe physical examination.
- Communication:
  - Student communicates effectively with team, provides an adequate verbal report to other health care providers, and completes a thorough written patient narrative.
- Field Impression and Treatment Plan:
  - Student formulates an impression and implements an appropriate treatment plan.
- Professional Behavior Objectives:
  - The student demonstrates they are (1) Self-motivated: Includes taking initiative to complete assignments, improve/correct problems; Striving for excellence. Incorporating feedback and adjusting behavior/performance. (2) Efficient: Includes keeping assessment and treatment times to a minimum, releasing other personnel (first responders) when not needed, organizing team to work faster/better. (3) Flexible: Includes adjusting communication style or directing team members; changing impressions based on findings; (4) Careful: Includes paying attention to details of skills, documentation, patient comfort, set-up and clean up; Completing tasks thoroughly. (5) Confident: Includes making decisions, trusting, and exercising good personal judgment, being aware of limitations and strengths; (6) Accepts feedback openly: Includes listening to preceptor and accepts constructive feedback without being defensive (interrupting, giving excuses).

Start/End Dates for Course Completion	May 17, 2023 - July 8, 2023
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#### [Section 5.4 - Capstone Field Internship](#)

\*In addition to the policies and procedures already listed in the Policies and Procedures Section of the student handbook, the following rules also apply:

19. All clinical paperwork must correspond to the clinical course and be completely filled out with appropriate preceptor signatures.
20. The Scope of Practice the student will work under while in the clinical setting comes from the National Emergency Medical Services Education Standards. The Medical Director has reviewed and approved the educational content of the program curriculum for appropriateness and medical accuracy.
21. Student will take a "skills verification form" to each clinical rotation. Listed on the form is the student's Scope of Practice covered by the Program's Medical Director's license.
22. Student needs to understand he / she can only perform skills and deliver medications listed on the skills verification form. If the service protocols are outside of the student's scope the student should NOT perform the skill or deliver the medication.
23. Stepping outside your Scope of Practice could lead to dismissal from the program.
24. Students MUST track all requirements honestly. These will be tracked via Fisdap Tracking Program PCR's. Non-honest tracking will be seen as scholastic dishonesty and student will be dismissed from the program.

**Course Description:** Paramedic students in the Capstone Experience will function as the leader of an Advanced Life Support Unit in an Emergency Medical Service. Students will perform the roles and responsibilities of an attending Paramedic. Students will exhibit mastery-level proficiency in cognitive, psychomotor, and affective domains. Students will be expected to formulate a protocol-driven treatment plan and provide all care interventions without being prompted to do so by any member of the EMS team. Students will also be expected to delegate scope of practice appropriate tasks to team members. Students will be evaluated (by the Paramedic Preceptor) for the ability to perform both independently and as an EMS team leader. All skills/assessments are to be performed under the direct supervision of a Paramedic Preceptor. All patient contacts and interventions are to be documented (exactly as performed) in the skills tracking feature of Fisdap. Students are required to schedule, attend, and document a total of 20 Capstone Team Leads during the course of the Capstone Field Internship.

#### **Course Objectives:**

- Patient Interview and History Gathering:
  - Student completes an appropriate interview and gathers appropriate history. Listens actively, makes eye contact, clarifies complaints, and respectfully addresses patient(s). Demonstrates compassionate and/or firm "bedside" manner depending on the needs of the situation.
- Physical Exam:
  - Student completes an appropriate focused physical exam specific to the chief complaint and/or comprehensive head-to-toe physical examination.
- Communication:
  - Student communicates effectively with team, provides an adequate verbal report to other health care providers, and completes a thorough written patient narrative.
- Field Impression and Treatment Plan:
  - Student formulates an impression and implements an appropriate treatment plan.
- Professional Behavior Objectives:
  - The student demonstrates they are (1) Self-motivated: Includes taking initiative to complete assignments, improve/correct problems; Striving for excellence. Incorporating feedback and adjusting behavior/performance. (2) Efficient: Includes keeping assessment and treatment times to a minimum, releasing other personnel (first responders) when not needed, organizing team to work faster/better. (3) Flexible: Includes adjusting communication style or directing team members; changing impressions based on findings; (4) Careful: Includes paying attention to details of skills, documentation, patient comfort, set-up and clean up; Completing tasks thoroughly. (5) Confident: Includes making decisions, trusting, and exercising good personal judgment, being aware of limitations and strengths; (6) Accepts feedback openly: Includes listening to preceptor and accepts constructive feedback without being defensive (interrupting, giving excuses).

Start/End Dates for Course Completion	July 13, 2023 - August 10, 2023
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## Appendix:

## Appendix A:

**Bloodborne Pathogens Guidelines**

As part of the curriculum all students in the Charlton County EMS Education - Paramedic Program will receive instruction essential to providing assigned patient care regarding Hepatitis B, HIV and other potentially dangerous pathogens. This shall include but not be limited to:

1. Epidemiology
2. Method of transmission
3. Universal blood and body fluid precautions
4. Types of protective clothing and equipment
5. Work practices appropriate to the skills they will perform
6. Location of appropriate clothing and equipment
7. How to properly use, handle, and dispose of contaminated articles
8. Action to be taken in the event of spills or personal exposure

Appropriate confidentiality and reporting requirement Post Exposure Procedure for Students in Health Programs:

If a student has been exposed to a contaminant parentally (needle stick or cut) or superficially through a mucous membrane (eye or mouth) they are to follow the following procedure:

1. Inform the clinical or field preceptor of the incident immediately
2. Immediately wash the affected area with the appropriate solution (soap and water, alcohol, or water depending upon contact area)
3. Student: seek appropriate medical attention through their personal physician/agency (students are responsible for their own medical care and cost). This may include baseline testing for HIV antibody at this time, followed by recommended series of testing. (Physicians may also inquire about the student's status in regard to tetanus and hepatitis immunization at this time.
4. Source individual: follow institutional (agency) policy regarding determining HIV and hepatitis status of patient, (students may be responsible for the cost of any testing.)
5. Maintain confidentiality of patient.
6. Student and instructor will complete incident report

As a student in the Charlton County EMS Education - Paramedic Program, I understand that I could be exposed to viruses and infectious material including but not limited to HIV, and Hepatitis. I agree to follow these guidelines, and report immediately any possible exposure. I also hereby release any liability of the Charlton County EMS Education - Paramedic Program should such exposure occur. By signing this form, I agree to abide by all personal protection guidelines to help reduce the risk of any exposure. I hereby affirm that I have received the information and instruction necessary to abide by these guidelines.

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**Student Name (Printed)**

**Date**

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**Student Signature**

**Date**

## Appendix B:

**Certificate of Physical Exam**

All students are required to have a Physical exam dated no earlier than 12 months prior to the beginning of this course. This exam must be signed by a licensed health care professional.

**Attention Health Care Official.** The individual presenting this form is entering the Charlton County EMS Education - Paramedic Program. By signing this form, you certify that to the best of your knowledge, this individual is emotionally and physically capable of participating in the activities involved during the Emergency Medical Technician Training Program. In addition to the being exposed to patients with medical or trauma conditions the student may also be exposed to weather, lifting and carrying patients and equipment, walking or standing for extended periods, participating in medical emergency responses on ambulances. List any concerns or limitations below:

Limitations: (Lifting, weakness, etc.):

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Significant Medical Conditions:

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Health Practitioner Comments:

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Heath Practitioner Name (Printed) & Title Date

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Heath Practitioner Signature Date

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Student Name (Printed) Date

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Student Signature Date

Appendix C:

### Confidentiality Agreement

Given the nature of the Clinical and Field internships, it is imperative that every student maintain the confidence of patient information that they may receive or observe while participating in the field internship. The Charlton County EMS Education - Paramedic Program prohibits the release of any patient information to anyone during Clinical and Field internships unless it is required for purpose of treatment. Any discussions of Protected Health Information (PHI) within the scope of your Clinical and Field internships should be limited to those essential for learning and patient care. Acceptable uses of PHI within the scope of your field internship would include exchange of patient information needed for the treatment, transportation, review of skills with your preceptor, or other essential Emergency Medical Services.

I understand that the posting of any patient information on any social media site is strictly prohibited. The Charlton County EMS Education - Paramedic Program has a zero-tolerance policy for the posting of anything that could be construed as protected healthcare information on social media. Students are required to have patient contact reports completed for each patient care experience during their Clinical and Field internships. These contact reports are for education only, and shall not contain names, addresses, phone numbers, or any other personally identifying information. Any information obtained by the student during patient care shall be kept strictly confidential, and in accordance with HIPAA regulations. If a student, at any time, knowingly or unknowingly breaches the patient confidentiality policies, they are to notify the Program Director, and the privacy officer of the Ambulance Service or Clinical Facility they are participating in Clinical or Field internships with immediately. Failure to comply with patient confidentiality policies is grounds for dismissal from the Charlton County EMS Education - Paramedic Program. Intentional violation of patient confidentiality is a crime and would be subject to prosecution which could result in fines, imprisonment, or both.

I agree to abide by the confidentiality policies set forth by Southeastern Community College's EMS training program.

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**Student Name (Printed)**

**Date**

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**Student Signature**

**Date**

Appendix D:

### Essential Functions Guidelines

The following essential functions have been identified as necessary abilities for participation in the Charlton County EMS Education - Paramedic Program.

1. Must be able to maintain balance from any position.
2. Must be able to lift at least 40 pounds.
3. Must be able to hear high and low frequency sounds produced by the body and environment. (Example: heart sounds, telephone, and transcribing)
4. Must be able to visibly detect changes in or around patients.
5. Must be able to feel body changes and vibrations. (Example: palpate pulse, intercostal spaces, and veins).
6. Must be able to smell body and environmental odors. (Example: electrical equipment burning or infected wounds).
7. Must be able to coordinate eye and hand movements. (Example: releasing a blood pressure cuff valve while observing the blood pressure gauge, focusing microscopes, and word processing)
8. Must be able to coordinate fine and gross motor movements with hands. (Example: able to give injections and perform phlebotomy).
9. Must be able to see different color spectrums. (Example: bright red drainage as opposed to serous drainage, distinguish positive and negative urinalysis reactions).
10. Must be able to comprehend readings and write legibly when documenting notes on patients' records.
11. Must be able to send familiar message(s) to the receiver and interpret the feedback appropriately. (Example: receiving telephone orders from a physician or obtaining history from a patient).
12. Must be able to correctly perform simple mathematical computations for administering drugs (without the use of a calculator) and bookkeeping.
13. Must be able to demonstrate a mentally healthy attitude which is age-appropriate and congruent with the local and cultural norms.
14. Must be able to input/output data using the computer.
15. Must be able to perform all aspects of cardiopulmonary resuscitation (CPR).
16. Must be able to move quickly throughout the clinical site.

The instructor reserves the right to amend and augment this listing if, in his/her professional judgment, the safety of the student or of others in the instructional setting is in jeopardy. Every effort is made to create a learning environment similar to the actual workplace. However, the Charlton County EMS Education - Paramedic Program cannot predict the essential functions as identified by various employers. The skills identified on these essential functions form are those in which the program feels are necessary for participation in the program. No representation regarding industry standard is implied.

### **Student's Statement Regarding Essential Functions**

READ AND SIGN ONE OF THE FOLLOWING STATEMENTS

1. These essential functions were explained to me, and I certify, to the best of my knowledge, that I have the ability to perform these functions.

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Student Name (Printed)

Date

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Student Signature

Date

2. These essential functions were explained to me, and to the best of my knowledge, I will be unable to perform function(s) # due to a disability.

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Student Name (Printed)

Date

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Student Signature

Date

Function #'s unable to complete:

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Appendix E:

### **Hepatitis B**

Hepatitis B is a viral infection caused by the HBV virus. This virus can be found in blood, saliva, semen, and vaginal secretions. Although it is primarily transmitted through blood, it can also be transmitted through mucous membranes and breaks in the skin. Hepatitis B infection can have severe consequences, including progressive liver damage and the possibility of developing hepatocellular carcinoma. Six to ten percent of the people who contract the virus become carriers or develop chronic hepatitis. Mortality rates for hepatitis B have been reported to be as high as 10%.

### The Vaccine

Vaccine is available for protection from the hepatitis B virus. Its use is recommended for those at high risk of developing hepatitis B, including health care workers who are in contact with potentially infectious body fluids. Students are particularly vulnerable to contamination since their hand skills are generally not yet well developed. Full immunization requires three doses of vaccine over a six-month period, although some persons may not develop immunity to hepatitis B. There is no evidence that the vaccine has ever caused hepatitis B. However, persons who have been infected with hepatitis B virus prior to receiving the vaccine may go on to develop clinical hepatitis in spite of immunization.

The incidence of side effects from the vaccine is very low. The most common post-injection complaints are tenderness and redness at the site of injection. Low-grade fever, rash, nausea, joint pain and mild fatigue have also been reported. Allergic reactions can occur in patients who are hypersensitive to any component of the vaccine. The vaccine should not be given to a pregnant female unless absolutely essential. Females are discouraged from getting pregnant during the 6 months of the immunization series, as well as 2 - 4 weeks after the last (third immunization. Caution should be used in administering the vaccine to a nursing mother.

No currently available therapy has proven effective in eliminating the infection. This vaccine, prepared from recombinant yeast cultures, is free of association of human blood or blood products. Full immunization requires three doses of the vaccine over a six-month period. Because of the long incubation period for Hepatitis B, it is possible for unrecognized infection to be present: at the time vaccine is given, and in that case, the vaccine would not prevent development of clinical hepatitis.

### Hepatitis B Immunization Consent/Waiver Form

**Hepatitis B vaccine is strongly recommended for administration to high-risk groups, including health care workers who are in contact with potentially infectious body fluids.**

I have read the statement in the handbook about Hepatitis B and the Hepatitis B vaccine and have had the opportunity to discuss this topic with my physician/nurse practitioner and ask questions. I understand I must have three doses of vaccine for protection to occur. However, as with all medical treatments, there is no guarantee that I will become immune or that I will not experience adverse effects from the vaccine. Refusal of the vaccine relieves the clinical facility and the college of any responsibility if I should contract the virus while on a clinical rotation.

I have voluntarily decided to receive the vaccine

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<b>Student Signature</b>	<b>Date</b>
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First Dose Given (Date): \_\_\_\_\_

Next Dose Due (Date): \_\_\_\_\_

Next Dose Due (Date): \_\_\_\_\_

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<b>Health Official Signature/Title</b>	<b>Date</b>
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I have reviewed the information about Hepatitis B and have decided to NOT receive the vaccine at this time.

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<b>Student Signature</b>	<b>Date</b>
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Appendix F:

**Student Contract and Handbook Acknowledgment**

These procedures prescribe standards of conduct for students enrolled in The Charlton County EMS Education - Paramedic Program. I understand this handbook contains information about the guidelines and procedures of the Charlton County EMS Education - Paramedic Program in which I am enrolled. I also understand that I can find information about the general college policies in the Student Handbook.

Violation of any such standard may serve as grounds for program dismissal, suspension, or other discipline.

Every student is expected to know and comply with all current policies, rules, and regulations as printed in the class schedule, syllabi, and student handbook.

Copies of Charlton County EMS Education - Paramedic Program are available from the Program Director.

By signing this agreement, I certify that I have received a copy of the Paramedic Student Handbook, read, and understand the EMS student guidelines and will meet the policies and follow the procedures of the Charlton County EMS Education - Paramedic Program.

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**Student Name (Printed)**

**Date**

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**Student Signature**

**Date**