COURSE TITLE: Paramedic III  
COURSE NUMBER: EMS 2622

COURSE DESCRIPTION (with prerequisites):  
Paramedic III is a continuation of EMS 2621 with emphasis on traumatic injuries, special patient considerations, and operations. Lab and clinical included. Prerequisite: EMS 2621. 15 semester hours credit

NAME(S) OF INSTRUCTORS:  
Tina Maloy, Program Director  
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maloyt@chipola.edu

Keith Maddox
Charlie Brunner
Chris Herrell
Jonathan Kimbrel

EFFECTIVE ACADEMIC YEAR:  
2014-2015

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:  
- Paramedic Care: Principals and Practice; Volume 5, Trauma Emergencies, 4th Edition  
  ISBN 10: 0132112337
- Paramedic Care: Principals and Practice; Volume 6, Special Patients, 4th Edition  
  ISBN 10: 0132112310
- Paramedic Care: Principals and Practice; Volume 7, Operations, 4th Edition  
  ISBN 10: 0132112345

GRADING POLICY:  
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100
B – 80 – 89
C – 75 – 79
D – 60 – 74
F – 59- 0
Chapter Exam 65%  
Skills 10%  
Final Exam 25%  
Clinical P/F (you must pass clinical to be eligible for final exam)

The Health Sciences Department requires students to maintain a minimum grade of 75. Students must have an unrounded unit exam grade of 75 or above to progress in the EMS program.

Quizzes will be administered at the discretion of the instructor. Students who are tardy for class will not be allowed to take the quiz.

The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

**ATTENDANCE AND WITHDRAWAL POLICIES:**
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with
Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

**TUTORING RESOURCES:**
Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. It can be accessed through Canvas. Additionally, the Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. Lab hours are posted each semester at the room entrance.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on in order to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.
**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

PMD 1  Integrate comprehensive knowledge of Workforce Safety and Wellness.

PMD2  Establish Roles and Responsibilities/Professionalism of a Paramedic.

PMD3  Address medical/legal and ethical issues within an EMS system.

PMD4  Demonstrate effective interpersonal and therapeutic communication skills with patients and others.

PMD5  Integrates a comprehensive knowledge of development, anatomy, physiology, and pathophysiology to assessment and management of emergency patients.

PMD6  Integrates a comprehensive knowledge of pharmacology and medication administration with the management of emergency patients within the Paramedic scope of practice.

PMD7  Incorporates complex knowledge of the respiratory system to effectively manage a variety of respiratory emergencies to include maintaining a patent airway, oxygenation, and ventilation of a patient.

PMD8  Effective and safe management of medical and trauma emergencies.

PMD9  Establish principles of medical documentation and report writing; including patient assessment, history, comprehensive physical exam on any patient; list differential diagnoses, and formulate a treatment plan.

PMD10 Knowledge of environmental hazards procedures and multiple causality incidents.

**LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS**

<table>
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<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR EMS 2622</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR PROGRAM ASSESSMENT</th>
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<td>Develop and explain multiple determinants of professional roles and responsibilities of the emergency medical services system as well as emergency medical services system operations.</td>
<td>PMD 1–PMD10 for all</td>
<td>OT, UT, Q, CF, SP, SD, Clinicals, Intern</td>
<td>Sk. Check, JP</td>
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<td>Develop and demonstrate extensive knowledge in EMS systems through, research, workforce safety and wellness, documentation, quality improvement, communication and medical/legal and ethics issues</td>
<td></td>
<td>OT, UT, Q, CF, SP, SD, Clinicals, Intern</td>
<td>Sk. Check, JP</td>
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<td>Identify operational roles and responsibilities to ensure patient, public, and personnel safety in performing emergency care and operational aspects as a pre-hospital care provider</td>
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<td>OT, UT, Q, CF, SP, SD, Clinicals, Intern</td>
<td>Sk. Check, JP</td>
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<tr>
<td>Develop and demonstrate knowledge relative to the multiple determinants of professional roles and responsibilities of the emergency medical services system as well as emergency medical services system operations.</td>
<td></td>
<td>OT, UT, Q, CF, SP, SD, Clinicals, Intern</td>
<td>Sk. Check, JP</td>
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Develop and demonstrate comprehensive knowledge of anatomy and physiology, medical terminology, pathophysiology, and lifespan development relative to patient assessment.

Develop and demonstrate comprehensive knowledge of pharmacology, medication administration, and emergency medications interventions to safely deliver treatment to patients.

Develop and demonstrate patient airway management including oxygen administration, airway adjunct application, intubation, difficult airway, and artificial ventilation.

Develop and demonstrate emergency management of patients by using scene size up information, patient findings related to primary and secondary assessment, patient history, and reassessment, demonstrate critical thinking skills to enhance the ability to analyze and develop the most effective means of caring for age-related patient management of pre-hospital care for patients.

Demonstrate extensive knowledge and critical thinking skills of age-related management of pre-hospital emergency care within the scope of practice of a Paramedic in caring for a medical patient including but not limited to neurologic emergencies, abdominal and gastrointestinal disorders, immunologic disorders, infectious diseases, endocrine disorders, psychiatric disorders, cardiovascular emergencies, toxicological emergencies, respiratory emergencies, hematologic emergencies, genitourinary/renal emergencies, gynecological emergencies, non-traumatic musculoskeletal disorders, diseases of the eyes, ears, nose, and throat.

Demonstrate comprehensive knowledge to perform age-related management of shock and resuscitation.

Demonstrate the ability to apply a complex and comprehensive knowledge of age-related management of pre-hospital emergency care within the scope of practice of a Paramedic in caring for a patient including but not limited to bleeding, chest trauma, abdominal/gynecologic trauma, orthopedic trauma, soft-tissue trauma, head, face, neck, and spine trauma, nervous system trauma, special patient population trauma, environmental emergencies, and multi-system trauma.

Demonstrate the ability to apply a complex and comprehensive knowledge in the care of special populations to include but not limited to gynecologic/obstetrical, neonatal care, pediatric patients, geriatric patients, and patients with special challenges.

Demonstrate and apply complex and comprehensive knowledge of EMS operations, transport operations, lifting and moving patients, vehicle extrication, special rescue, incident management, multiple casualty incidents, air medical operations, hazardous materials awareness, and terrorism response.

**Assessment Codes**

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<td>Pre/Post</td>
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<td>F</td>
<td>Final Examination</td>
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<td>CF</td>
<td>Cumulative Final</td>
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<td>EX</td>
<td>Departmental Exam</td>
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<tr>
<td>SE</td>
<td>Nat'l or State Standardized Exam</td>
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| RPT | Report/Presentation |
| SP | Skills Performance |
| SD | Skills Demonstration |
| W | Writing Assignments |
| E | Essays |
| DE | Documented Essays |
| RP | Research papers |
| J | Jury |
| R | Recital |

| Proj. | Projects |
| Exp. | Experiments |
| Cap. Proj. | Capstone Project |
| Cap. Course | Capstone Course |
| Pract. | Practicum |
| Intern. | Internship |
| H | Homework |
| PS | Problem Solving |
| DB | Discussion Board |

**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

Lecture is the primary method of instruction covering topics primarily from the textbook. The presentation is enhanced by overhead slides, class demonstrations, board
illustrations, and role-play. Students are responsible for any material contained within
the assigned chapters of the textbook, as well as any material covered during lecture.
Students should read the text, take lecture notes, complete study packs and review the
online supplemental information in order to prepare for the chapter tests. The students’
understanding of the material and familiarity with the terminology will be assessed using
a variety of written examinations, quizzes, practical demonstrations, and simulation.
Students will also complete clinicals and internships for evaluation by a preceptor.

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.