



# CHIPOLA COLLEGE

## COURSE SYLLABUS

Chipola's website: [www.chipola.edu](http://www.chipola.edu)

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**COURSE TITLE:**

Emergency Medical Technician

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**COURSE NUMBER:**

EMS 0110

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**COURSE DESCRIPTION (with prerequisites):**

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**EMERGENCY MEDICAL TECHNICIAN (EMT)**

A basic course designed to provide the student with the knowledge and basic skills necessary to provide effective emergency care of the sick and injured. Theoretical instruction, lab and selected clinical experiences are provided. The goal of the EMS Department is to prepare competent entry-level Emergency Medical Technicians in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. 300 clock hours.

**The goal of the EMS Department is “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.”**

### Prerequisites

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**NAME(S) OF INSTRUCTORS:**

Tina Maloy, Program Director  
(850)718-2403  
[maloyt@chipola.edu](mailto:maloyt@chipola.edu)

Chris Murray, Lead Instructor  
(850)718-2361  
[murrayc@chipola.edu](mailto:murrayc@chipola.edu)

Keith Maddox  
Josh Letchworth  
Matthew Norville  
Ayla Register

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**EFFECTIVE ACADEMIC YEAR:**

2023-2024

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**REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:**

**Books:** Contact Chipola Bookstore for prices  
Emergency Care and Transportation of the Sick and Injured Advantage Package  
Twelfth Edition, ISBN: 9781284243758

**Required Uniform:**

- 2 - Official College polos
- 2 - Official College t-shirts
- 2 - Navy blue EMS pants
- Black belt
- Black socks
- Black boots
- ID Badge
- Stethoscope
- Blue ink pen
- Pen Light
- Trauma Shears
- Watch with second hand

**GRADING POLICY:**

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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**

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

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:**

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Chipola College expects regular attendance of all students, and all instructors record attendance daily. 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:**

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Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

### **ACADEMIC HONOR CODE POLICY:**

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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:**

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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.

### **NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:**

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Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Wendy Phippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C, 850-718-2269, pippenw@chipola.edu.

### **LIBRARY AND ON-LINE REFERENCE MATERIALS:**

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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:**

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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 **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.

### **FREE TUTORING RESOURCES:**

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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. ACE Lab hours are posted each semester at the room entrance and on the website.

Additionally, live online tutoring conferences and individual tutoring sessions are available for a variety of courses through ACE @ Home. For a conference schedule or to schedule an individual appointment, visit “ACE Tutoring” in the left navigation from any course in Canvas.

### **ELECTRONIC DEVICE USAGE STATEMENT:**

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Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

### **DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

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| EMT 1 | Demonstrate knowledge and skills as it pertains to introductory curricula of EMS systems, basic prehospital care, the health care system, research, public health, workforce safety and wellness, documentation, quality improvement, communication and medical/legal and ethics. |
| EMT 2 | Demonstrate knowledge and skills as it pertains to anatomy, physiology, pathophysiology, lifespan development, airway management, respiration, ventilation, oxygenation, and artificial ventilation, medical terminology and pharmacology.  |
| EMT 3 | Demonstrate knowledge and skills as it pertains to shock and resuscitation.   |
| EMT 4 | Demonstrate knowledge and skills pertaining to patient assessment and examination to culturally sensitive, and diverse populations for medical and/or traumatic emergencies.  |
| EMT 5 | Demonstrate knowledge and skills pertaining to ambulance operations and scene safety.   |
| EMT 6 | Demonstrate knowledge and skills required to apply for the state EMT licensure examination and employment.  |

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

<b>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR EMS 1158C</b>	<b>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</b>	<b>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</b>	<b>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</b>
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<ul style="list-style-type: none"> <li>Apply fundamental 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, basic prehospital care, the health care system, research, public health, workforce safety and wellness, documentation, quality improvement, communication and medical/legal and ethics as a pre-hospital emergency care provider, health care system, and public health.</li> </ul>	EMT 1- EMT 6	OT, UT, Q, CF,SP, SD, Clincials, Intern.	Sk. Check, JP
<ul style="list-style-type: none"> <li>Apply a fundamental knowledge of anatomy and physiology, medical terminology, pathophysiology, and lifespan development, airway management including oxygen administration, airway adjunct application, ventilation, oxygenation, and artificial ventilation, medical terminology, and pharmacology relative to patient assessment in determining emergency medical care administration.</li> </ul>	EMT 1- EMT 6	OT, UT, Q, CF,SP, SD, Clincials, Intern.	Sk. Check, JP
<ul style="list-style-type: none"> <li>Apply fundamental knowledge to perform age-related management of shock and resuscitation.</li> </ul>	EMT 1- EMT 6	OT, UT, Q, CF,SP, SD, Clincials, Intern.	Sk. Check, JP
<ul style="list-style-type: none"> <li>Apply scene information to guide emergency management of patients by using scene size up information, patient findings related to primary and secondary assessment, patient history, and reassessment.</li> </ul>	EMT 1- EMT 6	OT, UT, Q, CF,SP, SD, Clincials, Intern.	Sk. Check, JP
<ul style="list-style-type: none"> <li>Demonstrate critical thinking skills to enhance the ability to analyze and develop the most effective means of caring for culturally sensitive and diverse patient populations.</li> </ul>	EMT 1- EMT 6	OT, UT, Q, CF,SP, SD, Clincials, Intern.	Sk. Check, JP
<ul style="list-style-type: none"> <li>Demonstrate management of pre-hospital care for caring for a medical and/or trauma patient including but not limited to neurologic emergencies, gastrointestinal/urologic emergencies, immunologic emergencies, endocrine/hematologic emergencies, cardiovascular emergencies, respiratory emergencies, and toxicological emergencies, bleeding, soft-tissue injuries, face and neck injuries, head and spine injuries, chest injuries, abdominal/genitourinary injuries, orthopedic injuries, and environmental emergencies, psychiatric emergencies, gynecologic/obstetrical, neonatal care, pediatric patients, geriatric patients, and patients with special challenges.</li> </ul>	EMT 1- EMT 6	OT, UT, Q, CF,SP, SD, Clincials, Intern.	Sk. Check, JP
<ul style="list-style-type: none"> <li>Demonstrate a fundamental knowledge of professional roles and responsibilities of the emergency medical services system as well as emergency medical services system operations as a pre-hospital emergency care provider.</li> </ul>	EMT 1- EMT 6	OT, UT, Q, CF,SP, SD, Clincials, Intern.	Sk. Check, JP
<ul style="list-style-type: none"> <li>Demonstrate effective EMS operations, transport operations, lifting and moving patients, vehicle extrication, special rescue, incident management, and terrorism response.</li> </ul>	EMT 1- EMT 6	OT, UT, Q, CF,SP, SD, Clincials, Intern.	Sk. Check, JP
<ul style="list-style-type: none"> <li>Demonstrate effective operational roles and responsibilities to ensure patient, public, and personnel safety in performing emergency care and operational aspects as a pre-hospital care provider.</li> </ul>	EMT 1- EMT 6	OT, UT, Q, CF,SP, SD, Clincials, Intern.	Sk. Check, JP
<ul style="list-style-type: none"> <li>Demonstrate effective knowledge and skills of the three domains (cognitive, psychomotor, and affective) to successfully apply for state licensure and employment.</li> </ul>	EMT 6	OT, UT, Q, CF,SP, SD, Clincials, Intern.	Sk. Check, JP
<b>**Assessment Codes</b>			

<b>T</b> = Tests <b>Pre/Post</b> = Pre- and Post-Tests <b>OT</b> = Objective Tests <b>UT</b> = Unit Tests <b>Q</b> = Quizzes <b>F</b> = Final Examination <b>CF</b> = Cumulative Final <b>EX</b> = Departmental Exam <b>SE</b> = Nat'l or State Standardized Exam	<b>RPT</b> = Report/Presentation <b>SP</b> = Skills Performance <b>SD</b> = Skills Demonstration <b>W</b> = Writing Assignments <b>E</b> = Essays <b>DE</b> = Documented Essays <b>RP</b> = Research papers <b>J</b> = Jury <b>R</b> = Recital	<b>Proj.</b> = Projects <b>Exp.</b> = Experiments <b>Cap. Proj.</b> = Capstone Project <b>Cap. Course</b> = Capstone Course <b>Prac.</b> = Practicum <b>Intern.</b> = Internship <b>H</b> = Homework <b>PS</b> = Problem Solving <b>DB</b> = Discussion Board	<b>BO</b> = Behavioral Observation <b>Clin.</b> = Clinicals <b>CS</b> = Case Study <b>CP</b> = Case Plan <b>Port.</b> = Portfolio <b>Obs.</b> = Teacher Observation <b>Sk. Check</b> = Skills Check-off Curriculum Frameworks <b>JP</b> = Judged Performance/Exhibition
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### **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 skills, clinicals and internships for evaluation by a preceptor.

The theory and skills acquisition is taught in a sequential order initiating with didactic, lab, and progression to clinical/internship. This process encompasses governing standards and principles to ensure the graduate is a competent entry-level paramedic prepared for state and national certification and employment.

Lecture is the primary method of instruction covering topics primarily from the textbook. The presentation is enhanced by overhead slides, class demonstrations, skills demonstration and acquisition, scenario, case studies, board illustrations, and role-play. Students are responsible for all material contained within the assigned chapters of the textbooks, as well as all material covered during lecture. Students should read the text, take lecture notes, complete study assignments and review the online supplemental information in order to prepare for the exams/evaluations. The students' understanding of the material and familiarity with the terminology will be assessed. Students will also complete skills manual, clinicals, and internships for evaluation by a preceptor.

#### **Evaluation Method:**

Chapter Exam	45%
Class Assignments	15%
Skills	10%
Final Exam	30%
Clinical and Internship	Pass/Fail (you must successfully complete clinical assignments to be eligible to take the final exam)

Student evaluation/exams will include the cognitive, affective, and psychomotor domains.

Chapter exams are used to assess materials covered throughout the semester. Chapter exams can include questions encompassing current topic areas and past subject material. Additionally, exams may be presented to the student in the following forms: multiple choice, fill in the blank, short answer, essay, electronic, skills assessment, patient assessment and management scenarios, simulations, practical demonstrations, and case studies. Make up tests and re-test will be different from the original test given in class and will be administered at the discretion of the director (see EMS handbook for additional information).

Class Assignments can include materials encompassing current topic areas and past subject material. Forms of Class Assignments can include assessments using quizzes, exams, tests, daily assignments, skills assessment, patient assessment and management, scenarios, simulations, practical demonstrations, and case studies.

Quizzes and Class Assignments will be administered at the discretion of the instructor. Only students who are present at the time of the quiz will be eligible to take the quiz. These quizzes are graded in accordance with the grading policy included in this document, unless otherwise specified by the faculty.

Skills are to be entered in FISDAP and completed and turned in by the assigned due date.

Psychomotor hands-on testing will be conducted during laboratory time to test the student's ability to recall and apply cognitive, psychomotor, and affective learning into a real world application. Psychomotor testing is strictly a pass/fail grade. If the student fails a psychomotor skill, they will be permitted three (3) attempts including remediation to successfully pass. In the event that the student is unsuccessful; the student is subject to dismissal from the program.

A comprehensive/cumulative Final Exam will be administered at the end of the semester to determine the level of learning for the student for the entire course. The grading policy included in this document will be utilized in determining pass/fail on the examination. There is no re-examination allowed.

A comprehensive/cumulative final psychomotor hands-on examination will be conducted at the conclusion of the program. The examination will be conducted in accordance with the guidelines set forth by the Department of Health's Bureau of Emergency Medical Services and National Registry of Emergency Medical Technicians (NREMT). This is a pass/fail examination for each skill station.

**Clinical and Internship Assignments:** Students must successfully complete required clinical assignments and obtain competencies (see EMS Handbook for additional information) set by the program. Each clinical assignment will be evaluated by an on-site preceptor and confirmed by the clinical coordinator/director. Students are required to turn in clinical evaluations with typed Patient Care Report (PCR) within 72 hours of the end time of the clinical. If the student receives three (3) "Unsatisfactory" evaluations during the program while at clinical; the student will be subject to dismissal. Required Clinical Assignments for EMS1158C are as follows:

<b>EMS 1158 Required Clinical and Internship Assignments</b>		
<b>Location</b>	<b>Hours</b>	<b>Requirements to initiate clinicals</b>
Clinical (Emergency Room)	24 hours	After successful completion of all previous clinical requirements
Internship - EMS	96 hours	After successful completion of all previous internship requirements
<b>Total:</b>	<b>120 hours</b>	

Students are required to complete all hours, minimum of 5 emergency runs resulting in patient care and transport appropriate for the EMT, and meet minimum competencies in patient



assessment, airway management and ventilation, trauma, and medical emergencies as established by faculty

**Per Florida Administrative Code, no student shall be subject to “on call” status while attending clinical experiences, field experiences, or field internships nor should a student be utilized to fulfill a staffing requirement. Furthermore, no student shall be in the patient compartment alone during patient transport.**

**Appearance Standards:** Emergency Medical Service is a professional career and students are expected to dress accordingly. The appearance standards set forth by the program in class, lab, clinical, and internship sites include but not limited to:

- Official College polo is to be worn during normal business hours
- Official College t-shirt may be worn after business hours, at the clinical/internship discretion, or in the event if primary attire becomes soiled
- Navy blue EMS pants
- Black belt
- Solid black socks
- Solid black boots or solid black shoes
- Hats permitted only during internship rotations and are subject to approval first
- Finger nails will be clean and short. No nail polish or “fake” nails.
- Jewelry is limited to single stud earrings, watch, and wedding ring/band. No other visible body piercings are permitted.
- Hair must be maintained in a clean and conservative in fashion. Additionally, no extremes in color or style are permitted and hair must be kept off the collar for safety.
- Facial hair must be neatly trimmed and clean shaven.
- Visible tattoos will be covered.
- Chipola student identification shall be affixed to the student so that it is visible at all times.
- Students shall have their Basic Life Support certification card and State of Florida EMT License (if applicable) on their person.
- Students performing rotations at their place of employment are not permitted to wear their normal duty uniform. All students are required to be readily identifiable to any patient or staff member.
- If an alternate uniform is required by the site, you are permitted to change into that attire. An example of this would be changing into scrubs for your rotations in the operating room.

**See EMS Handbook and First Day Handout for other additional information.**

## **ASSIGNMENT AND/OR COURSE OUTLINE**

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