



# CHIPOLA COLLEGE

## COURSE SYLLABUS

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

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**COURSE TITLE:**

Paramedic I

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**COURSE NUMBER:**

EMS 2620

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**COURSE DESCRIPTION (with prerequisites):**

Paramedic I broadens the previous knowledge, skills, assessments, treatments, and accumulated experiences attained in EMS1158 and while functioning as a licensed EMT. Paramedic I introduces advanced life support knowledge, skills, assessments, treatments, and experiences. All EMT knowledge, skills, assessments, and treatments will be reassessed during this course. The course includes sections related to fundamentals, airway management and ventilation, pharmacology, and advanced patient assessment, anatomy and physiology, and medical emergencies. Topics to be covered include but are not limited to: airway management and intravenous therapy, pharmacology, anatomy and physiology, cardiology, pulmonology, neurology, endocrinology, immunology, gastroenterology, urology, toxicology, hematology, behavioral, and infectious disease. Lab and clinical experiences included.

**The goal of the EMS Department is “to prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.”**

Prerequisites

- Must possess a current State of Florida EMT-B License
- Basic Life Support for Healthcare Provider certification, or equivalent
- Minimum Reading Score on ACT (19), CPT (83), or PERT (106) less than two years old

15 Semester hours credit

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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 Land |

**EFFECTIVE ACADEMIC YEAR:**

2023-2024

**REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:**

**Required Books and Resources (for all semesters): Contact Chipola Bookstore for prices**

Nancy Caroline's Emergency Care in the Streets Advantage Package and Workbook  
Ninth Edition: ISBN: 9781284274028

**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:**

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 also must have a non-rounded grade of 75 or above on all exams 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:**

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:**

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.

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

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:**

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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| <b>PMD 1</b> | <b>Integrate complex knowledge of Workforce Safety and Wellness, Roles and Responsibilities/Professionalism of a Paramedic, Clinical Behavior and Judgement, medical/legal and ethical issues within an EMS system, effective interpersonal and therapeutic communication skills with patients and others.</b>  |
| <b>PMD2</b>  | <b>Integrates a complex knowledge of anatomy, physiology, and pathophysiology to assess and manage emergency patients including: pharmacology, medication administration, respiratory, including maintaining a patent airway, oxygenation, and ventilation to effectively and safely provide advanced emergency medical care to critical medical and/or trauma emergent patients.</b> |
| <b>PMD3</b>  | <b>Establish principles of medical documentation and report writing; including patient assessment, history, comprehensive physical exam, list differential diagnoses, and formulate a treatment plan for critical emergent patients.</b>  |
| <b>PMD4</b>  | <b>Integrate a complex knowledge of environmental hazards procedures and multiple causality incidents.</b>  |
| <b>PMD5</b>  | <b>Demonstrate complex knowledge and skills required to apply for the state and National Paramedic licensure examination and employment.</b>  |

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

| <b>COURSE-LEVEL STUDENT<br/>LEARNING OUTCOMES FOR<br/>EMS 2620</b> | <b>DISCIPLINE-<br/>SPECIFIC<br/>GENERAL<br/>EDUCATION<br/>COMPETENCIES</b> | <b>ASSESSMENT<br/>METHODS FOR<br/>COURSE LEVEL<br/>STUDENT<br/>LEARNING<br/>OUTCOMES</b> | <b>LEARNING<br/>ARTIFACTS FOR<br/>AA PROGRAM<br/>ASSESSMENT</b> |
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|---|--------------|---|-------------------------|
| Explain multiple determinants of professional roles and responsibilities of the emergency medical services system as well as emergency medical services system operations.  | PMD 1- PMD 5 | OT, UT, Q, F, CF, SP, SD, H, PS, CS, Clin.      | BO, Obs.,Sk. Check, JP  |
| Exhibit complex knowledge in EMS systems, research, public health initiative, workforce safety and wellness, record keeping, quality improvement, therapeutic communication and medical/legal and ethics.   | PMD 1- PMD 5 | OT, UT, Q, F, CF, SP, SD, W, H, PS, CS, Clin.   | BO, Obs.,Sk. Check, JP  |
| 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.   | PMD 1- PMD 5 | OT, UT, Q, F, CF, SP, SD, H, PS, CS, Clin.      | BO, Obs.,Sk. Check, JP  |
| Develop and demonstrate complex knowledge and application of clinical behaviors and judgement as related to advanced assessment, therapeutic communications, cultural competencies, psychomotor skills, professionalism, decision-making, record keeping, patient complaints and differential diagnoses, scene safety, and leadership in performing advanced emergency medical care to critical medical and/or trauma emergent patients.  | PMD 1- PMD 5 | OT, UT, Q, F, CF, SP, SD, W H, PS, CS, Clin.    | BO, Obs.,Sk. Check, JP  |
| Apply complex 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.  | PMD 1- PMD 5 | OT, UT, Q, F, CF, SP, SD, H, PS, CS, Clin.      | BO, Obs.,Sk. Check, JP  |
| Utilize complex knowledge of anatomy and physiology, medical terminology, pathophysiology, and lifespan development relative to advanced patient assessment.  | PMD 1- PMD 5 | OT, UT, Q, F, CF, SP, SD, H, PS, CS, Clin.      | BO, Obs.,Sk. Check, JP  |
| Demonstrate complex knowledge of the principles of pharmacology, medication administration, and emergency medications interventions to safely provide advanced emergency medical care to critical medical and/or trauma emergent patients.  | PMD 1- PMD 5 | OT, UT, Q, F, CF, SP, SD, H, PS, CS, Clin.      | BO, Obs.,Sk. Check, JP  |
| Develop and demonstrate complex knowledge and application of patient airway management including oxygen administration, airway adjunct application, intubation, difficult airway, respiration, and artificial ventilation.  | PMD 1- PMD 5 | OT, UT, Q, F, CF, SP, SD, H, PS, CS, Clin.      | BO, Obs.,Sk. Check, JP  |
| Apply scene information to guide advanced emergency medical care to critical emergent patients by using scene size up information, patient findings related to primary and secondary assessment, patient history, using monitoring devices, and reassessment.   | PMD 1- PMD 5 | OT, UT, Q, F, CF, SP, SD, H, PS, CS, Clin.      | BO, Obs.,Sk. Check, JP  |
| 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 advanced emergency medical care for patients.  | PMD 1- PMD 5 | OT, UT, Q, F, CF, SP, SD, H, PS, CS, Clin.      | BO, Obs.,Sk. Check, JP  |
| Demonstrate complex knowledge and critical thinking skills to guide advanced emergency medical care to critical emergent patients of all age groups and patients with special challenges 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 emergencies, infectious diseases, endocrine disorders, psychiatric disorders, cardiovascular emergencies, toxicological emergencies, respiratory emergencies, hematologic emergencies, genitourinary/renal emergencies, gynecological emergencies, obstetrics, non-traumatic musculoskeletal disorders, diseases of the eyes, ears, nose, and throat. | PMD 1- PMD 5 | OT, UT, Q, F, CF, SP, SD, W, H, PS, CS, Clin.   | BO, Obs.,Sk. Check, JP  |
| Demonstrate complex knowledge to perform age-related management of shock and resuscitation.   | PMD 1- PMD 5 | OT, UT, Q, F, CF, SP, SD, W, H, PS, CS, Clin.   | BO, Obs.,Sk. Check, JP  |
| Demonstrate complex knowledge and critical thinking skills to guide advanced emergency medical care to critical emergent patients of all age groups and patients with special challenges within the scope of practice of a Paramedic in caring for a trauma patient including but not limited to bleeding, chest trauma, abdominal/genitourinary 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.   | PMD 1- PMD 5 | Q, T, Obs, Clin                                 | BO, Obs.,Sk. Check, JP  |
| Demonstrate complex 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.  | PMD 1- PMD 5 | Q, T, Obs, Clin                                 | BO, Obs.,Sk. Check, JP  |
| Demonstrate and apply complex and comprehensive knowledge of EMS operations, safety operations of the ground ambulance, lifting and moving patients, vehicle extrication, special rescue, incident management, multiple casualty incidents, air medical operations, hazardous materials awareness, and terrorism response.  | PMD 1- PMD 5 | Q, T, Obs, Clin                                 | BO, Obs.,Sk. Check, JP  |
| Demonstrate complex knowledge and skills of the three domains (cognitive, psychomotor, and affective) to successfully apply for state licensure and employment.   | PMD 5]       | OT, UT, Q, F, CF, SP, SD, W, H, PS, CS, Clin. ] | BO, Obs.,Sk. Check, JP] |

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

### **MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

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 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 as well as previous knowledge, skills, assessments, treatments, and accumulated experiences attained in EMS1158 and/or while functioning as a licensed EMT.

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

See EMS Program Handbook and First Day Handouts for additional information. |

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

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