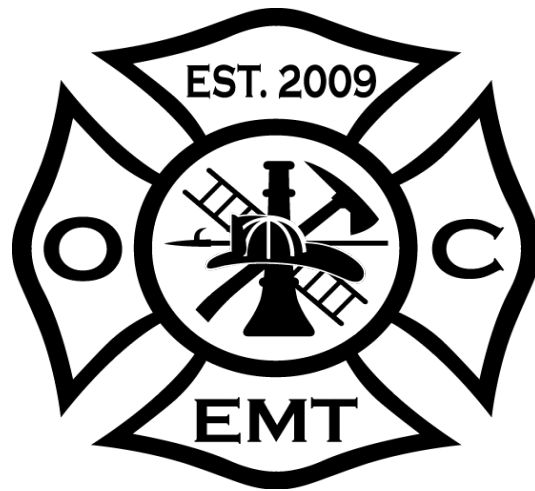


# Orange County EMT

## Emergency Medical Technician Paramedic



Skills Lab Course Syllabus  
January 1<sup>st</sup>, 2023- December 31<sup>st</sup> 2023

## **Course Description**

Accreditation standards require that Paramedic students have access to adequate numbers of patients, proportionally distributed by illness, sex, age, and common problems encountered in the delivery of emergency care appropriate to the Paramedic Profession. This course prepares students to show competency in all skills found in the Portfolio.

## **Pre-Requisites**

Enrollment in the Paramedic Program

## **Course Resources**

1. NREMT Psychomotor Skills Lab Portfolio
2. OCEMT Skills Portfolio
3. OCEMT Pharmacology Sheets
4. County Assigned Local Protocols

## **Skill Lab Sections**

### **1. Laboratory Phase**

This is the learning phase of all skills found in the NREMT Portfolio. This is the setting for educational imprinting, cognitive integration, frequent drilling and automatic development of psychomotor skills, broken down into the following learning methods:

- a) NREMT Skills Practice: NREMT Skill sheets
- b) Formative Skills: Isolated skill used in a scenario without a skills sheet
- c) Summative Skills: Multiple skills used in a scenario without a skills sheet

### **2. Scenario Lab**

The Scenario Lab component provides students a contextual opportunity to demonstrate what they have learned in a simulated environment based upon the psychomotor skills established in the Skill Lab. Once students have demonstrated skill competence in the simulated environment, they progress to assessing and treating real patients in the Clinical Phase with adequate Supervision. Scenario Labs take place after final examinations and are pass/fail

## **Course Completion Requirements**

1. Students must show competency in all skills found in the OCEMT Skills Portfolio
2. Students must complete all required skills found in the OCEMT Skills Portfolio
  - a) Skills Lab Practice Items: All NREMT Skill Check Sheets
  - b) Formative Skills: NREMT Skills used in a single skill scenario
  - c) Summative Skills: Multiple NREMT Skills used in a scenario
  - d) Team Leader: Must meet required Team Leads found in the OCEMT Skills Portfolio
  - e) Team Member: Must completed the required Team Member scenarios found in the OCEMT Skills Portfolio
  - f) Isolated Skills: Must complete all Isolated Skills found in the OCEMT Skills Portfolio
  - g) Must Complete all Skills Lab Scenario Testing Stations
  - h) Must complete all Summative Skills Testing prior to course completion
3. Students must complete each Skills Lab prior to taking the corresponding Unit Exam
  - a) All NREMT Practice Skills must be completed and recorded in FISDAP
  - b) All Formative Skills must be completed and recorded in FISDAP
  - c) All Summative Skills must be completed and recorded in FISDAP
  - d) Students MUST run their own reports in FISDAP to ensure compliance
  - e) Students who do not complete the Skills Lab prior to the exam will fail the Skill Lab
  - f) Students who do not complete (3) Skills Labs will be dropped from the Course
- a) Students are responsible for all information found in the OCEMT Pharmacology Sheets

- b) Students are responsible for all information found in their assigned County Protocols
- c) Students must successfully complete all Skills Scenario Testing Stations to include:
  - a) All NREMT Skills
  - b) OCEMT Pharmacology Sheets
  - c) County Assigned Local Protocols
- d) Students who do not pass the Scenario Testing will be allowed to retest (1) time on each skill or scenario that they were not successful on.
  - a) Students who are not successfully on the second attempt will be dropped from the Program
  - b) Students who re-test will be placed in Group 2 and will be placed into Clinical and Field Internships after the students who were successful on the first attempt.
  - c) Re-Tests will be scheduled for 2 weeks after the first attempt, to allow time for remediation
- e) Students must achieve a meets- expectations on Affective Domain Evaluations

**Skills Lab Grading**

- a) Students will be evaluated using the criteria below during the Laboratory and Skills Scenario Testing Courses
- b) Students must achieve a Meets Expectation to progress in the course

**Grading Criteria**

Scoring	Competency	Description
0	Does Not Meet Expectations	Unsuccessful: Required excessive/ critical prompting
1	Below Expectations	Marginal: Inconsistent, not yet competent
2	Meets Expectations	Successful: Competent, did not need prompting

**Evaluation Schedule**

Evaluations will be completed after each course and evaluation-

1. EMTP-1L
2. EMTP-2L
3. EMTP-3L
4. EMTP-4L
5. EMTP-5L
6. EMTP-6L
7. Clinical Internship: 56 Hours, 112 Hours, 168 Hours
8. Field Internship: Shifts 8, 16, 24

**Affective Points**

- a) Maximum Points for each Evaluation: 22
- b) Maximum Cumulative points for Evaluations: 66

**Course Attendance Policy**

1. Students must sign the daily attendance roster
2. Student attendance is required at all scheduled classes including lab sessions.
3. Students may be dropped from the course for excessive absences of any kind.
4. The Program Director may grant excused absences for extenuating circumstances.
5. If 3 or more absences occur for any reason, the student may be dropped from the course or be

- placed on a Leave of Absence.
6. Students are responsible for any missed course work and the rescheduling of any missed exams.

### **Uniform and Grooming Policy**

1. All students must maintain personal hygiene through all portions of the course
2. No ear-rings or piercings of any kind may be visible on male students
3. No facial hair other than a moustache is acceptable- Cannot extend below the bottom lip
4. Tattoos must be covered by long sleeves, pants or collared shirts.
5. OCEMT Uniform must be worn at ALL times unless otherwise advised by the Administration
  - a) Embroidered Polo
  - b) Pants
  - c) Black Belt
  - d) Black Steel Toed Boots or Shoes

### **Student Conduct**

Students are expected to conduct themselves in accordance with the professional expectations for paramedics at all times. Students are reminded that they are representatives of the Orange County Emergency Medical Training Paramedic Program whenever and wherever they are involved with course-related activities. Professional conduct is essential to a successful course experience and EMS career.

### **Academic Dishonesty**

All verified acts of dishonesty will result in the immediate dismissal of the student from the Program in addition to any legal action the Administration chooses to pursue.

#### **Dishonesty Includes**

- a) Falsification or forgery of any document
- b) Cheating on any course work: Quizzes, Post-Test, Exams, or Assignments
- c) Lying, plagiarism, stealing
- d) Any other act deemed unethical by the Administration

### **American Disability Act**

OCEMT will follow the policies of the ADA as defined through "The NREMTs Americans with Disabilities Accommodations Policy for Educators and Students."

- a) For More information: [www.nremt.org](http://www.nremt.org) under general policies, ADA policy
- b) Request through OCEMT Administration

### **Teaching-Learning Methods**

Teaching-learning methods include, assigned readings, presentations, discussion, critical thinking exercises, labs, and class activities. Evaluation procedures include quizzes, written examinations, and manipulative skills evaluations.

### **Technical Standards**

Orange County EMT's Paramedic Program is a comprehensive, intense program that places specific requirements and demands on the students enrolled in the program. If a student is unable to meet the technical standards of the program with or without reasonable accommodation, the student should not enroll in the course, or may be dropped from the course for not meeting the standard.

### **Technical Proficiencies**

1. Students must demonstrate the following values at all times:
  - a) Integrity
  - b) Trust
  - c) Professionalism
2. The mental ability to think clearly and act decisively during emergency situations.
3. The ability to use proper body mechanics, motor control, sensory function, and have the coordination to perform physical examinations using accepted techniques. Students must have

the hand and eye coordination needed to safely perform technical skills on patients.

4. Students must have ability to communicate effectively to all patients regardless of age, gender, or ethnicity, including colleagues and individuals from different cultural and social backgrounds. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
5. Students must have the ability to document patient reports accurately, using proper English, and have the ability to calculate medication dosages using the appropriate math equations.
6. Students must have the ability to accept positive criticism and have a willingness to learn from their mistakes. Students must work as a team member and be committed to serving the community to the best of their ability.
7. Students must have the ability to be flexible and operate in dynamic environments, while always being a patient advocate, regardless of circumstances.
8. Students must have the physical strength to lift and carry patients any varying circumstances that includes up and down stairs.
9. Students will work in potentially dangerous environments and have the forethought to utilize proper Personal Protective Equipment and have the ability to expect the unexpected.
10. Students must display a command presence when working as a team leader, have the ability to maintain scene control, and have the knowledge and ability to order proper resources when needed.

### **Affective Domain**

Affective Domain measures the student's attitudes, behaviors, and professional attributes, as well as Classroom and Field Conduct. Student's will be evaluated in these domains upon completion of each didactic course, skills lab, and all major evaluation during Clinical and Field Internships. Students must consistently demonstrate these attributes to successfully complete the Paramedic Program and can be used as an exit point for any student not meeting expectations in all domains.

#### **1. Integrity**

Examples of professional behavior include, but are not limited to: Consistent honesty; being able to be trusted with the property of others; can be trusted with confidential information; complete and accurate documentation of patient care and learning activities.

#### **2. Empathy**

Examples of professional behavior include, but are not limited to: Showing compassion for others; responding appropriately to the emotional response of patients and family members; demonstrating respect for others demonstrating a calm, compassionate, and helpful demeanor toward those in need; being supportive and reassuring to others.

#### **3. Self- Motivation**

Examples of professional behavior include, but are not limited to: Taking initiative to complete assignments; taking initiative to improve and/or correct behavior; taking on and following through on tasks without constant supervision; showing enthusiasm for learning and improvement; consistently striving for excellence in all aspects of patient care and professional activities; accepting constructive feedback in a positive manner; taking advantage of learning opportunities

#### **4. Appearance and Hygiene**

Examples of professional behavior include, but are not limited to: Clothing and uniform is appropriate, neat, clean and well maintained; good personal hygiene and grooming.

#### **5. Self- Confidence**

Examples of professional behavior include, but are not limited to: Demonstrating the ability to trust personal judgment; demonstrating an awareness of strengths and limitations; exercises good personal judgment.

#### **6. Communications**

Examples of professional behavior include, but are not limited to: Speaking clearly; writing legibly; listening actively; adjusting communication strategies to various situations

#### **7. Time Management**

Examples of professional behavior include, but are not limited to: Consistent punctuality; completing tasks, assignments on time, being to class on time, not leaving class early, no excessive absences.

#### **8. Teamwork and Diplomacy**

Examples of professional behavior include, but are not limited to: Placing the success of the team above self -interest; not undermining the team; helping and supporting other team members; showing respect for all team members; remaining flexible and open to change; communicating with others to resolve problems.

#### **9. Respect**

Examples of professional behavior include, but are not limited to: Being polite to others; not using derogatory or demeaning terms; behaving in a manner that brings credit to the profession.

#### **10. Patient Advocacy**

Examples of professional behavior include, but are not limited to: Not allowing personal bias to or feelings to interfere with patient care; placing the needs of patients above self interest; protecting and respecting patient confidentiality and dignity.

#### **11. Careful Delivery of Service**

Examples of professional behavior include, but are not limited to: Mastering and refreshing skills; performing complete equipment checks; demonstrating careful and safe ambulance operations; following policies, procedures, and protocols; following orders.

#### **Scoring Criteria**

The affective domain is measured through 11 attributes that are worth up to 2 points each for every domain that the student displays. Students must receive a score of 22 or meet expectations for all 11 attributes on their final evaluation to pass the course.

*Students who are grossly negligent in any domain can be dropped from the program immediately*

#### **Grading Criteria**

<b>Scoring</b>	<b>Competency</b>	<b>Description</b>
0	Does Not Meet Expectations	Unsuccessful: Failed Attribute
1	Below Expectations	Marginal: Inconsistent with Attribute
2	Meets Expectations	Successful: Consistent with Attribute

## Course Content

The Program reserves the right to change the progression of skills, medications, and protocols assigned at any time throughout the course with the success of the students in mind. The objectives listed below are an outline only and the class schedule should be referred to for further clarity. Scenario Labs are an exception to this and will only take place after Final Exams.

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### **Skills Lab One:** Airway

**Pre-requisite:** None

Course Number: EMTP-1L

Course Hours: 16

Corresponding Course: EMTP-1

### **Course Objectives:**

1. Obtain a Patient History from an Alert and Oriented Patient
  2. Comprehensive Normal Adult Physical Assessment Techniques
  3. Comprehensive Normal Pediatric Physical Techniques
  4. Medical and Cardiac Assessment
  5. Adult Orotracheal Intubation
  6. Pediatric Orotracheal Intubation
  7. Nasotracheal Intubation
  8. Supraglottic Airway Device
  9. Needle Cricothyrotomy
  10. CPAP and PEEP
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### **Skills Lab Two:** Cardiac

**Prerequisite:** EMTP- L1

Course Number: EMTP-L2

Course Hours: 16

Corresponding Course: EMTP-2

### **Completion Requirements**

Complete Cardiac section of Skill Portfolio

### **Course Objectives:**

1. 12 Lead EKG
2. Synchronized Cardioversion
3. Defibrillation
4. Transcutaneous Pacing
5. Supine Immobilization
6. Intramuscular and Subcutaneous Medication Administration
7. Intranasal Medication Administration
8. Inhaled Medication Administration
9. Glucometer
10. Seated Immobilization

### **Pharmacology**

- Understand all assigned medications
- OCEMT Pharm sheet
- Protocols

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**Skills Lab Three: Medical**

**Prerequisite:** EMTP-2L

Course Number: EMTP-L3

Course Hours: 8

Corresponding Course: EMTP-3

**Course Objectives:**

1. Intravenous Therapy
2. Intravenous Bolus Medication Treatment
3. Intravenous Piggyback Infusion
4. Intraosseus Infusion
5. Joint Immobilization

**Pharmacology**

Assigned Medications

**Protocols**

Assigned Protocols

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**Skills Lab Four: Trauma**

**Prerequisite:** EMTP-3L

Course Number: EMTP-4L

Course Hours: 16

*Corresponding Course: EMTP-4*

**Course Objectives**

1. Adult Trauma Assessment
2. Adult Trauma Endotracheal Intubation
3. Pleural Decompression
4. Hemorrhagic Control
5. Long Bone Immobilization
6. Traction Splinting

**Pharmacology**

Assigned Medications

**Protocols**

Assigned Protocols

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**Skills Lab Five: Obstetrics**

**Prerequisite:** EMTP-4L

Course Number: EMTP-5L

Course Hours: 8

*Corresponding Course: EMTP-5*

**Course Objectives**

1. Normal Delivery with Newborn Care
2. abnormal Delivery with Newborn Care
3. Supine Immobilization



#### 4. Seated Immobilization

##### **Pharmacology**

Assigned Medications

##### **Protocols**

Assigned Protocols

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#### **Skills Lab Six:** Scenarios

**Prerequisite:** EMTP-5L

Course Number: EMTP-6L

Course Hours: 24

*Corresponding Course: EMTP-6*

##### **Course Objectives:**

1. Team Leader Adult
2. Team Member
3. Team Leader Pediatric
4. Team Leader Geriatric

##### **Pharmacology**

Assigned Medications

##### **Protocols**

Assigned Protocols

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#### **Skills Lab Seven:** Summative Scenarios

Course Number: EMTP- 7L

Course Hours: 40

##### **Prerequisites:**

1. Completion of Skills Labs 1-6
2. Completion of Didactic Courses 1-6
3. Completion of Cognitive Final Exam
4. Completion of Pharmacology and EKG Final Exam

##### **Course Objectives**

1. Competence as Team Leader in multiple scenarios to include
  - a) Adult Medical
  - b) Pediatric Medical
  - c) Adult Trauma
  - d) Pediatric Trauma
2. Competence in Pharmacology
  - a) Applied in the above scenarios
  - b) Medication Draws
  - c) Medication Math
  - d) Medication Route

3. Competence in Protocols
  - a) Student must be able to navigate the scenario using the proper protocol for the county they have been assigned to for their internship
  - b) This includes understanding pharmacology as it applies to the protocol that may differ from National Standards taught throughout the course

**Grading Criteria**

All scenarios must be completed with a meets-expectations using the criteria below

- a) Protocol errors are a critical fail
- b) Medication errors are a critical fail
- c) Lack of confidence and delayed treatments are a critical fail

Scoring	Competency	Description
0	Does Not Meet Expectations	Unsuccessful: Required excessive/ critical prompting
1	Below Expectations	Marginal: Inconsistent, not yet competent
2	Meets Expectations	Successful: Competent, did not need prompting