



# EMSP 1361 - Clinical-Emergency Medical Technician 103 Course Syllabus

## Description

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

**Corequisites** [EMSP 1501](#), [EDUC 1100](#), [HITT 1305](#)

## Semester Offered

Fall and Spring

**Credits** 3

**Lecture Hours** 0

**Lab Hours** 0

**Extended Hours** 9

**Contact Hours** 144

**State Approval Code** 51.0904

**Instructor Name** Kimberly Fountain

**Semester/Year** Spring 2025

## Meeting Time and Location

VARIABLES

## Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

## Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit [panola.edu/resources](http://panola.edu/resources).

## Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hybrid.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an

academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

### **Pregnant/Parenting Policy**

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

### **Artificial Intelligence (AI) Course Policy**

#### **No use of Generative AI permitted.**

This option assumes that all work submitted by students will be generated by the students themselves, whether they are working individually or in groups. Students should not have another person or entity do the writing of any portion of an assignment, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

### **Instructional Goals and Purposes**

The purpose of this course is to apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

### **Learning Outcomes**

1. Master the theory, concepts, and skills involving the tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environment, and legal systems associated with the workplace
2. Demonstrate ethical behavior, safety practices, interpersonal and teamwork skills, appropriate verbal and written communications in the workplace.

### **Specific Course Objectives (includes SCANS)**

After studying all materials and resources presented in the course, the student will be able to:

1. Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry

(SCANS 1;a;i,ii,iii,iv,v,b;i,ii,iii,iv,v,vi,c;i,ii,iii,iv,v,2;a;i,ii,iii,b;i,ii,iii,iv,v,vi,c;i,ii,iii,iv,d;i,ii,iii,e;i,ii,iii)

2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry

(SCANS 1;a;i,ii,iii,iv,v,b;i,ii,iii,iv,v,vi,c;i,ii,iii,iv,v,2;a;i,ii,iii,b;i,ii,iii,iv,v,vi,c;i,ii,iii,iv,d;i,ii,iii,e;i,ii,iii)

### Course Content

Students in all sections of this course will be required to do the following:

1. A minimum of 72 hours of clinical experience in an affiliated hospital emergency department, and
2. A minimum of 72 hours of field experience and a minimum of four (4) valid emergency calls with an affiliated EMS agency.
3. The student must complete all student minimum competencies to complete this course. These are available in your canvas course and the EMS Student Handbook.
4. The student must be at least 18 years of age and have a high school diploma or GED to be eligible to be certified as an EMT by the TDSHS.
5. The student must take both EMSP 1501 and EMSP 1361 concurrently unless they have individual approval from the course coordinator and lead instructor.

### Methods of Instruction/Course Format/Delivery

- This course is offered as a clinical experience. Field experience will take place in an MICU capable EMS unit. Hospital and/or specialty services will take place in the hospital or clinic setting. Clinical experience is scheduled through Platinum Planner.

### Major Assignments/Assessments

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

#### Assignments

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

1. Clinical shifts as assigned
2. Clinical paperwork and documentation (see rubric posted on Canvas)
3. Preceptor affective and skill evaluations

#### Assessments

There are no exams in this course

#### Course Grade

The grading scale for this course is as follows:

Students MUST maintain an OVERALL grade of 80% in the EMSP 1501 course to be eligible to participate in clinical rotations. Students who do not achieve this will have their clinicals IMMEDIATELY suspended and participate in REMEDIATION through tutoring sessions.

Below is the corresponding percentage to letter grade.

92%-100%	A
86-91.99%	B
80-85.99%	C
70-79.99%	D
0-69.99%	F

Refer to policy and procedures manual and student handbook for grade appeals.

1. Students must complete all clinical hours and patient/skill requirements.
2. Students wishing to know their average may do so any time during course.
3. There are no exams in this course.

- Clinical documentation 100%

### **Texts Materials, and Supplies**

- Panola College clinical uniform including shirt, pants, boots, and belt
- Personal stethoscope
- watch with a second hand
- safety glasses and safety vest
- shears
- Paramedic student ID badge to wear during clinicals
- Platinum Planner account (instructor will set up in class)

### **Required Readings**

N/A

### **Recommended Readings**

Current BLS field guide

### **Addendum**

THIS IS A CLINICAL COURSE. ALL CLINICALS ARE SCHEDULED AFTER GETTING APPROVAL THROUGH THE CLINICAL COORDINATOR.

### **Other**

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>.
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)

### **SCANS Criteria**

1. Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.
  - a. Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
    - i. Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
    - ii. Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
    - iii. Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
    - iv. Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
    - v. Speaking: Organize ideas and communicate orally.
  - b. Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
    - i. Creative Thinking: generate new ideas.

- ii. Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
- iii. Problem Solving: recognize problems and devise and implement plan of action.
- iv. Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
- v. Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
- vi. Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- c. Personal Qualities: A worker must display responsibility, self-esteem, sociability, self management, integrity, and honesty.
  - i. Responsibility: exert a high level of effort and persevere toward goal attainment.
  - ii. Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
  - iii. Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
  - iv. Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
  - v. Integrity and Honesty: choose ethical courses of action.
- 2. Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.
  - a. Resources: A worker must identify, organize, plan, and allocate resources effectively.
    - i. Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
    - ii. Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
    - iii. Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision timeline chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
  - b. Interpersonal Skills: A worker must work with others effectively.
    - i. Participate as a Member of a Team: contribute to group effort.
    - ii. Teach Others New Skills.
    - iii. Serve Clients/Customers: work to satisfy customer's expectations.
    - iv. Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
    - v. Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
    - vi. Work with Diversity: work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.
  - c. Information: A worker must be able to acquire and use information.
    - i. Acquire and Evaluate Information.
    - ii. Organize and Maintain Information.
    - iii. Interpret and Communicate Information.
    - iv. Use Computers to Process Information. Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer databases to research a report; use a computer spreadsheet to develop a budget.
  - d. Systems: A worker must understand complex interrelationships.
    - i. Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
    - ii. Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.

- iii. Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance. Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.
- e. Technology: A worker must be able to work with a variety of technologies.
  - i. Select Technology: choose procedures, tools or equipment including computers and related technologies.
  - ii. Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
  - iii. Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies. Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.