Course Prefix/Number/Title: EMS 277 – Field Clinical II

Number of Credits: 4 credits

Course Description: This course allows the paramedic student to apply learned classroom and field skills and knowledge as a team leader in the pre-hospital setting. The student will function under the direction of a preceptor. The student will input patient contact information into the Platinum Planner system.

Pre-/Co-requisites: EMS 275 – Introduction to Clinical Experience/EMS 276 – Field Clinical I

Course Objectives: Integrate comprehensive knowledge/skill of pediatric, adult, and geriatric assessment and patient care into the clinical settings of an advanced level ambulance service, which is intended to improve the knowledge of EMS personnel.

Instructor: Wayne Fahy and Mary Jund

Office: Trinity Riverside, 1900 8th Ave SE Minot ND

Office Hours: By appointment.

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           Mary: 701-858-6308

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           Mary Jund: mary.jund@dakotacollege.edu

Clinical Schedule: By arrangement in Platinum Planner.

Textbook(s): Emergency and Critical Care Pocket Guide 8th Edition-Publisher Informed Publishing

Course Requirements: Students will be required to attend and complete 168 hours of field clinicals. Students must also complete all required paperwork and input data into Platinum Planner system in the allowed time frame. Please see DCB Paramedic Handbook for full grading and course requirements. See the clinical/lab grading rubric on page 2.

Tentative Course Outline: See CoAEMSP Student Minimum Competencies and Program requirements.

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): Students will demonstrate proficiency in clinical skills.

Relationship to Campus Theme: The goal of the Paramedic Program is to prepare professionals to work in the emergency medical services industry. The Paramedic Program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

Classroom Policies: Dakota College at Bottineau Paramedic Program guides.

Student Email Policy: Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity: According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs: Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services within the first two weeks of the semester to line up accommodations. Students who have trouble coping with mental health stressors due to clinical situations are encouraged to contact Corey Gorder, DCB Student Counselor at corey.gorder@dakotacollege.edu for counseling services.

Title IX: Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX Webpage.

AI Student Policy:
Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	- Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. - Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. - In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.

Faculty	• Determine if the use of generative AI could enhance student learning in any assignment of project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.

Paramedic Clinical/Lab Grading Ruberic

Teacher Name: **W Fahy**
Student Name: _____

CATEGORY	2	1.55	1.15	0.95	0	Score
Timely submission of report	Submits documentation within the 48 hour time window	Submits documentation between 48 and 72 hours	Submits documentation between 72 and 96 hours	Submits documentation between 96 and 120 hours	Submits documentation after 120 hours	0.95
Completeness of the narrative	Narrative is the highest quality, no errors, (spelling or grammatical), a complete history and physical assessment is documented.	Narrative is high quality minor errors, but complete history and assessment.	Narrative is average quality, minor errors, minimumly incomplete history or assessment	Narrative is below average contains errors and incomplete history that needs to be returned for correction	Narrative is incomplete, disorganized, no history or physical assessment	1.15
Professionalism of documentation	Provides work of the highest quality and professionalism.	Provides high quality work and professionalism.	Provides average quality work and professionalism	Provides below average quality work and professionalism	Provides work that is totally unprofessional	1.55
Preceptors evaluation	Ambulance Preceptor evaluation is all 5's with positive comments Hospital Clinical All compentents in the top skills section of evaluation form	Preceptor evaluation is 4's with positive comments Hospital clinical Majority of competents with 1-2 marginal ratings in the top skills section of evaluation form	Preceptor evaluation is 3's with either positive or minor negative comments Hospital clinical 1-2 competents, 2-3 marginals, and 1-2 unsuccessfuls in the top skills section of evaluation form	Preceptor evaluation has a 2 with negative comments Hospital clinical No competents and a mixture of marginal and unsuccessfuls in the top skills section of the evaluation form	Preceptor evaluation has a 1 with negative comments Hospital clinical no competents, and more unsuccessfuls than marginals on the top skills section of the evaluation form	0.95
Affective behavior	highest quality marks in the preceptor evaluation of affective behaviors Hospital clinical all yes's on the bottom section of the evaluation form (except the student left early section)	high quality marks in the preceptor evaluation of affective behavior Hospital Clinical Yes's with 1-2 no's in the bottom section of the evaluation form	Average quality marks in the preceptor evaluation of affective behavior Hospital Clinical Yes's with 2-3 No's in the bottom section of the evaluation form	below average marks in the preceptor evaluation of affective behaviors Hospital clinical yes's with 3-4 no's in the bottom section of the evaluation form	unacceptable marks for affective behavior on the preceptor evaluation Hospital clinical more than 4 no's in the bottom section of the evaluation form	2
					Total	6.6
					Percentage	0.66

Date updated: **05/14/2024**   A score of 70% or better is passing