Valencia College

Department of Emergency Medical Services



Paramedic II

Skills Laboratory

VALENCIA COLLEGE SIMULATION LAB

**EMS 2604L (3 credits / 6 contacts) - Spring Term, January – April 2016**

**CRN: 23082 / 25932 / 30133**

Simulation Coordinator:

Name: Jamie Lowery, AS, EMT-P

Cell: (352) 348-0848

Fax: (407) 582-1984

Office: West Campus – Building 3, Rm. 245

Email: jlowery3@valenciacollege.edu

Office Hours: Posted during the first week of class.

 Student conferences are conducted by appointment.

Senior Instructional Lab Assistant:

Name: Tom Hickman, AS, EMT-P

Email: thickman@valenciacollege.edu

**LABORATORY SESSIONS (LOCATION AND TIMES):**

Location: Building 3, Room: 246, Sim 1, 2, 3 & 4

 Times: Monday 11:00 am – 5:00 pm

 Tuesday 1:00 pm – 7:00 pm

 Wednesday 9:00 am – 3:00 pm

 \*Times are by appointment only – per FISDAP

 \*Additional lab hours will be required for students identified as having difficulty with particular areas.

**INSTRUCTIONAL METHODOLOGY:**

1. Return demonstration utilizing psychomotor and cognitive skills
2. Didactic lectures utilizing PowerPoint and videos
3. Blackboard platform containing tutorial videos and discussion forums

**COURSE DESCRIPTION:**

 This course is designed to reinforce concepts and clinical skills learned at the EMT level and to integrate this knowledge with beginning advanced life support concepts and skills. The laboratory exercises include a review of EMT skills, patient assessments, airway management, venipuncture / intravenous therapy, and pharmacology administration skills and techniques. This program adheres to all current standards and regulations established by the U.S. Department of Transportation, the State of Florida, the Joint Review Committee for Accreditation of EMT-Paramedic Programs and is based upon module one, two, and three of the DOT National Standard Curriculum for Paramedic Program Guidelines.

**COREQUISITES:**

EMS 2603, EMS 2666 and EMS 1010. All courses must be completed with a C (80%) or better.

If a student is unsuccessful in any of the co-requisite components, he/she will be withdrawn from all advanced paramedic course.

**REQUIRED MATERIALS:**

Paramedic Care: Principles and Practice, Volumes 3 & 4, Bledsoe, Porter, and Shade, Brady 3rd

Edition.

 Basic Dysrhythmia Recognition/Management & 12-Lead Electrocardiogram, Ray Taylor, VCC

 Paramedic II Lab Manual, Brody, Valencia Community College, current edition

Handbook of Emergency Cardiovascular Care (ECC) for Healthcare Providers, American Heart Association,

current edition, available at <http://aha.channing-bete.com/> or <http://www.laerdal.com/document.asp?subnodeid=22022912>

Advanced Cardiac Life Support, American Heart Association, current edition, available at <http://aha.channing-bete.com/> or <http://www.laerdal.com/document.asp?subnodeid=22022912>

**REFUND OF FEES:**

 Students are eligible for a refund of fees if they withdraw by January 19, 2015. The following is a link to the college’s academic calendar: <http://valenciacollege.edu/businessoffice/important-deadlines.cfm>

**WITHDRAWAL DEADLINE:**

April 1, 2016 to receive a “W”

**PROGRAM GOALS:**

1. To provide students with the psychomotor and cognitive skills necessary to become competent entry-level paramedics.
2. To develop and foster behaviors attributes, and attitudes of a professional in the field of emergency care.

**OBJECTIVES:**

Psychomotor

1. Demonstrate the proper procedures to take for personal protection from disease.
2. Demonstrate the use of protective equipment appropriate to the environment and scene.
3. Use universal precautions and body substance isolation (BSI) procedures during medication administration.
4. Demonstrate clean technique during medication administration.
5. Demonstrate administration of oral medications.
6. Demonstrate administration of medications by the inhalation route.
7. Demonstrate administration of medications by the gastric tube.
8. Demonstrate rectal administration of medications.
9. Demonstrate preparation and administration of parenteral medications.
10. Perform body substance isolation (BSI) procedures during basic airway management, advanced airway management, and ventilation.
11. Perform pulse oximetry.
12. Perform end-tidal CO2 detection.
13. Perform manual airway maneuvers, including:
	1. Opening the mouth
	2. Head-tilt/chin-lift maneuver
	3. Jaw-thrust without head-tilt maneuver
	4. Modified jaw-thrust maneuver
14. Perform the Sellick maneuver (cricoid pressure).
15. Demonstrate suctioning the upper airway by selecting a suction device, catheter and technique.
16. Demonstrate insertion of a nasogastric tube.
17. Demonstrate insertion of an orogastric tube.
18. Demonstrate insertion of an oropharyngeal airway.
19. Demonstrate insertion of a nasopharyngeal airway.
20. Demonstrate ventilating a patient by the following techniques:
	1. Mouth-to-mask ventilation
	2. One person BVM
	3. Two person BVM
	4. Three person BVM
	5. Flow restricted, oxygen powered ventilation device
	6. Mouth-to-stoma
	7. Bag-valve-mask-to-stoma ventilation
21. Perform oxygen delivery from a cylinder and regulator with an oxygen delivery device.
22. Perform oxygen delivery with an oxygen humidifier.
23. Deliver supplemental oxygen to a breathing patient using the following devices: nasal cannula, simple facemask, partial rebreather mask, non-rebreather mask, and venturi mask.
24. Perform assessment to confirm correct placement of the endotracheal tube.
25. Intubate the trachea by the following methods:
	1. Orotraceheal intubation
	2. Nasotracheal intubation
	3. Multi-lumen airways
	4. Digital intubation
	5. Transillumination
	6. Open cricothyroidotomy
26. Adequately secure an endotracheal tube.
27. Perform endotracheal intubation in the adult patient.
28. Perform transtracheal catheter ventilation (needle cricothyrotomy).
29. Perform extubation.
30. Perform replacement of a tracheostomy tube through a stoma.
31. Demonstrate the examination of skin, hair and nails.
32. Demonstrate the examination of the head and neck.
33. Demonstrate the examination of the eyes.
34. Demonstrate the examination of the ears.
35. Demonstrate the assessment of visual acuity.
36. Demonstrate the examination of the nose.
37. Demonstrate the examination of the mouth and pharynx.
38. Demonstrate the examination of the neck.
39. Demonstrate the examination of the thorax and ventilation.
40. Demonstrate the examination of the posterior chest.
41. Demonstrate auscultation of the chest.
42. Demonstrate percussion of the chest.
43. Demonstrate the examination of the anterior chest.
44. Demonstrate special examination techniques related to the assessment of the chest.
45. Demonstrate the examination of the arterial pulse including location, rate, rhythm, and amplitude.
46. Demonstrate the assessment of jugular venous pressure and pulsations.
47. Demonstrate the examination of the heart and blood vessels.
48. Demonstrate special examination techniques of the cardiovascular examination.
49. Demonstrate the examination of the abdomen.
50. Demonstrate auscultation of the abdomen.
51. Demonstrate the external visual examination of the female genitalia.
52. Demonstrate the examination of the male genitalia.
53. Demonstrate the examination of the peripheral vascular system.
54. Demonstrate the examination of the musculoskeletal system.
55. Demonstrate the examination of the nervous system.
56. Observe various scenarios and identify potential hazards.
57. Demonstrate the scene-size-up.
58. Demonstrate the techniques for assessing mental status.
59. Demonstrate the techniques for assessing the airway.
60. Demonstrate the techniques for assessing if the patient is breathing.
61. Demonstrate the techniques for assessing if the patient has a pulse.
62. Demonstrate the techniques for assessing the patient for external bleeding.
63. Demonstrate the techniques for assessing the patient's skin color, temperature, and condition.
64. Demonstrate the ability to prioritize patients.
65. Using the techniques of examination, demonstrate the assessment of a medical patient.
66. Demonstrate the patient care skills that should be used to assist with a patient who is responsive with no known history.
67. Demonstrate the patient care skills that should be used to assist with a patient who is unresponsive or has an altered mental status.
68. Perform a rapid medical assessment.
69. Perform a focused history and physical exam of the medical patient.
70. Using the techniques of physical examination, demonstrate the assessment of a trauma patient.
71. Demonstrate the rapid trauma assessment used to assess a patient based on mechanism of injury.
72. Perform a focused history and physical exam on a non-critically injured patient.
73. Perform a focused history and physical exam on a patient with life-threatening injuries.
74. Perform a detailed physical examination.
75. Demonstrate the skills involved in performing the on-going assessment.
76. Demonstrate the ability to use the local dispatch communications system.
77. Demonstrate the ability to use a radio.
78. Demonstrate satisfactory performance of psychomotor skills of basic and advanced life support techniques according to the current American Heart Association Standards and Guidelines, including:
	1. Cardiopulmonary resuscitation
	2. Defibrillation
	3. Synchronized cardioversion
	4. Transcutaneous pacing
79. Complete a communication patch with medical direction and law enforcement used for termination of resuscitation efforts.
80. Perform an appropriate assessment of a patient with coma or altered mental status.
81. Perform a complete neurological examination as part of the comprehensive physical examination of a patient with coma or altered mental status.
82. Appropriately manage a patient with coma or altered mental status, including the administration of oxygen, oral glucose, 50% dextrose and narcotic reversal agents.
83. Demonstrate how to evaluate major peripheral arterial pulse.
84. Perform an appropriate assessment of a patient with syncope.
85. Appropriately manage a patient with syncope.
86. Perform an appropriate assessment of a patient with seizures.
87. Appropriately manage a patient with seizures, including the administration of diazepam or lorazepam.
88. Perform an appropriate assessment of a patient with stroke and intracranial hemorrhage or TIA.
89. Appropriately manage a patient with stroke and intracranial hemorrhage or TIA.
90. Demonstrate an appropriate assessment of a patient with a chief complaint of weakness.
91. Perform an assessment of the patient with hematologic disorder.
92. Perform an assessment of a patient with an infectious/ communicable disease.
93. Effectively and safely manage a patient with an infectious/ communicable disease, including airway and ventilation care, support of circulation, pharmacological intervention, transport considerations, psychological support/ communication strategies, and other considerations as mandated by local protocol.
94. Demonstrate safe techniques for managing and restraining a violent patient.
95. Demonstrate appropriate management of a cardiac arrest (adult) victim (medical and trauma).

**SPECIAL CONSIDERATIONS AND REGULATIONS:**

1. Disabled Students: In compliance with the Federal Americans with Disabilities Act, attempts will be made to accommodate students with disabilities. Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two-weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities.

2. Per Valencia Policy 4-07 (Academic Progress, Course Attendance and Grades, and Withdrawals), a student who withdraws from class before the established deadline for a particular term will receive a grade of “W.” A student is not permitted to withdraw after the withdrawal deadline. A faculty member will withdraw a student up to the beginning of the final exam period for violation of the class attendance policy. A student who is withdrawn by faculty for violation of the class attendance policy will receive a grade of “W.” Any student who withdraws or is withdrawn from a class during a third or subsequent attempt in the same course will be assigned a grade of “F.” For a complete policy and procedure overview on Valencia Policy 4-07 please go to: <http://valenciacc.edu/generalcounsel/policydetail.cfm?RecordID=75>

3. Readmission to the Paramedic Program: Any student who withdraws from, or fails, EMS 2604L and/or any co-requisite components will be required to complete a new application packet, and formally apply for readmission to the Paramedic Program. Students who withdraw from or fail paramedic courses are not granted automatic readmission to the program in subsequent semesters.

Major Topics/ Concepts/ Skills/ Issues

* Medical Assessment and Therapeutic Modality Skills
* Pharmacology Concepts & Techniques
* Basic and Advanced Airway Management Concepts
* Vascular Access and Medication Administration Skills

Major Learning Outcomes with Evidence, Core Competencies, and Indicators

|  |
| --- |
| Demonstrate the cognitive and psychomotor competencies per ACLS and DOT National Standard Curriculum for Paramedic Program Guidelines. |
| **Corresponding Evidence of Learning** |
| Student will be able to recognize, select and perform appropriate basic and advanced life support skills for the trauma patient  |
| **Core Competency: Think** |
|     **Indicators** |     **Assessments** |
| Analyze data, ideas, patterns, principles, perspectives Employ the facts, formulas, procedures of the discipline Integrate ideas and values from different disciplines Draw well-supported conclusions Revise conclusions consistent with new observations, interpretations, or reasons  | Classroom assessment technique Knowledge recall quiz Performance or Demonstration Simulation  |
| **Core Competency: Value** |
|     **Indicators** |     **Assessments** |
| Recognize values as expressed in attitudes, choices, and commitments Distinguish among personal, ethical, aesthetic, cultural, and scientific values Employ values and standards of judgment from different disciplines Articulate a considered and self-determined set of values  | Classroom assessment technique Knowledge recall quiz Performance or Demonstration Simulation  |
| **Core Competency: Communicate** |
|     **Indicators** |     **Assessments** |
| Identify your own strengths and need for improvement as a communicator Employ methods of communication appropriate to your audience and purpose Evaluate the effectiveness of your own and others' communication  | Classroom assessment technique Knowledge recall quiz Performance or Demonstration Simulation  |
| **Core Competency: Act** |
|     **Indicators** |     **Assessments** |
| Apply disciplinary knowledge, skills, and values to educational and career goals Implement effective problem-solving, decision-making, and goal-setting strategies Act effectively and appropriately in various personal and professional settings Assess the effectiveness of personal behavior and choices Respond appropriately to changing circumstances  | Classroom assessment technique Knowledge recall quiz Performance or Demonstration Simulation  |
| Demonstrate the skills necessary to treat and stabilize the trauma patient that exhibits life-threatening injuries immediately upon initial assessment. |
| **Corresponding Evidence of Learning** |
| Student will be able to Recognize, select and perform appropriate basic and advanced therapeutic interventions for the trauma patient. |
| **Core Competency: Think** |
|     **Indicators** |     **Assessments** |
| Analyze data, ideas, patterns, principles, perspectives Employ the facts, formulas, procedures of the discipline Integrate ideas and values from different disciplines Draw well-supported conclusions Revise conclusions consistent with new observations, interpretations, or reasons  | Classroom assessment technique Knowledge recall quiz Performance or Demonstration Simulation  |
| **Core Competency: Value** |
|     **Indicators** |     **Assessments** |
| Recognize values as expressed in attitudes, choices, and commitments Distinguish among personal, ethical, aesthetic, cultural, and scientific values Employ values and standards of judgment from different disciplines Evaluate your own and others values from individual, cultural, and global perspectives  | Classroom assessment technique Knowledge recall quiz Performance or Demonstration Simulation  |
| **Core Competency: Communicate** |
|     **Indicators** |     **Assessments** |
| Identify your own strengths and need for improvement as a communicator Employ methods of communication appropriate to your audience and purpose Evaluate the effectiveness of your own and others' communication  | Classroom assessment technique Knowledge recall quiz Performance or Demonstration Simulation  |
| **Core Competency: Act** |
|     **Indicators** |     **Assessments** |
| Apply disciplinary knowledge, skills, and values to educational and career goals Implement effective problem-solving, decision-making, and goal-setting strategies Act effectively and appropriately in various personal and professional settings Assess the effectiveness of personal behavior and choices Respond appropriately to changing circumstances  | Classroom assessment technique Knowledge recall quiz Performance or Demonstration Simulation  |
| Demonstrate the skills necessary to treat and stabilize traumatic injuries |
| **Corresponding Evidence of Learning** |
| Student will be able to recognize, select and perform basic and advanced therapeutic interventions for the trauma patient  |
| **Core Competency: Think** |
|     **Indicators** |     **Assessments** |
| Analyze data, ideas, patterns, principles, perspectives Employ the facts, formulas, procedures of the discipline Integrate ideas and values from different disciplines Draw well-supported conclusions Revise conclusions consistent with new observations, interpretations, or reasons  | Classroom assessment technique Knowledge recall quiz Performance or Demonstration Simulation  |
| **Core Competency: Value** |
|     **Indicators** |     **Assessments** |
| Recognize values as expressed in attitudes, choices, and commitments Distinguish among personal, ethical, aesthetic, cultural, and scientific values Employ values and standards of judgment from different disciplines Evaluate your own and others values from individual, cultural, and global perspectives  | Classroom assessment technique Knowledge recall quiz Performance or Demonstration Simulation  |
| **Core Competency: Communicate** |
|     **Indicators** |     **Assessments** |
| Demonstration of effective communication as evidenced by closed-ended questionsClosed loop communicationsOpen-ended questions used during simulations | Classroom assessment technique Knowledge recall quiz Performance or Demonstration Simulation  |
| **Core Competency: Act** |
|     **Indicators** |     **Assessments** |
| Apply disciplinary knowledge, skills, and values to educational and career goals Implement effective problem-solving, decision-making, and goal-setting strategies Act effectively and appropriately in various personal and professional settings Assess the effectiveness of personal behavior and choices Respond appropriately to changing circumstances  | Classroom assessment technique Knowledge recall quiz Performance or Demonstration Simulation  |

Shared Assessment(s) in this Course

* Discussion questions
* Quizzes
* Simulations
* Performance evaluations
* Final examination

**LABORATORY POLICIES**

**ACADEMIC**

1. The student is responsible for all materials covered during the skills laboratory, for assigned reading, completion of entries in FISDAP, required BlackBoard content/quizzes as indicated in the syllabus.
2. It is the responsibility of each student to spend sufficient time in the skills laboratory to complete his or her skills. Competency must be demonstrated in the performance of skills before being able to perform the skills in the clinical arena.
3. There are no make-ups on quizzes. Students are required to arrive on time to start the quiz. If student arrives after the quiz has started, they will not be granted any additional time.
4. Discussion topics are counted as a participation points. In addition to quizzes and scenario evaluation/testing, unannounced quizzes or scenario evaluation/testing will be administered at the discretion of the faculty.
5. Reference materials are not permitted during any scenario testing (includes final simulation examination).
6. Instructors will sign skill evaluation forms as appropriate following evaluations. If a student does not have all skills performed or observed during the simulation(s) properly entered in FISDAP, the student’s grade will be impacted based on the grading criteria.
7. FISDAP reports are due as indicated in syllabus.
8. During the semester if a student’s grade falls below a “C”, the student will be notified per College Policy. The Simulation Laboratory Coordinator or his designee will conduct a meeting as soon as the student is identified with a grade below a “C”. The decision to continue or withdraw is at the discretion of the student unless other criteria supersede that decision.

**ATTENDANCE**

1. Attendance at each scheduled skills laboratory appointment is required.
2. Students must attend the minimum scheduled laboratory hours (6 hours) per week.
3. Students will only enter the simulation rooms at their appointment time, unless permission is granted from a faculty member. Students are however encouraged to attend extra lab sessions (as available).
4. If a student signs up for lab multiple times in FISDAP, the student is required to attend the first (1st) session that he/she signed up to attend. Instructors have the discretion to removed duplicate entries (2nd entry). Students that fail to attend first (1st) scheduled appointment will be recorded as absent.
5. Subsequent attendance will only be considered for makeup of missed skills demonstration (not testing) and must be done the same week the absence occurs.
6. Students are responsible for registering for their simulation laboratory hours on FISDAP, and if necessary must cancel appointments no later than the day prior to the scheduled lab.
7. Same day FISDAP changes are required to be done via email or text request to the Simulation Lab Coordinator unless directed otherwise.
8. Students are considered LATE if arrival is more than fifteen (15) minutes after the scheduled start time. Three (3) occurrences of being late equate one (1) absence.
9. Four (4) absences during the semester will result in withdrawal from the laboratory and the student will receive a WF as a grade. Students who leave the lab before the day/evening’s completion without instructor permission will be considered absent.
10. Any reference to a due date in the syllabus means the beginning of the lab session you’re registered to attend unless otherwise specified or granted.

**DISCIPLINE**

1. The computers in the Simulation Laboratory are to be used to complete any related assignments, Virtual IV skills, BlackBoard content and FISDAP. Any violation of Valencia College’s Internet Policy will be grounds for dismissal from the Paramedic Program.
2. Respect other students at all times. The Simulation Laboratory is monitored with various cameras used primarily for simulation, however are available for monitoring the security of the college’s various equipment that are available to students.
3. No student shall deface any of the simulation equipment, remove any items (unless approved) from the laboratory or position any of the manikins in a manner that is not appropriate for instruction.
4. Skills laboratory disruptions will not be tolerated. Student(s) will be dismissed from the remainder of the skills laboratory exercises if they have been determined to be disruptive. The student will be marked absent.
5. During breaks, students will either stay in the skills laboratory or leave the building.
6. Students are required to follow Valencia College’s “Student Code of Conduct” Policy (6HX28 8-03).
7. An objective or subjective opinion by a Valencia College instructor that a student is under the influence of alcohol or drugs is grounds for immediate withdrawal.

**DRESS CODE**

1. The purpose of the Simulation Laboratory dress code is to ensure, standard professional appearance that is consistent with good discipline and reflective of the expectation of proper dress as a Valencia College student.
2. Clinical attire must be worn during all skills laboratory sessions. A plain white polo shirt or department collared uniform shirt (polo) may be substituted for the Valencia Polo shirt. A nametag must be also worn (i.e. hospital name tag, department issued or Valencia issued). No department t-shirts will be accepted as class attire.
3. No sandals, open-toe shoe or flip-flops will be permitted in the laboratory; only BLACK shoes (non-permeable) that are worn on clinicals will be permitted. Students are required to bring their own stethoscope, eye protection, watch, and appropriate PPE (gloves are provided by the college) to every lab session. If the student is not prepared per these guidelines, they will be dismissed from the lab session and subsequently marked absent.
4. Shirts (uniforms) will be tucked in, boot/shoes properly zipped up/buckled/laced and only “department” issued baseball style caps will be permitted. **Hats are not permitted in the simulation rooms.**

**GENERAL INFORMATION**

1. The attached agenda is subject to change with appropriate notice provided by the Simulation Faculty members.
2. The skills laboratory manual will be retained by the student and turned in on the last day of the semester. A faculty member will sign skill summary/evaluation sheets.
3. Students must bring laboratory manual and any other applicable educational materials to each session. If the student fails to bring appropriate course materials to the simulation laboratory, the student will be asked to leave and return to a later simulation session. The student will be marked absent.
4. Each week students are required to enter all skills performed in lab in FISDAP.
5. The use of recording devices and cameras encouraged and acceptable, however, such use must be communicated to the Simulation Faculty prior use.
6. Students will not be permitted to take pictures or videos that are not in good taste.
7. Photos or videos taken during the simulation sessions can only be posted on social media sites upon the approval of Simulation Faculty. Any student found to have postings (photos, videos or otherwise) that display Valencia College in a negative light will be referred to the Program Director.
8. Students are required to check out assigned equipment prior to the start of the lab session (defibrillators, airway/trauma bags, drug boxes, radios, etc.). Any damage to equipment must be reported to a faculty member.

**GRADE DISPUTE**

* 1. Refer to College Policy Volume 8; Policy 6Hx28:8-10

**GRADING SCALE: A** = 94–100%, **B** = 86-93%, **C** = 80–85%, **F** = below 80%

**BASIS FOR GRADING SYSTEM FOR PARAMEDIC LABORATORY (2604L)**

***SPRING SEMESTER : JANUARY – APRIL 2016***

***CRNs: 23082, 25932, 30133***

**SECTION A – 10% (all or none based on criteria below)**

* Participation in Simulations
* Blackboard videos (must watch all to get credit)
* FISDAP entries (must enter all skills done to get credit)
* Review DVR recordings (1 hour per week to get credit)
* Discussion topics and/or SCRs (Simulation Care Reports) – all must be completed to get credit

**SECTION B - 60%**

* 1st “no pass” quiz OR scenario/skills testing OR absence = minus 0% (from 60%)
* 2nd “no pass” quiz OR scenario/skills testing OR absence = minus 10% (from 60%)
* 3rd “no pass” quiz OR scenario/skills testing OR absence = minus 20% (from 60%)

**SECTION C - 30%**

* All students have 2 attempts to successfully pass the final practical testing/scenario.
* **The Practical Scenario(s)** serve as the skills laboratory final.
* Reference materials are not allowed. Dosage calculations will be done without writing the information down.
* 1st attempt “pass” = + 30% (1st “no pass” = retake allowed with penalty (minus 10%)
* 2nd attempt “pass” = + 20%
* 2nd “no pass” = no credit earned
* Failure to successfully complete any component of the final practical testing/scenario = **F**
* Attendance/participation in the final exam is mandatory or student receives an “F” per college policy.

**SECTION D – 10%**

1. Attendance to two (2) extra labs or other assignment as required by Instructor can be used as “extra credit”.

**FINAL PRACTICAL SIMULATION DETAILS**

* All students must successfully demonstrate competency as a team leader in a simulated case
* Failure to pass the final will result in an F for the class. Students will not to continue to the next phase of the Paramedic program.
* Students who do not attend the final exam will receive a F in the course.
* Unsuccessful students (1st attempt) will be re-evaluated by a 2nd (alternate) instructor if available, in addition to an observer (Program Director or designee).
* If unsuccessful on a 2nd attempt, the video will be reviewed with the student and faculty involved and/or Program Director and if deemed appropriate the Medical Director or his designee. The student is required to participate in the video review. The purpose of this review is to concretely establish \*critical criteria that have been missed by the 2nd instructor. The Program Director has the final say regarding the student’s performance.

**I hereby affirm that I have received a copy of the above grading policy. The grading policy was explained to me satisfactorily.**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**COURSE EVALUATION:**

* At the conclusion of each semester, you will be required to complete a course evaluation for the laboratory classes and the online component of this laboratory
* To evaluate your online course, please follow these simple steps:
	+ Step 1: log in to Atlas and click on the “My Courses tab”
	+ Step 2: under the “Assessment of Online Instruction” section, click the Assessment Survey link
	+ You will see a list of all the current Alternative Delivery courses you are enrolled in
	+ Step 3: select the course you are evaluating, and click “Evaluate Course”
	+ The courses are listed by Course Title, then by Term. All of your current courses will be listed.
	+ To evaluate the course, simply click appropriate “Evaluate Course” button
	+ Complete the evaluation and click the “Submit Responses” button

**ACADEMIC HONESTY:**

Each student is expected to be in compliance with the college catalog and student handbook. Any student caught violating these policies will receive a zero and will be subject to withdrawal from the program. Any student cheating or removing a practical examination sheet will receive a zero on the exam. The skills laboratory professor at his/her discretion can withdraw a student from the program.

**DISCLAIMER:**

Changes in the syllabus and/or schedule can be made at any time during the semester by announcement of the professor. A revised syllabus can be issued at the discretion of the professor instructor.

PARAMEDIC II - SKILLS LABORATORY AGENDA

|  |  |  |  |
| --- | --- | --- | --- |
| DATE | LAB | TOPIC | REFERENCE |
| 1/11- 13 | 1 | Semester OverviewObjectives & Syllabus | Accessing Blackboard | Equipment check-out | FISDAP entries | DVR requirement | Treatment Guidelines | Sim Care Worksheet Introduction to ACLSACLS - Course organization/overview | ACLS Science OverviewAHA drug classifications, causes of arrest/near arrest | (Hs & Ts)Instructor-led demonstration BLS Survey (CABD) | ACLS Survey (ABCD) Team Leader Performance Simulation “PIT” crew concept review | SIM GUIDELINESUse to prepare for the next week’s contentBLACKBOARD\*Cardiac Mgmt. Skills\*Start working on Week 4 Discussion \*ACLS VideosMegaCode & Team Resuscitation ConceptCPR & AED skills**\*Online DVR**Review Scenarios  |
| 1/25-27  | 2 | SESSION 1Sim. 1 – (Part I) Indications | Dosages | Concentration | Volume calculations (30 min)Albuterol | Atrovent | Epinephrine 1:1000 | Lasix | Bumex | Magnesium Sulfate | Reference: Simulation Treatment Guidelines – Allergic Reaction | DyspneaSkill review: CPAP procedures/indications (need manikin in classroom)Sim. 2 – (Part II) Indications | Dosages | Concentration | Volumes (30 min)Morphine | Nitroglycerine | Xopenex | Solumedrol | Narcan | Epinephrine | BenadrylReference: Simulation Treatment Guidelines – Dypsnea | Drowning | Respiratory Failure | Foreign Body Obstruction | Narcotic OverdoseSESSION 2Sim. 2 – Hands On (30 min) Ampules | Vials | Bristojets | IV & IV bolus via Gaumard \*initiate IV on manikinSim. 3 – Hands On (30 min)Packaging and medication administration techniques (table top demo/practice)Ampules | Vials | Bristojets | IV & IV bolus via SimMan \*initiate IV on manikinSESSION 3Sim. 2 – Scenarios (60 minutes) | 8 minute scenarios | 7 minute debriefMild Reaction | Moderate Reaction | Severe Reaction | Cardiac Arrest ImminentSim. 3 – Scenarios (60 minutes) | 8 minute scenarios | 7 minute debrief Acute Bronchospasm | Status Asthmaticus | COPD | Emphysema | Pneumonia | Bronchitis | ARDS | Upper Respiratory Infection | Lung CA | Acute Pulmonary Edema | Drowning | FBAO | Narcotic OD | FBAO  | SIM GUIDELINESRespiratory FailureAdult DyspneaBLACKBOARD\*Medication Admin. \*Cardiac Management Skills \*Start working on Discussion Week 4 Discussion \*Reference Materials Drug Supplement LP 15 User ManualECC Handbook\*ACLS VideosManaging Respiratory ArrestAll Airway videosFISDAPEnter Skills |
| 2/1-3  | 3 | **SESSION 1**Main Classroom - Quiz #1 (30 min)Week 1 and 2 content and all medications (fill in the blank)Sim 3 - Electrical Therapy (30 min)LP15 review | 6 & 12 lead EKGs | Defibrillation | Quick Look | Pacing (TCP) | CardiovertSkills Review – Intranasal medication administration**SESSION 2**Sim. 1 – (Part I) Indications | Dosages | Concentration | Volume calculations (30 min)D50 | Glucagon | Haldol | Valium | Versed | Geodon | Ativan | DiastatReference: Simulation Treatment Guidelines – AMS | Seizures | Behavioral Sim. 2 – (Part II) Indications | Dosages | Concentration | Volumes (30 min)Morphine | Fentanyl | Nubain | Phenergan | Thiamine | Zofran | Demerol | Dilaudid | Nitrous OxideReference: Simulation Treatment Guidelines - Abdominal Pain | GI BleedSESSION 3Sim. 2 – Scenarios (60 min) | 8 minute scenarios | 7 minute debriefBehavioral | Seizures | Metabolic EmergenciesSim. 3 – Scenarios (60 min) | 8 minute scenarios | 7 minute debriefKidney Stone | Urology | Gastroenterology | Hypoglycemia  | PHARMACOLOGYReview dosages, calculations and classificationsBLACKBOARD\*Cardiac Mgmt. Skills \*ACLS videos – BLS & Airway management**\*Online DVR**Discussion due Week 4 FISDAPEnter Skills |
| 2/8-10 | 4 | Testing (Part A) – Drug box challenge Reference: Simulation Treatment Guidelines / Medication Reference packetSkills Testing (Part B) - Defibrillation | Cardioversion | Pacing |12 lead | 6 leadReference: Skills Sheets | **\*Online DVR**Discussion topic due on Blackboard\*Start working on Week 6 Discussion  |
| 2/15-17 | 5 | SESSION 1Sim. 1 – Hands On | Medications | Procedures (30 min) Atropine | Dopamine | Epinephrine infusion | Glucagon (OD dosing) | Pacing Sim. 3 – Hands On | Medications | Procedures (30 min) Adenosine | Amiodarone | Cardizem | ProcainamideSESSION 2Sim. 1 – Rhythm Recognition (45 min) NSR (include PACs), SB, Sinus Arrest, Sinus PauseSim. 3 – Rhythm Recognition (45 min) Sinus Tachycardia, SVT, Atrial Fibrillation, Atrial Flutter**SESSION 3**Sim. 3 – Hands On Scenarios | Stable then Unstable HRs >150 | (30 min) Adenosine | Amiodarone | Cardizem | Valium | Versed | Geodon | Ativan | Cardioversion Reference: Simulation Treatment Guidelines – Cardiac Arrhythmias | ECC handbookSim. 1 – Hands On Scenarios | Stable then Unstable HRs < 50 | (30 min) Atropine | Dopamine | Epinephrine infusion | Glucagon (OD dosing) | Pacing Reference: Simulation Treatment Guidelines – Cardiac Arrhythmias (Bradycardia) | ECC | BLACKBOARD\*Medication Admin Reference materials ECG Interpretation**\*Online DVR**Discussion due Week 6 FISDAPEnter Skills |
| 2/22-24  | 6 | **SESSION 1**Main Classroom - Quiz #2 (30 min)SESSION 2Sim. 1 – Rhythm Recognition (45 min) NSR (include PACs), SB, Sinus Arrest, Sinus Pause\*ECG challenge – no gradeSim. 3 – Rhythm Recognition (45 min) Sinus Tachycardia, SVT, Atrial Fibrillation, Atrial Flutter\*ECG challenge – no grade**SESSION 3**Sim. 3 – Scenarios (60 min) | 8 minute scenarios | 7 minute debrief Stable then Unstable HRs >150 Adenosine | Amiodarone | Cardizem | Valium | Versed | Geodon | Ativan | Cardioversion Reference: Simulation Treatment Guidelines – Cardiac Arrhythmias (SVT) | ECC bookSim. 1 – Scenarios (60 min) | 8 minute scenarios | 7 minute debrief Stable then Unstable HRs below 50 Atropine | Dopamine | Epinephrine infusion | Glucagon (OD dosing) | Pacing Reference: Simulation Treatment Guidelines – Cardiac Arrhythmias (Bradycardia) | ECC | PHARMACOLOGYReview dosages, calculations and classificationsBLACKBOARD\*ACLS Videos – Airway ConfirmationMegaCode & Team Resuscitation Concept**\*Online DVR**Discussion topic due on BlackboardFISDAPEnter Skills\*Reference materials & ECG Interpretation\*Airway Management and Ventilation Skills\*Start working on Week 8 Discussion  |
| 2/29 – 3/2 | 7 | **SESSION 1**Sim 2 – MID TERM Quiz 3 - ECG Challenge (30 min)NSR | Sinus Brady | Sinus Arrest | Sinus Pause | Atrial Fib | Atrial Flutter | SVT | Sinus with PACSim 3 – MID TERM Quiz 3 (Drug Challenge) (30 min)Adenosine | Amiodarone | Cardizem | Valium | Versed | Geodon | Ativan | Atropine | Dopamine | Epinephrine infusion | Glucagon (OD dosing) | Adenosine | Amiodarone | Cardizem | Procainamide | Morphine | Fentanyl | Nubain | Phenergan | Thiamine | Zofran | Demerol | Dilaudid | Nitros Oxide |D50 | Glucagon (Diabetic) | Haldol | Valium | DiastatReference: Simulation Treatment Guidelines / Medication Reference packet**SESSION 2**Sim. 1 – Rhythm Recognition (45 min) Junctional rhythms, AV Blocks (1st, 2nd & 3rd degrees) **Modalities –** Junctional rhythms, AV Blocks (1st, 2nd & 3rd degrees) Atropine | Dopamine | Epinephrine infusion | Glucagon (OD dosing) | Pacing Reference: Simulation Treatment Guidelines – Cardiac Arrhythmias (Bradycardia) | ECCSim. 3 – Rhythm Recognition (45 min) VT | VF**Modalities -** Epinephrine 1:10,000 **|** Vasopressin **|** Amiodarone **|** Lidocaine **|** Procainamide **|** Magnesium Sulfate | DefibrillationReference: Simulation Treatment Guidelines – Cardiac Arrest General Approach | Cardiac Arrest Management VF | ECC Handbook | Sim “PIT” Crew | **FISDAP**Due (mid-term)BLACKBOARD\*Cardiac Mgmt. Skills **\*Online DVR**Discussion topic due week 8PHARMACOLOGYReview dosages, calculations and classifications |
| 3/14-16  | 8 | **SESSION 1**Sim. 1 – Rhythm Recognition (45 min) Junctional rhythms, AV Blocks (1st, 2nd & 3rd degree) **Modalities –** Junctional rhythms, AV Blocks (1st, 2nd & 3rd degree) Atropine | Dopamine | Epinephrine infusion | Glucagon (OD dosing) | Pacing Reference: Simulation Treatment Guidelines – Cardiac Arrhythmias (Bradycardia) | ECCSim. 3 – Rhythm Recognition (45 min) VT | VF**Modalities -** Epinephrine 1:10,000 **|** Vasopressin **|** Amiodarone **|** Lidocaine **|** Procainamide **|** Magnesium Sulfate | DefibrillationReference: Simulation Treatment Guidelines – Cardiac Arrest General Approach | Cardiac Arrest Management VF | ECC Handbook**SESSION 2**Sim. 1 – Scenarios (60 min) | 8 minute scenarios | 7 minute debrief Junctional rhythms, AV Blocks (1st, 2nd & 3rd degree) **Modalities –** Junctional rhythms, AV Blocks (1st, 2nd & 3rd degree) Atropine | Dopamine | Epinephrine infusion | Glucagon (OD dosing) | Pacing Reference: Simulation Treatment Guidelines – Cardiac Arrhythmias (Bradycardia) | ECCSim. 3 – Scenarios (60 min) | 8 minute scenarios | 7 minute debrief VT | VF**Modalities -** Epinephrine 1:10,000 **|** Vasopressin **|** Amiodarone **|** Lidocaine **|** Procainamide **|** Magnesium Sulfate | DefibrillationReference: Simulation Treatment Guidelines – Cardiac Arrest General Approach | Cardiac Arrest Management VF | ECC Handbook | Sim “PIT” Crew | BLACKBOARD\*ACLS Videos Megacode & Team Resuscitation ConceptABCD Survey\*Cardiac Mgmt. Skills \*Reference materials & ECG Interpretation**\*Online DVR**Discussion topic due on BlackboardFISDAPEnter SkillsACLS Pre-test due Week 9 *Must score 90%*  |
| 3/21-23  | 9 | **SESSION 1****Quiz 4** - ACLS Pre-test 90% minimum score **Code Organization –** Sim “Pit” Crew Approach |**SESSION 2**Sim. 2 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief Sinus Bradycardia, Junctional rhythms, AV Blocks (1st, 2nd & 3rd degree), AsystoleSim. 3 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief VF, Pulseless VT, SVT, Atrial Fibrillation, Atrial Flutter**SESSION 2**Sim. 1 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief Resp. Arrest (narcotic ODs, FBAO, CVA), Mild Allergic Reaction | Moderate Allergic Reaction | Severe Allergic Reaction | Cardiac Arrest ImminentSim. 3 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief Acute Bronchospasm | Status Asthmaticus | COPD | Emphysema | Pneumonia | Bronchitis | ARDS | Upper Respiratory Infection | Lung CA | Acute Pulmonary Edema | Drowning | FBAO | Narcotic OD | FBAO  | BLACKBOARD\*ACLS VideoAcute Ischemic Stroke Acute Coronary Syndrome**\*Online DVR**Discussion topic due week 10 |
| 3/28-30  | 10 | **SESSION 1****Quiz 5** **SESSION 2**Sim. 3 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief Putting It All Together (Pit Crew Simulation)VF | Pulseless VT | Asystole | PEA | BradycardiaSim. 1 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief Putting It All Together (Pit Crew Simulation)VF | Pulseless VT | Asystole | PEA | Bradycardia**SESSION 3**Sim. 1 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief Pit Crew Simulation - “in transition from Sim Room to SimbulanceVF/Pulseless VT | Asystole | PEA | BradycardiaOutside lab - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief Pit Crew Simulation - “in transition from Sim Room to SimbulanceVF/Pulseless VT | Asystole | PEA | Bradycardia | **\*Online DVR**Discussion topic due on Blackboard**\*Online DVR**Review any needed video clips in preparation for the final exam |
| 4/4-6  | 11 | **SESSION 1**Sim. 3 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief Acute Ischemic Chest Pain | Congestive Heart FailureMorphine | Aspirin | Lasix | Bumex | Nitroglycerine | CPAP | 12 Lead Reference: **Simulation Treatment Guidelines** – Chest Pain | DyspneaSim. 1 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief VF | Pulseless VT | SVT | Asystole | PEA | Bradycardia | Post Resuscitation (Dopamine| Epi | Lido | Amiodarone)**SESSION 2**Sim. 2 (Gaumard) to Ambulance SimulatorVF/Pulseless VT | Asystole | PEA | BradycardiaSim. 3 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief SVT | VF/Pulseless VT | Brady | Post Resuscitation (Dopamine | Epi | Lido | Amiodarone) | **FISDAP**Due week #13 |
| 4/11-13  | 12 | **SESSION 1****Quiz 6** **SESSION 2**Sim. 3 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief SVT | VF/Pulseless VT | Bradycardia > Post Resuscitation (Dopamine | Epi | Lido | Amiodarone)Sim. 1 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief **Lesson 31: Scenarios** - Toxicology, Anaphylaxis, Allergic reactions, Dystonic reactions, Environmental emergencies (CO Inhalation, Chloramine) Benadryl | Epinephrine IM | Glucagon | Pepcid | Solumedrol |Tagamet | Sodium Bicarb **SESSION 3**Sim. 2 (Gaumard) to Ambulance SimulatorVF/Pulseless VT | Asystole | PEA | Bradycardia **|** Post Resuscitation (Dopamine | Epi | Lido | Amiodarone)Sim. 3 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief Bradycardia | Asystole | Bradycardia | Post Resuscitation (Dopamine, Epi Drip, Lido Drip, Amiodarone Drip) | **FISDAP**Final printed skills report due week #13**\*Online DVR****Review any needed video clips in preparation for the final exam** |
| 4/18-20  | 13 | Sim. 2 (Gaumard) to Ambulance SimulatorVF/Pulseless VT | Asystole | PEA | BradycardiaSim. 3 - Scenarios (60 min) | 8 minute scenarios | 7 minute debrief SVT | VF/Pulseless VT | Brady | Post Resuscitation (Dopamine | Epi | Lido | Amiodarone) | **FISDAP**Final printed skills report due week #13 |
| 4/25 or4/26  | 14 | **Final Written and Practical Exams**Course Evaluations & lab manual sign-offs |  |