

**PARAMEDIC
PROGRAM**

CLINICAL and FIELD

REFERENCE MANUAL



TO: Clinical and Field Site personnel

FROM: Delaware County Community College Paramedic Program

Thank you for welcoming our paramedic students to your site. We appreciate your dedication and commitment to the educational needs of our future paramedics.

The following pages will give you some insight as to what the DCCC paramedic program entails and the professional standards that we expect our students to uphold. Also included are course descriptions and outcome expectations, attendance requirements, learning and skills goals as well as the program schedule.

In addition, it is our expectation that our students come to you prepared to practice what they have learned, and to learn from each and every practitioner they come in contact with during their clinical and field rotations.

Included on page one is contact information, in order of priority, should you need to reach a program administrator about one of our students. Feel free to contact us at any time.

In the event that a student is injured or exposed to blood, other body fluid, or a communicable disease while at your site, the student should be instructed to follow the protocols of the clinical or field site. Each student is required to maintain their own personal medical insurance throughout the program which they must use in the event of an injury or exposure. Our students are not covered under Workman's Compensation Insurance. If your facility requires that an incident report be completed, please send a copy to TCAPUZZI@DCCC.EDU. Otherwise, a short email regarding the incident would be greatly appreciated.

Thank you again for allowing our students at your site!

Elaine Karr Remington
Director of Emergency Services Education

Timothy Capuzzi
Paramedic Education Coordinator

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PARAMEDIC PROGRAM STAFF CONTACT INFORMATION

The following list of contacts should be used in the event that a clinical or field site needs to reach an administrator of the Paramedic program.

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DELAWARE COUNTY COMMUNITY COLLEGE

Mission Statement

The **mission** of Delaware County Community College is to facilitate learning by providing quality educational programs and services that are student-focused, accessible, comprehensive and flexible to meet the educational needs of the diverse communities it serves. In doing so, the College will enable its students to develop themselves to the limit of their desires and capabilities and to be successful.

Our vision

Delaware County Community College focuses on student success by delivering quality, affordable and responsive educational opportunities in a technologically rich and supportive learning environment. Our goal is to be respected as innovators and partners in meeting the education and training needs of our diverse communities and in developing our students' potential to compete and contribute in a regional workforce and a global society.

Our principles and culture

Through your experience at Delaware County Community College, you will find that the College's programs and courses are based on principles of scholarship, social and ethical values, and lifelong learning. With integrity and respect, the College offers our students, faculty and staff a commitment to academic excellence and diversity that improves our entire community.

Delaware County Community College is the center of educational opportunity in Delaware and Chester counties. We welcome and serve all who seek academic achievement, career advancement or personal fulfillment. The quality, range and accessibility of our programs and services reflect and respond to the goals of today's students, the demands of a changing workforce and the needs of our dynamic community.

Our standard of student success

Student success is the alignment of College-wide policies, programs, activities, philosophies and resources designed for pursuit and completion of students' educational objectives, with special emphasis on traditionally

STATEMENT OF POLICIES & PROCEDURES

Each student is responsible to adhere to all policies and procedures of the Delaware County Community College as well as the policies and procedure of any and all clinical/field rotation sites. A student should refer to the Delaware County Community College Student Handbook for items not specifically addressed within this student handbook. Students must maintain a current DCCC student ID badge.

DIVERSITY STATEMENT

Delaware County Community College recognizes that diversity enriches life, creates energy and makes us aware that we share a common humanity. We are committed to fostering a climate that promotes understanding, appreciation and respect for the rights of all people. Our mission only succeeds to the extent that all members of our community are welcomed and empowered to achieve their personal, educational and career goals.

Students are expected to show appreciation for the diversity of backgrounds and skills of their classmates. Violations of equal educational opportunities should be reported according to

procedures given in the DCCC Student Handbook. General complaint and sexual harassment complaint procedures are detailed in the DCCC Student Handbook.

CONFIDENTIALITY

All students are advised that the Health Insurance Portability and Accountability Act of 1996, as amended (“HIPAA”), prohibits the use or disclosure of Protected Health Information (“PHI”) except as provided by the Act. The College’s Affiliation Agreements with health care providers requires compliance with all applicable laws, rules and regulations, including the HIPAA final Privacy Regulations. All students are required to report any non-permitted use or disclosure of PHI.

Students must read the Patient/Resident Confidentiality/Privacy Policy in appendix A and sign the form in appendix L to confirm acceptance and understanding of the program policies.

PROGRAM PHILOSOPHY & GOAL

Delaware County Community College strongly supports the concept that Basic Life Support and Advanced Life Support skill training and Emergency Medical Services (EMS) education are the backbone of quality patient care in today’s EMS System.

We believe that paramedic entry level education is important to ensure that adequate resources are available to meet the need for safe and efficient delivery of pre-hospital advanced life support, out of hospital medical care and medical transportation that is provided to our communities.

This educational experience is designed to provide the paramedic student with the knowledge and skills necessary to meet the demands placed upon them as an entry-level Paramedic.

Delaware County Community College offers two options to students interested in attaining their paramedic certification. Students may choose from:

- Associate in Applied Science, Paramedic – Advanced Life Support degree (EMTP) OR
- Paramedic, Certificate of Proficiency (MEDX) program for students who are current Emergency Medical Technicians who have experience in the field.

ACCREDITATION

The Delaware County Community College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Contact information for CAAHEP is:
Commission on Accreditation of Allied Health Education Programs
25400 U.S. Highway 19 North, Suite 158
Clearwater, FL 33763
www.caahep.org

Contact information for CoAEMSP is:

POLICY FOR CLINICAL AND FIELD ROTATIONS

The completed physical exam paperwork must be submitted prior to the start of the semester in order for the student to participate in clinical and field internships. In addition, the functional job description of the ALS provider that is included in appendix C must be understood. The student must sign the form in appendix L to confirm acceptance and understanding of both policies.

- A student will not be permitted to engage in clinical sessions or field internships until these requirements have been satisfactorily completed.
- The student is also required to submit a Pennsylvania State Police criminal history background check, an FBI background check, and a Pennsylvania Department of Public Welfare for child/elder abuse clearances. In addition, if the student is not a resident of Pennsylvania, the student must submit a criminal background check from their state of residence.
- Students must be able to safely endure the physical and emotional stressors of the profession (i.e.: lifting, carrying, climbing stairs and/or ladders, and have adequately corrected vision and augmented hearing).
- Students must follow all policies and procedures of the clinical/field sites while engaged in such activities at these sites.

SCOPE OF PRACTICE - PARAMEDIC SKILLS

A paramedic student may, during the didactic, laboratory, and clinical portions of the paramedic program, perform any skill or procedure, or administer any medication within the scope of practice for a paramedic provided that:

- 1) the student has been trained and educated to perform the skill or procedure or administer the medication.
- 2) the student has been granted privileges to perform the skill by the Paramedic Education Coordinator, the Director of Emergency Services Education and/or the Paramedic program Medical Director.
- 3) the student has written permission by the Paramedic Course Coordinator, the Director of Emergency Services Education and/or medical director of the paramedic course to perform the skill or procedure.
- 4) is under the direct supervision of a program approved clinical and/or field physician, paramedic preceptor or registered nurse. Students must be supervised at all times while performing ALS skills.

Any student performing ALS skills as outlined above, without a program approved preceptor, physician or nurse will be considered acting outside their scope of practice, which will result in DCCC disciplinary action for the student up to and including dismissal from the program.

No paramedic student shall perform any act or procedure which exceeds the scope of practice of a paramedic as specified in the PA rules and regulations.

It is the legal duty of an emergency medical technician, or paramedic student to refuse to perform any act or procedure which is beyond his or her scope of practice regardless of whether that act or procedure is ordered by a physician, physician assistant, medical director, advanced practice registered nurse, registered nurse, paramedic preceptor or supervisor.

PROGRAM OUTCOMES

- Demonstrate communication skills.
- Record documentation accurately.
- Perform pharmacology mathematical skills.
- Demonstrate the ability to comprehend, apply, and evaluate clinical information.
- Demonstrate technical proficiency in all skills necessary to fulfill the role of a paramedic.
- Demonstrate personal behaviors consistent with professional and employer expectations.
- Demonstrate proficiency in EKG interpretation, medication administration, intubation procedures and intravenous initiation.
- Demonstrate entry level competencies in all clinical situations.
- Discuss and demonstrate the ability to differentiate the severity of illness.

PROGRAM OBJECTIVES

Program Cognitive Objective:

At the completion of the program, the graduate of the Paramedic Program will demonstrate the ability to evaluate, comprehend and apply the clinical information relative to the role as an entry level paramedic.

Program Psychomotor Objective:

At the completion of the program, the student will demonstrate technical proficiency in all skills necessary to fulfill the role of entry level paramedic.

Program Affective Objective:

At the completion of the program, the student will demonstrate personal behaviors consistent with professional and employer expectations for the entry level paramedic.

PROGRAM SCHEDULE

The paramedic program core courses consist of four semesters of instruction that include: didactic instruction, skills laboratory, clinical education, and field internship. The didactic instruction, skills laboratory and clinical education, typically occur concurrently, and the field

rotations in the final semester serves as a verification that the student is serving as a competent, entry-level practitioner.

<u>COURSE</u>	<u>TITLE</u>	<u>CREDITS</u>	<u>LECTURE HOURS</u>	<u>LAB/CLINICAL HOURS</u>
<u>SUMMER I</u>				
EMTP 100	Introduction and Patient Assessment	6	45	90
<u>SUMMER II</u>				
EMTP 101	Pharmacology and Airway Management	6	45	90
<u>FALL</u>				
EMTP 102	Trauma Assessment and Management	5	45	60
EMTP 103	Cardiology	4	45	30
EMTP 104	Medical Assessment and Management	3	30	30
EMTP 105	Clinical Rotations I	2	0	60
<u>SPRING</u>				
EMTP 200	Summative Field Clinical	8	0	240
EMTP 201	Operations and Special Patient Populations	4	45	30
EMTP 205	Clinical Rotations II	2	0	60

EMTP 100 - Introduction and Patient Assessment

This course is designed to provide the student with the necessary knowledge of the roles and responsibilities of advanced life support systems and procedures. Topics such as medical/legal ethics and drug information will be presented. Experiments and case studies will be presented. It will also provide the student with theory, concepts and the applications necessary to measure the pre-hospital scene and its surroundings. Additionally, the student will be able to prioritize care based on patient assessment, which includes body substance isolation, scene safety, recognition and stabilization of life-threatening conditions, identification of patients who require rapid stabilization and transportation for definitive care.

Upon successful completion of this course, students should be able to:

- Define the roles and responsibilities of the paramedic in the Emergency Medical Service (EMS) systems as they relate to history, system development, education, research and continuous quality improvement.
- Describe the individual's role in providing emergency patient care.
- Outline the individual's role in promoting community health education, wellness and prevention.
- Identify professional, ethical, legal and moral accountability issues and situations.
- Identify the components of patient assessment and examination.
- Identify life-threatening conditions.
- Outline effective patient communication techniques.

- Apply interventions as identified during patient assessment.
- Identify priorities of management of the medical and traumatic patient.
- Effectively provide current and on-going patient care.
- Recognize changes in assessment and apply appropriate interventions as indicated.
- Identify communication strategies necessary to collect information, interview and assess patients.

EMTP 101 - Pharmacology and Airway Management

This course is designed to stress practices applicable to the paramedic practitioner. Emphasis is placed on medication application, pharmacology and therapeutic concepts and practices. Various approaches are covered to ensure that the student receives broad exposure to all areas required for the paramedic practitioner. Experiments and case studies will be presented during this course. The student will utilize the knowledge of anatomy and physiology of the respiratory system to examine the mechanics of respiration, gases, regulation of respiration, foreign body airway obstructions and airway evaluation. In addition, the student will study the essential parameters of airway evaluation, airway management, and airway procedures.

Upon successful completion of this course, students should be able to:

- Identify the components of human anatomy and physiology as they relate to care for the sick or injured.
- Identify the proper use and administration of drugs for various body systems.
- Explain pharmacological characteristics, mathematical principles, and purpose in administering pharmacological agents.
- Identify communication strategies necessary to collect information, interview and assess patients.
- Discuss the assessment and management of the respiratory system.
- Identify the anatomy and physiology of the respiratory systems.
- Describe variations in assessment and management of the respiratory system.
- Outline the mechanics of the respiratory system.
- Describe the regulation of the respiratory system.
- Describe devices and techniques in the management of the respiratory patient.
- Describe conditions and complications associated with the respiratory system.
- Utilize pharmacological agents in management of the respiratory system.
- Utilize manual and mechanical interventions in management of the respiratory system.
- Distinguish between respiration, pulmonary ventilation, and external and internal respiration.
- Describe pulmonary circulation.
- Describe voluntary, chemical and nervous regulation of respiration.
- Outline essential parameters to evaluate the effectiveness of airway and breathing.
- Describe the indications, contraindications, and techniques for supplemental oxygen delivery.
- Discuss methods for patient ventilation.
- Describe the assessment techniques and devices used to ensure adequate oxygenation.

EMTP 102 - Trauma Assessment and Management

This course is designed to provide the student with the knowledge and skills to recognize the mechanisms of injury, trauma systems, patient assessment and emergency care. The course will

also cover, in detail, the importance of length of time that elapses between the incident and definitive care. Additionally, the course addresses the major roles in death reduction in three periods of trauma: through community education, scene interventions, and rapid response. Trauma systems, appreciation of comprehensive trauma systems, blunt trauma, and penetrating trauma will be thoroughly discussed.

Upon successful completion of this course, students should be able to:

- Describe the incidence and scope of traumatic injuries and deaths.
- Identify the role of each component of the trauma system.
- Predict injury patterns based upon knowledge of the laws of physics related to forces involved in trauma.
- Describe the injury patterns that should be suspected when injury occurs from blunt trauma.
- Describe the role of restraints in injury prevention and the injury patterns.
- Discuss how an organ's motion may contribute to injury in each body region depending on the forces applied.
- Identify selected injury patterns associated with motorcycle and all-terrain vehicle (ATV) collisions.
- Describe injury patterns associated with pedestrian collisions.
- Identify injury patterns associated with sports injuries, blast injuries and vertical falls.
- Describe factors that influence tissue damage related to penetrating injuries.
- Attain certification in Pre-Hospital Trauma Life Support.

EMTP 103 – Cardiology

This course is designed to prepare the paramedic student to manage numerous types of cardiology emergencies. Topics including the etiology and epidemiology of cardiopulmonary diseases and conditions will be discussed as well as the means of identifying and describing the function of cardiopulmonary system.

Upon successful completion of this course, students should be able to:

- Identify the risk factors and prevention education of cardiovascular disease processes.
- Distinguish pathophysiology of respiratory emergencies related to ventilation, diffusion, and perfusion.
- Assess causes, complications, and conditions of the cardiopulmonary system.
- Describe the anatomy and physiology of the cardiopulmonary system.
- Identify the electrophysiology of the cardiac system.
- Describe cardiovascular disease processes.
- Distinguish among varied techniques in managing cardiac and pulmonary emergencies.
- Apply emergency intervention on patients suffering from cardiopulmonary conditions.
- Attain certification in Advance Cardiac Life Support.

EMTP 104 - Medical Assessment and Management

This course is designed to prepare the paramedic student to manage numerous types of medical emergencies. This course will provide the student with information necessary to effectively perform in medical emergency situations pertaining to neurology, hematology, endocrinology, allergy, anaphylaxis, gastroenterology, urology and toxicology.

Upon successful completion of this course, students should be able to:

- Describe anatomy and physiology of the nervous system.
- Identify disorders of the nervous, endocrine, and gastro-urinary systems.
- Identify neurological disorders.
- Describe causative agents and the pathophysiology of ingested poisons.
- Assess acute abdominal pain. Specify disorders of the endocrine system.
- Describe the anatomy and physiology of the endocrine glands that assist the body in the maintenance of homeostasis.
- Describe the antigen antibody response.
- Describe signs and symptoms and management of allergic reactions.
- Describe signs and symptoms, complications, and pre-hospital management of gastrointestinal disorders.
- Distinguish between poisoning by ingestion, inhalation, and injection.
- Recognize conditions relating to drug and alcohol abuse.
- Identify key structures and normal functions of the urinary system.
- Describe detailed pathophysiology and assessment of urinary system disorders.
- Identify abdominal and genitourinary disorders, acute abdominal pain and systemic illnesses.
- Apply management and treatment priorities for toxic syndromes.
- Discuss the pathophysiology of blood and hematological disorders.
- Apply the theory of thermoregulation to various patient presentations.

EMTP 105 - Clinical Rotations I

This course is an incorporation of the skills and practices that each student will need to accomplish during the in hospital clinical sessions. The clinical document required by the Committee on Accreditation of Educational Programs for Emergency Medical Services Professions (CoAEMSP) outlines the specific encounters with the patient that each student must successfully achieve during clinical and hospital sessions. In addition, topics such as intravenous medications bolus through intravenous line, communicating, relaying patient information, and trauma including hospital procedures will be covered.

Upon successful completion of this course, students should be able to:

- Perform a comprehensive identification, assessment and management of a variety of advanced life support patients in the in-hospital setting.
- Demonstrate knowledge of communication systems for reporting patient care and interventions.
- Demonstrate appropriate patient communication techniques.
- Document all patient assessments and advanced life support interventions accurately for patients in a variety of in-patient and out-patient clinical settings.
- Demonstrate appropriate assessment, communications and management for pediatric patients.
- Demonstrate appropriate assessment, communications and management for psychiatric patients.
- Demonstrate appropriate assessment, communications and management for trauma patients.
- Demonstrate appropriate assessment, communications and management for intensive care unit and intermediate care patients.

EMTP 200 - Summative Field Clinical

Summative Field Clinical is a Capstone course. Students will enroll in this course only after demonstrating skill and knowledge in the didactic and laboratory components of the program. Students will perform and manage an effective assessment of the patient. The student will learn the appropriate procedures to gather evaluate and synthesize information as well as make appropriate decisions based on that information and be able to take the necessary action for patient care. The student will be expected to achieve proficiency by performing these skills on actual patients in a clinical setting. Integrating pathophysiological principles, physical examination findings, formulating a field impression and implementing treatment for the patient with common complaints will be practiced during this time. Alternative learning experiences (simulations, programmed patient scenarios, etc.) will be available as needed. Proficiency in performing all steps and procedures safely and properly will be thoroughly evaluated.

Upon successful completion of this course, students should be able to:

- Demonstrate and discuss how assessment-based management contributes to effective patient and scene assessment.
- Demonstrate and describe factors that affect assessment and decision making in the pre-hospital setting.
- Demonstrate the proper application and performance of basic life support skills.
- Demonstrate safe practices in the pre-hospital environment and effectively communicate acceptable practices and procedures to the EMS team, patient, bystanders and others on an emergency scene.
- Recognize the need for advanced life support interventions.
- Outline and demonstrate effective verbal and non-verbal techniques for scene and patient assessment and choreography of patient assessment and personnel management.
- Identify and utilize essential take-in equipment for general and selected patient situations.
- Describe techniques that permit efficient and accurate presentation of the patient.
- Outline strategies that promote an effective patient encounter.
- Demonstrate the ability to serve as a team leader in a variety of pre-hospital emergency responses.
- Demonstrate proper performance of advanced life support procedures and skills using the most appropriate equipment and advanced technological devices available.
- Apply appropriate advanced life support skills in an emergency situation.

EMTP 201 - Operations and Special Patient Populations

This course is designed to provide the student with information necessary to effectively perform in specific medical emergency situations. Infectious diseases, disease transmission pathways, behavioral and psychiatric illnesses, obstetrical and gynecological emergencies and rescue operations will be covered.

Upon successful completion of this course, students should be able to:

- Distinguish among the recognition, transmission, and pathophysiology of infectious diseases.
- Discuss the paramedic's role in the prevention of disease transmission.
- Discuss the critical principles of behavior emergencies.
- Identify potential causes of behavioral and psychiatric illnesses.
- Distinguish varied methods of approaching violent and non-violent patients (adult or child).

- Describe the physiology of menstruation and ovulation.
- Describe the structure and function of processes during pregnancy.
- Describe detailed assessment and management of obstetrical and gynecological emergencies.
- Discussion and demonstration of rescue operations.
- Attain certification in Pediatric Advanced Life Support.

EMTP 205 - Clinical Rotations II

This course addresses skills and practices each student needs to successfully complete during the in-hospital clinical sessions. The clinical document required by the Committee on Accreditation of Educational Programs for Emergency Medical Services Professions (CoAEMSP) outlines the specific encounters with the patient that each student must successfully achieve during clinical and hospital sessions. In addition, topics such as intravenous medication bolus through intravenous line, communicating, relaying patient information, and trauma will be experienced, as well as numerous in hospital miscellaneous procedures.

Upon successful completion of this course, students should be able to:

- Perform a comprehensive identification, assessment and management of a variety of advanced life support patients in the in-hospital.
- Demonstrate knowledge of communication systems for reporting patient care and interventions.
- Demonstrate appropriate patient communication techniques.
- Document all patient assessments and advanced life support interventions accurately for patients in a variety of in-patient and out-patient clinical settings.
- Demonstrate appropriate assessment, communications and management for pediatric patients.
- Demonstrate appropriate assessment, communications and management for maternity patients.
- Demonstrate appropriate assessment, communications and management for labor and delivery patients.
- Demonstrate appropriate assessment, communications and management for burn patients.

UNIFORM AND APPEARANCE POLICY

Paramedic students will wear the class uniform at all times (classroom, field and clinical). The uniform will consist of:

- The program **uniform shirt** with the name tape and patch.
- Student must wear a navy T-shirt under the approved uniform shirt, it **MUST** be a navy color to match the uniform shirt.
- The **program patch (\$5)** must be purchased through the program and the cost to sew onto the left shoulder of the uniform shirt and is included in the cost of the shirt.
- You should **NOT** have an EMT patch must be on the right shoulder.
- The program shirt must be visible at all times unless outdoors.
- The program **blue polyester uniform pants**. Cargo pants are not acceptable. If the student chooses to **NOT** purchase pants through the program-approved vendor, the pants **MUST** be approved by the Paramedic Education Coordinator.
- **Jacket** – is optional and can be purchased from Premier Safety & Service Inc. by going to www.premiersafety.com Or call them at 1-800-828-1080. Please be advised there is no

other jacket option. It is highly recommended that you purchase this jacket to stay dry and warm. The specific jacket specifications will be provided to you.

- A **navy blue sweater** – optional - Jersey Knit Commando. You must have the program patch put on the sweater.
- Black boots, shined and in good condition.
- Black leather belt.
- DCCC student picture ID that is visible at all times. Your face should be fully visible to allow your patient to easily recognize you in comparison with your ID.
- Students **MUST** have their current EMT and CPR cards with them at all times.
- In addition, the ID of the clinical/field site to which you are assigned must be displayed according to hospital policy.
- Hair should be a neat and professional style which does not interfere with the administration of patient care. No large barrettes or hair ornaments are permitted. Hair must be pulled back and off the collar and worn in such a manner so that it does not extend beyond the bottom of the collar when students are in uniform. Hair of unnatural tone (green, blue, purple, etc.) or eccentric style is not permitted.
- Tattoos must not be visible while in uniform. If you have tattoos on your arms, you must wear long-sleeve shirts year round. Individual hospital, clinical or field sites may impose additional restrictions regarding tattoos that must be followed by the paramedic student.
- Clinical and field sites have the authority to send a student home if their appearance is deemed unacceptable. The Paramedic Education Coordinator must be immediately notified, by the student, if this situation occurs.
- Nails should be trimmed to ¼” or less, in such a manner as to avoid possible injury to a patient. No artificial nails or nail glitter are permitted.
- Students choosing to wear beards and/or mustaches may do so providing they are close cropped, clean and well groomed and able to ensure a proper fit for the N95 mask. The face must be clean shaven during the N95 fit test, which will be done during class.
- Appropriate jewelry is limited to one pair of small post earrings in the ear and a wedding band. No large or pendent type earrings, no large bracelets or rings, no large necklaces. The only exception is a single religious or medical alert necklace/bracelet. The necklace **MUST** be tucked inside the shirt.
- Students are **NOT to have any visible piercings** in the nose, eyebrows, tongue, etc. Individual hospital, clinical or field sites may impose additional restrictions regarding piercings that must be followed by the paramedic student.
- Students are not permitted to wear hats, hoods or scarfs.
- **NO OTHER ORGANIZATIONAL INSIGNIA** may be worn by the paramedic student in the field or in clinical rotations.
- Students are not permitted to wear sun glasses during classroom sessions, or other indoor clinical/field rotations.

Students not conforming to the uniform policy will be instructed to immediately change to appropriate attire. Students who elect not to comply will be instructed to leave the classroom, field or clinical site. The missed time will be considered absent time.

It is expected that your uniform will be in good condition throughout the program. For example, uniform pants that are faded are not professional looking, and will not be acceptable.

Paramedic students must be well-groomed and neat in appearance at all times while engaged in, or while representing the Paramedic Program.

Poor hygiene or an inappropriate appearance will not be tolerated. Students failing to meet the criteria established will be sent home. The missed time will be considered absent time.

Additionally, at all times the student must have the following items in their possession:

- Stethoscope
- Pen Light
- Bandage Scissors
- Black ink pen
- Small Notebook

SAFETY EQUIPMENT

In order to keep students safe while functioning in the field, students will be issued the following safety equipment prior to attending field rotations. The equipment will consist of:

The equipment value is approximately \$54. Students will receive:

1. One (1) white condor front brim hard hat
2. One (1) green high visibility safety vest
3. One (1) pair of clear (over the glasses model) safety glasses
4. One (1) pair of Cowhide leather driver's gloves
5. One (1) synthetic helmet bag

The equipment is NOT to be personalized. Appropriate markings have been placed on the equipment identifying DCCC as the owner.

PROFESSIONAL BEHAVIOR

Paramedic students are presumed to have a positive attitude toward the professional training required by the National Education Standard for Paramedics. Violation of professional, acceptable behavioral standards expected of the paramedic student will not be tolerated and may result in dismissal from the program.

Students in the paramedic program must continually demonstrate that they are:

SELF MOTIVATED - Includes taking initiative to complete assignments, improve/correct problems; striving for excellence; incorporating feedback and adjusting behavior/performance.

EFFICIENT - Includes keeping assessment and treatment times to a minimum, releasing other personnel (first responders) when not needed, organizing team to work faster/better.

FLEXIBLE - Includes making adjustments to communication style, or directing team members; changing impressions based on findings.

CAREFUL - Includes paying attention to details of skills, documentation, patient comfort, set-up and clean up; completing tasks thoroughly.

CONFIDENT - Includes making decisions, trusting and exercising good personal judgment, being aware of limitations and strengths.

ACCEPTS FEEDBACK OPENLY - Includes listening to preceptor and accepts constructive feedback without being defensive (interrupting, giving excuses).

In addition, students should be continually mindful of the perception of unprofessional behavior. Examples of unprofessionalism are (but not limited to): falsification of documentation, lying, fabrication of events or details on an event, inattentiveness in class, disrespectful retorts, intimidating behaviors, persistent argumentation, refusal to comply with a direct request, holding distracting conversations in class, gross, lewd, or offensive behavior or gestures, any threats made against faculty, student or staff and disruptive behavior during class, clinical or field time.

The following citations should be used as a guide for the paramedic student in carrying out daily responsibilities, whether it be in the classroom, in a clinical site or a field rotation.

According to Dr. Herbert M. Swick's 2000 article "Toward a Normative Definition of Medical Professions, Swick says medical professionalism is composed of certain behaviors.

Medical professionals:

- Subordinate personal interests to the interests of others;
- Adhere to high ethical and moral standards;
- Respond to societies' needs, reflecting a social contract with the communities served;
- Demonstrate core humanistic values: honesty, integrity, caring, compassion, altruism, empathy, respect for others and trustworthiness;
- Exercise accountability for themselves and for colleagues;
- Demonstrate a continuing commitment to excellence;
- Exhibit a commitment to scholarship and advancing their field;
- Deal with high levels of complexity and uncertainty;
- Reflect upon actions and decisions.¹

The 1998 EMT-P Paramedic National Standard Curriculum lists the following professional behaviors:

- Integrity
- Empathy
- Self-motivation
- Appearance and personal hygiene
- Self-confidence
- Communications
- Time management
- Teamwork and diplomacy
- Respect
- Patient advocacy
- Careful delivery of service.²

1. Swick H. Toward a normative definition of medical professionalism. *Acad Med* 75(6): 612–616, June 2000.
2. NHTSA. Emergency Medical Technician-Paramedic National Standard Curriculum

Professionalism in the paramedic field is essential to your success as is taken seriously by the program administrators, faculty, preceptors, your peers, and potential employers.

STUDENTS WITH DISABILITIES

Delaware County Community College policy complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students requesting academic accommodations must register with the Office of Disability Services and are responsible for picking up their accommodation letters at the beginning of each semester and presenting them to their instructors. I am available to discuss the approved accommodations that you may require in this course. If you have any questions, contact Ann Binder, Director of Disability Services, at [610-325-2748](tel:610-325-2748) or by email at abinder@dccc.edu. Students on branch campuses can contact Jennifer Uber, Assistant Director of Disability Services, at [484-237-6251](tel:484-237-6251) or by email at juber1@dccc.edu.

Non-discrimination and Harassment/Sexual Harassment Policy and Complaint Procedure

The Trustees of Delaware County Community College are strongly committed to providing a working and learning environment free from discrimination and all forms of harassment. The College is committed to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members. The College will not tolerate any form of harassment, discrimination or attempt to retaliate in any way against a person who has brought a complaint alleging harassment or discrimination.

Delaware County Community College encourages any employee or student to bring questions about sexual harassment or any other form of harassment or discrimination to the attention of the vice president of human resources or the associate dean for student success.

Definitions

Harassment

Harassment is any conduct, verbal or physical, on or off campus, that has the intent or effect of unreasonably interfering with an individual or group's employment or educational pursuits at the College or that creates an intimidating, hostile or offensive work or learning environment. It is the creation of a hostile or intimidating environment in which verbal or physical conduct, because of its severity and/or persistence, is likely to interfere significantly with an individual's work or education.

For the purposes of this policy, the term "harassment" includes, but is not necessarily limited to, intimidation, unwelcome slurs, jokes, comments and other verbal, graphic or physical conduct.

Discrimination

Discrimination can include the treating of members of a protected class less favorably because of their membership in that class. The protected groups are as outlined below. Discrimination also includes harassment in any form, based on sex, race, color, age, national origin, disability, religion, sexual orientation, veteran status or any other characteristic protected by state or federal laws, including harassment of an individual in terms of a stereotyped group characteristic or because of that person's identification with a particular group.

Sexual Harassment

Sexual Harassment of employees and students is defined as unwelcome sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an

individual's employment or attendance.

- Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting that individual.
- Such conduct has the purpose or effect of interfering with an individual's work performance or educational experience, or creates an intimidating, hostile or offensive work or educational environment.

Complaint Procedures

Employees and students who believe they have been harassed or sexually harassed or believe that they may be accused of same should contact the vice president of human resources, 610-359-5094, or associate dean for student success, 610-359-5320.

This procedure applies to all discrimination, harassment, and sexual harassment reports and complaints that may arise in matters involving rights protected under legislation relating to Equal Opportunity in Employment and Education or any policy of the College relating to sexual harassment. This legislation includes the Civil Rights Act of 1964, which prohibits discrimination in employment because of race, color, sex, or national origin; the Age Discrimination Employment Act, which prohibits discrimination because of age in the protected age group of 40-70; Title IX of the 1972 Educational Amendments to the Civil Rights Act, which prohibits discrimination against the physically and mentally handicapped. All employees and students are covered by this procedure.

Step One

Any employee or student who believes that he or she has been subjected to discrimination, harassment or sexual harassment shall report the alleged act to the vice president of human resources or the associate dean for student success. The employee or student has the right to file a formal written complaint or request an informal means of resolution. All complaints will be investigated and handled in a confidential manner. At the conclusion of the investigation, a report shall be provided to the individuals in the situation stating the findings and recommendations. Such report shall normally be provided within ten working days from the receipt of the complaint.

Step Two

If the matter is not resolved, either party may write the College president or the president's designee, requesting further review and investigation. This request must be made within 5 days of the notification of the individuals involved in the situation. The president or designee shall respond to the request in writing within 15 working days from receipt of the request.

Step Three

The decision of the president or president's designee may be appealed by writing to the board of trustees within 5 working days from the receipt of the decision.

The chair of the board shall appoint an appropriate committee to review and investigate the matter, and the board of trustees shall issue a decision within 15 working days of the appeal. The decision of the board shall be final.

The action by the College shall not abridge the rights of individuals to any claims against any attending person. The action by the College will not abridge any rights to statutory remedies or procedural guarantees.

Power Relationships of an Amorous or Sexual Nature

Any amorous or sexual relationship between supervisor and subordinate, a faculty member and a student currently enrolled in the faculty member's class or counselor/advisor and his/her counselee/advisee is unprofessional and unacceptable. Whether the relationship is consensual is irrelevant.

It is the responsibility of the superior person in the relationship to bring the relationship to the attention of the appropriate College administrator. The administrator shall promptly investigate and recommend appropriate resolution, such as reassignment, discontinuance, or other resolution.

Failure to comply with the College administrator's recommendation, retaliation by staff members or failure to report the relationship to the administrator will result in disciplinary action.

A staff member who becomes aware of such a relationship, which remains unreported and appears to be of a continuing nature, is expected to bring the matter to the attention of the administration.

A student who becomes aware of such a relationship should follow the complaint procedures outlined in the policy.

Student Complaints

The College has established a process for students to register complaints and share concerns with appropriate College officials. The Student Affairs staff (Career and Counseling Center, Assessment Center, Campus Life Office, etc.) can advise students about the appropriate procedures to follow in resolving a general complaint or concern.

Within 5 working days the staff member to whom the complaint or concern is brought will respond to the student making the accusation.

Resolution of Student Complaints

Students should direct concerns to the staff member who is responsible for the area of concern. Students in doubt as to the appropriate staff member should seek the advice of a Student Affairs staff member.

Depending on the nature of the concern, students can resolve problems by following the successive levels of review as indicated below. Students not satisfied with results at one level should go on to the next level. The final level of review is indicated below.

In a situation concerning alleged discrimination where steps other than the normal level-to-level ones are required, area heads are contacted immediately by the associate dean for student success or the vice president of human resources.

Procedural Steps for Resolving Student Complaints

1. Concern with a policy, regulation, and/or procedure problems:
 - student meets with staff member
 - if not satisfied, student meets with staff member's supervisor
 - if still not satisfied, student meets with supervisor's area head

- if still not satisfied, student meets with the President*

2. Concern about teaching faculty:

- student meets with faculty member, if feasible
- if not satisfied, student meets with dean
- if still not satisfied, student meets with provost or appropriate vice president
- if still not satisfied, student meets with the president*

3. Concern in other non-teaching area:

- student meets with staff member, if feasible
- if not satisfied, student meets with staff member's supervisor
- if still not satisfied, student meets with supervisor's area head
- if still not satisfied, student meets with the president*

4. Discrimination or Sexual Harassment:

- student files allegation with the associate dean for student success and/or the vice president of human resources

*Final level of review

SOCIAL MEDIA USAGE POLICY

It is **STRONGLY** recommended that the paramedic student behave in a professional, respectful manner when referring to patients, peers, preceptors and instructors that they encounter throughout the paramedic program. Confidentiality is a paramount concern for any interaction, and as such, should be respected. Refer to appendix E for the "Social Media Usage Policy". The student must sign the form in appendix L to confirm acceptance and understanding of the policy.

PATIENT CONTACT AND SKILLS GRADUATION REQUIREMENTS

Safely Administer Medications	25
Airway Management	50
Live Intubations	3
Simulated intubations	5
Safely Gain Venous Access	30
Ventilate a patient	20
Assessment – Newborn (0-1 month)	2
Assessment – Infant (1 month–12 months)	2
Assessment – Toddler (1 year–3 years)	2
Assessment – Preschooler (4 years–5 years)	2
Assessment – School Age (6 years–12 years)	2
Assessment – Adolescent (13 years-17 years)	2
Assessment – Adults (18 years-64 years)	50
Assessment – Geriatrics (65 years-?)	30
Assessment – Obstetrics	10
Assessment – Trauma	40
Assessment – Medical	20
Assessment – Psychiatric	20
Assess & Plan Rx of Chest Pain	20
Assess & Plan RX of Syncope	20

Assess & Plan Rx of Respiratory	20
Assess & Plan Rx of Abdominal	20
Assess & Plan Rx of CMS (syncope)	20
Assess & Plan RX of AMS	20
Field Internship Team Leads	50

WHAT CONSTITUTES A “TEAM LEAD”?

The goal of Delaware County Community College is to produce a competent, entry-level Paramedic in all three domains of learning: Cognitive, Psychomotor, and Affective. The Paramedic Student will be required to successfully obtain 50 Team Lead EMS calls.

In order to receive credit for a Team Lead the Paramedic Student is required to critically think, perform the patient assessment, establish the correct field impression and implement the appropriate treatment plan.

Both the Clinical Field Preceptor and the Paramedic Student will need to agree and document each successful team lead EMS call. Questions regarding team lead calls should be directed to the Paramedic Education Coordinator.

Rev. 4/2017

Clinical Manual

CLINICAL ROTATIONS - POLICIES AND PROCEDURES

Emergency Department
Anesthesia / Operating Room
Burn Unit
Critical Care Unit (ICU, CCU and/or STU)
Labor & Delivery
Maternity
Pediatrics (inpatient and ED)
Psychiatric

Clinical objectives will be identified for all clinical rotations.

“Experience forms” (See appendix F) must be completed during each clinical assignment verified by the clinical preceptor and attached to your FISDAP shift. **All students must enter the patient data, skills performed, etc. and attach the CEF to your FISDAP shift within 24 hours of completion of the clinical rotation or the skills WILL NOT be counted towards graduation goals.** The Paramedic Education Coordinator will track the progress of each student’s skills.

Students will follow all policies and procedures of the clinical rotation site as directed by the Paramedic Education coordinator and/or Director of Emergency Services Education.

Clinical education is an important component of paramedic education since this is where the student learns to synthesize cognitive and psychomotor skills. Clinical education integrates and reinforces the didactic and skills laboratory components of the program.

The ability to serve in the capacity of an entry-level paramedic requires experience with actual patients. This process enables the student to build a database of patient experiences that serves to help in clinical decision-making and pattern recognition.

Clinical education for the paramedic takes place in both the hospital and field environments.

The use of multiple departments within the hospital enables the student to see an adequate distribution of patient situations. In addition to the emergency department, which most closely mimics the types of patients that paramedics will see, clinical education encompasses critical care units, OB/GYN, operating rooms/anesthesia, labor and delivery, pediatrics, psychiatric, etc. This will help assure a variety of patient presentations, age groups and complaints. These also provide a more holistic view of health care and an appreciation for the care that their patients will undergo throughout their recovery.

Supervision will be provided by instructors or preceptors appointed by the program. All clinical affiliates are accredited by the Joint Commission on Accreditation of Healthcare Organizations.

CLINICAL ATTENDANCE

Students MUST arrive at their clinical assignments on time. It is recommended that you arrive 15 minutes prior to the start of the shift to allow time for shift report and equipment/truck checks. **You MUST text the Paramedic Education Coordinator when you arrive and depart clinical assignments.** If a student arrives late or improperly dressed, the Preceptor/Paramedic Education Coordinator or designee may opt to send the student home. If this situation occurs the student

will be marked absent for time missed. Students are not permitted to miss a clinical or field rotation.

- If an emergency situation or otherwise unavoidable situation arises that necessitates the student not fulfilling their clinical rotation obligation, the student **MUST** contact the Paramedic Education Coordinator immediately.
- Any missed clinical or field rotation must be made up within two (2) weeks of the scheduled experience **AND** approved by the Paramedic Education Coordinator. This includes the submission of the experience form and entry into FSDAP.
- Failure to make up the missed clinical or field experience within the two (2) week deadline will result in disciplinary action up to and including dismissal from the program.
- Paramedic Education Coordinator/Faculty/Clinical adjunct/staff retain the right to disallow student participation in a clinical activity should the student present unprepared for the rotation.

CLINICAL PROFESSIONALISM

Students will display professionalism at all times. Students are expected to be outgoing and participate in the activities of the clinical setting. Students are expected to behave in a safe manner that is consistent with the skill sets that they have acquired and been approved to practice in the clinical settings, as per the students' individual **SKILLS CARD** (appendix K). **The skills card should be presented to the identified "in-charge" person and discuss what skills may be performed, as identified on the card.** In general, students are expected to perform the following (once they have received approval of the following listed skills on their individual **SKILLS CARD**).

Unprofessional behavior, conduct, or practice of skills outside the scope of practice or approved for use in the clinical settings will not be tolerated and may be grounds for dismissal from the clinical day and referral to the Director of Emergency Services Education for disciplinary action. Any issues or problems that arise during the clinical day must be communicated to the Paramedic Education Coordinator via phone call and email the day of the rotation.

PHONES

You are not permitted to use your phone while at a clinical site. Keep the phone on vibrate in case the Paramedic Education Coordinator needs to reach you.

CLINICAL UNIFORM

Students will report to their assigned clinical site in the prescribed clinical uniform. You must be dressed in a clean, neat uniform as stated on page 11 of this manual.

CLINICAL ROTATIONS

Students are expected to attend designated clinical rotations as assigned. The rotations include but are not limited to: the Emergency Department, Operating Room, Intensive Care Unit, Surgical Trauma Unit, Maternity, Labor & Delivery, Pediatrics, and Psychiatrics. Each of the sites may have their own specific expectations above and beyond these general guidelines.

CLINICAL SITES

We are fortunate to have the following clinical sites available to our students:

1. Prospect Crozer – Emergency Department, Operating Room, CCU/ICU, Pediatrics, Psychiatry, Obstetrics, Burn Unit, Labor & Delivery, Shock Trauma
2. Prospect Delaware County Hospital – Emergency Department, Operating Room
3. Prospect Taylor – Emergency Department
4. Prospect Springfield – Emergency Department
5. University of Pennsylvania Chester County – Operating Room, Emergency Department
6. Fitzgerald Mercy Hospital – Emergency Department
7. Riddle Hospital – Emergency Department
8. Lankenau Medical Center – Emergency Department/Trauma
9. Paoli Hospital – Emergency Department/Trauma
10. Bryn Mawr Hospital – Emergency Department
11. A. I. DuPont – In-patient pediatric (stepdown, surgical, orthopedic, rehab, hematology, oncology, general pediatrics), and Emergency Department

GENERAL SKILLS EXPECTATIONS

It is the students' responsibility to speak with the person in charge of the clinical site and discuss what skills you will be permitted to perform during the clinical rotation.

The following list of skills will be accomplished as you progress through the program. Your SKILLS card MUST be strictly adhered to in order to ensure that you are not doing skills that are (at the time of your rotation) out of your scope of practice.

Initially, you must:

- Introduce yourself as a paramedic student working with the nurse/paramedic/doctor, etc. when coming into contact with the patient.

- Be able to communicate the patient's information, needs, wants, and safety concerns with other staff members.

With increasing knowledge and skills you must:

- Be able to interact with patients to enable you to obtain a thorough history of present illness and identification of chief complaints.
- Be able to obtain vital signs including SpO₂, lung sounds and pain scale.
- Be able to practice safe physical exams.
- Be competent to perform a 12 – Lead EKG.
- Be competent to perform intravenous access, phlebotomy and basic fluid administration.
- Be competent to prepare and administer medication under direct supervision

CLINICAL PAPERWORK

Documentation in any professional field is EXTREMELY IMPORTANT. However, in Emergency Medical Services, it is essential that paperwork be completed accurately and in a timely manner. Please keep in mind what you have been taught in EMS...if you didn't document it, IT DIDN'T HAPPEN.

You MUST document all clinical rotations on an Experience form (appendix F) which summarizes your clinical experience. The student must sign the form in appendix L to confirm acceptance and understanding of the policy.

In order to accurately record pertinent information, you may find it useful to maintain a notebook throughout the clinical experience to record pertinent information such as: patient assessments findings, skills attempted and successfully completed. **Patient names or other identifying notations should not be included in your documentation.** The Experience form MUST be signed and dated by the clinical preceptor. Please encourage them to comment on your performance for the clinical experience as a way of obtaining feedback to assist you in improving your skills, etc.

The form MUST be attached to your shift that you enter in FISDAP. For each patient encounter, you must then enter the required documentation in FISDAP (www.FISDAP.net) **WITHIN 24 HOURS** of the end of the clinical experience shift.

The Paramedic Education Coordinator will verify the skills you entered into FISDAP against the Experience form you attached. He/she will review submitted documents and critique the narrative for each patient encounter, and offer constructive criticism as to how to improve your documentation. Paperwork not submitted and/or FISDAP entries not completed within 24 hours of the completion of the clinical or field shift WILL NOT be accepted NOR with the skills and patient contacts count towards your graduation goals.

The Preceptor will review each chart entered into FISDAP to verify consistency and accurate charting for each patient encounter.

NOTE: For purposes of documentation, the clinical week will be Monday through Sunday.

EVALUATION OF CLINICAL SITE

As students complete their clinical assignments, an “Evaluation of Clinical Site” form (appendix G) must be completed. The data gathered from this form will be used to evaluate each clinical site from the student’s perspective and allow the program Director to make changes to clinical sites, if necessary.

PROFESSIONAL “AFFECTIVE” BEHAVIOR EVALUATION

As students complete their clinical assignments, the student must request that the clinical preceptor complete an “Affective Behavior Evaluation” form (appendix H) for the student. The data gathered from this form will be evaluated and discussed with the student. Students will be expected to be professional and respectful to their co-workers, clinical and field staff and patients at all times, as well as to advocate for the patient.

CLINICAL ROTATIONS OVERVIEW

An overview of each department is below. However, each clinical site maintains the right to specify additional requirements.

- Clinical rotations are scheduled in FISDAP
- REMINDER: An “experience form” (CEF) form MUST be completed for every rotation.

EMERGENCY DEPARTMENT

- Introduce yourself to the Emergency Department Charge Nurse.
- You are expected to:
 - interact effectively with the Emergency Room staff nurses, physicians and physician assistants in order to communicate the patient’s information, needs, wants, etc.
 - interact effectively with patients in order to interview and ascertain his/her chief complaint.
- When the opportunity presents itself and permission is given to you by the physician, follow unique patient cases to specialty care, such as:
 - Trauma – follow to Operating Room
 - Cardiac – follow to Cardiac Catheterization Laboratory
 - Unique Cases – follow as directed to specialty care

Emergency Department Skills – may be performed when you are approved to do so.

- **Assessment:** Introduce yourself and perform a patient assessment including: chief complaint, vital signs, head to toe exam if necessary, past medical history, SpO₂, lung sounds, pain scale and events leading to ED visit.
- **IV Access:** Utilize proper technique, proper catheter size, proper IV placement, Saline lock versus IV fluid administration
- **EKG interpretation**
- **Medication Administration:** You may not give a medication until you have successfully passed the drug quiz and you are signed off by the Paramedic Education Coordinator on your SKILLS card. You must be able to describe the medication’s action/reaction, dosage, indications, contraindications, etc. prior to being given the privilege to administer each drug.

OPERATING ROOM

- Report to the Department of Anesthesia Secretary to complete required paperwork prior to being permitted into the OR suite to perform intubations.
- Introduce yourself to the anesthesia department staff.
- Arrive early to allow for changing into surgical scrubs.
- Bring a lock to secure belongings in a locker.
- Know and study airway anatomy. Use books as a reference.

Operating Room Skills

- Introduce yourself to the patient, if possible, and obtain a brief history of the patient.
- Bag Valve Mask Ventilations. Pre-oxygenate the patient.
- Perform direct laryngoscopy. Introduce the endotracheal tube through the patient's vocal chords.
- Ensure proper placement with:
 - Visualization of the tube passing the chords during laryngoscopy
 - Auscultation of the epigastrium and both lungs
 - Quantitative SpO₂ / Waveform Capnography
- Secure the ETT correctly with either tape or a commercial made device.
- Ensure proper Bag to ETT ventilation.
- Be able to describe expected capnography results

MATERNITY / LABOR AND DELIVERY

If you are going to Crozer Chester Medical Center for this rotation Labor and Delivery (L&D) and Maternity are on the 3rd floor – take the main elevators from the lobby to 3rd floor. L&D is on your left coming out of the elevator and Maternity is on the right. This is a secure area and requires the student to be “buzzed in” by hospital staff.

- Introduce yourself to the Maternity / L&D staff.
- Interact with maternity and L&D staff as well as with the patient, the patient's family and childbirth coach, if applicable.
- You should review childbirth, maternity and other OB emergencies in your books in preparation for this rotation.
- The student should be familiar with APGAR scores.

Maternity / Labor and Delivery Skills

- Assist with the assessment of the expectant mother as directed by staff.
- Prepare for imminent childbirth, as directed by staff.
- Assist the mother and staff with the delivery of the newborn, as directed by staff.
- If needed, assist with newborn resuscitation as directed by staff.
- Note the newborn's APGAR scores.
- If needed, assist with post-partum care for the mother.

PEDIATRICS

If you are going to Crozer Chester Medical Center for this rotation...when coming out of the garage at the end of Medical Center Boulevard, follow past the security desk and when you get

to the Cancer Center area take the long hallway on the right – do not head toward the main lobby. Follow the hallway around to a bank of elevators – take them to 3rd floor and Pediatrics is right there as you come off the elevator.

- Introduce yourself to the Pediatrics staff, nurses and doctors.
- The student will need to review pediatric emergencies and be certified in Pediatric Advanced Life Support (PALS) prior to this rotation.

Pediatrics Skills

- Interview the patient and/or family to attain a brief medical history.
- Assist, at the staff's direction, with patient care
- If needed, assist with patient resuscitation, at the staff's direction.
- Practice patient assessments.

If you are going to A. I. DuPont, you should come in uniform and wearing their student ID. If driving to the hospital, park in the employee parking garage. There is no charge for parking. The garage is accessible via the East Gate off Rockland Road, directly opposite Ronald McDonald House. Leaving the garage on foot, go to the left and down the covered walkway to the employee entrance. The door at this entrance is kept locked. Pick up the phone located there and ask Security to unlock it for them. Once in the building, go directly to the assigned unit and ask for the person I specified by the Paramedic Education Coordinator.

PSYCHIATRIC

Prior to your Psychiatric rotation, you must complete training given by a member of the psychiatric department at Crozer North Campus.

- Introduce yourself to the psychiatrics staff, nurses and doctors.
- Wear appropriate clothing, as directed by the Paramedic Education Coordinator.
- Interact respectfully with the patients and their families.
- Review psychiatric emergencies in your textbook.

Psychiatric Skills

- Be respectful towards the patients recognizing the fact that there is an increased risk of violence in psychiatrics cases towards themselves and towards providers.
- Be aware of your surroundings.
- Assist, at the staff's direction, with patient care.
- Interview the patients and their families, if possible.
- If needed, assist with patient resuscitation.
- Practice patient assessments.

INTENSIVE CARE UNIT/CARDIAC CARE UNIT/SHOCK TRAUMA UNIT

- Introduce yourself to the Unit staff, nurses and doctors.
- The student will need to review medical emergencies, ECG and ACLS.

Intensive Care Unit Skills

- Assist, at the staff's direction, with patient care.
- Assist with patient resuscitation at the staff's direction.
- Practice patient assessments.

BURN TREATMENT CENTER

The Nathan Speare Regional Burn Treatment Center at Crozer

Prerequisites:

Prior to spending any time in the BTC (Burn Treatment Center) each student or orientee must have an introduction to the care of the acute burn patient. This prepares the student or orientee for the experience and allows the staff of the burn center to concentrate on patient care.

This can be accomplished by:

- Peruse the website: www.burnsurgery.org

The following guidelines will help to enhance a positive and productive experience in the Burn Center:

1. **The student is expected to report to the Burn Center by 0630 for day shift.** This is to allow time for changing into burn center provided scrubs and stowing of personal belongings. **Street clothes or the school uniform are to be worn to and from the burn center.** Anyone involved in direct patient care must wear Burn Center scrubs. Often times the nurses may begin shift change report before the designated time of 0645, so please allow enough time to change and to find your assignment. Report directly to the unit. The Burn Center is a locked unit. Please call #2800 from the phone outside the first set of double doors and ask for the charge nurse. They will be expecting you and will unlock the doors remotely.
2. Bring a lab coat, which is worn for infection control purposes when outside the confines of the Burn Center. It is not to be worn in the unit, especially in patient care areas. It should be worn completely closed, covering & protecting the anterior portion of the scrub attire. This is a strictly controlled isolation unit. Please adhere to all infection control policies. (Policy available for review). If you do not own a lab coat, you may wear a plastic cover gown, available in the Burn Center, if you need to leave the unit.
3. Do not bring valuables. You may be provided with a locker. Bring a lock.
4. Each patient has their own individual equipment for care; i.e. stethoscope, monitoring equipment, etc. No other equipment is needed. **Do not bring personal equipment.**
5. Depending on patient census, acuity and availability you may be assigned to observe one or several of the following in addition to being assigned to a Burn Center RN preceptor:
 - Complicated burn wound dressing change
 - Admission procedure
 - Operative procedure (excision & skin grafting; Escharotomies; application of biosynthetic dressings, etc.)

- Outpatient management (BWCC - Burn Wound Care Center)
 - Multidisciplinary Burn Team Conference
6. Critical Care / Emergency Department orientees will be assigned to a Burn Center RN preceptor. The orientee will participate in a patient care assignment in the ICU section of the Burn Center.

At the end of the experience the participant will be able to:

- Describe the multidisciplinary burn team approach to the care of the burn patient.
 - Discuss some aspects of the pathophysiology, complications and management of acute burn injury.
 - Describe wound management of the burn patient.
 - Discuss the psychosocial and emotional stressors experienced by the patient, family and burn team members.
 - Articulate the critical role the ED nurse plays in the initial resuscitation and management of the burn trauma patient.
7. It is recommended that the student eat a substantial breakfast before observing any burn wound dressing changes. Excessively warm environmental temperatures, plastic barrier coverings and visual stimulus produce untoward effects of dizziness and loss of consciousness. If at any time you feel such physical changes, for your own safety and well being as well as the patient's, please remove yourself immediately from the environment and notify a staff member.
8. Visitor Parking: Visitors can park in Garage #2 for a nominal charge. \$7.00 / 24 hours. The garage is located at the end of Medical Center Blvd., which runs in front of the main hospital. You may also park at the EMS office and walk to the burn center.
9. Directions can be obtained from the Crozer-Keystone Health System website by logging onto: www.crozer.org. Should your plans include hotel accommodations prior to your scheduled day of observations, feel free to call the Burn Outreach Program Coordinator / Clinical Educator, Burn Center at 610-447-2810, for suggestions.
10. If you are unable to attend on your assigned date, due to personal problems, inclement weather, etc., please notify the Burn Center staff at 610-447-2800 and Paramedic Education Coordinator.
11. The Burn Center is located on the first floor of the main hospital, directly opposite the main entrance. When you enter the Physician Office Building (POB) from Garage #2, please stop at the Security Desk for directions to the Burn Center.
12. Please remember to sign your Observation Waiver Agreement form on your assigned day. Forms should be directed to the Burn Outreach Program Coordinator / Clinical Educator, Burn Center.

Field Manual

FIELD ROTATIONS - POLICIES AND PROCEDURES

FIELD ROTATION

The field rotations (ride time) are the students opportunity to integrate the didactic, psychomotor skills, and clinical instruction into the ability to serve as an entry-level paramedic. It is intended to be an instructional and an evaluative phase of the program. It will occur toward the end of the program to assure that the student is able to serve as an entry-level paramedic. During the field rotation, the student shall be under the close supervision of a Paramedic Preceptor who has successfully completed preceptor training.

FIELD ATTENDANCE

Students **MUST** arrive at their field assignment on time (it is recommended to arrive 15 minutes early). If a student arrives late, the Paramedic Education Coordinator or Preceptor has the option of sending the student home and the student will be marked absent.

- If an emergency situation or otherwise unavoidable situations arises that necessitates the student not fulfilling their field rotation obligation, the student **MUST** contact the Clinical Adjunct and/or Paramedic Education Coordinator immediately.
- Any missed clinical or field rotation must be made up within two (2) weeks of the scheduled experience **AND** approved by the Paramedic Education Coordinator. This includes the submission of the experience form and entry into FISDAP.
- Failure to make up the missed clinical or field experience within the two (2) week deadline will result in the student receiving an “F” for the course and being dismissed from the program.
- The Paramedic Education Coordinator / Preceptors / Faculty / Clinical Staff retain the right to deny the students participation in a field activity should the student present as unprepared for the rotation. If a student is sent home, the student’s shift would count as an absence.
- Absence from the scheduled field rotation, late arrival or lack of preparation for the field assignment may place student at risk for failure of the program in accordance with the attendance policy.

FIELD PROFESSIONALISM

Students will maintain the same level of professionalism that is required of the Paramedic in practice. Students are expected to be outgoing and participate in the activities of the field setting to which they are assigned. Students are expected to behave in a safe manner that is consistent with the skill-sets that they have acquired and been approved to practice in the field setting, as per the students’ individual **SKILLS CARD** (appendix K). The student’s skills card **MUST** be presented to the preceptor at the beginning of each shift to ensure that the preceptor is aware of the skills that the student is permitted to perform.

Unprofessional behavior, conduct or practice of skills outside the scope of practice (as per the students' individual **SKILLS CARD**) or that approved for use in the field setting will not be tolerated and will be grounds for immediate dismissal from the field shift. Any issues that arise during a field shift should **IMMEDIATELY** be communicated to the Paramedic Education Coordinator **AND** the Paramedic Preceptor.

The student will be counseled and the "action plan" (counseling) that is developed to address the violation will be discussed with the student and placed in the student's file. The Medical Director and the Director of Emergency Services Education will be notified of all violations.

PHONES

You are not permitted to use your phone while at a field site. Keep the phone on vibrate in case the Paramedic Education Coordinator needs to reach you.

FIELD UNIFORM

Refer to page 11 for uniform requirements.

FIELD SITES

Crozer Keystone EMS – North Division

Headquarters Address:

Delaware County Memorial Hospital
501 N. Lansdowne Avenue
Drexel Hill, PA 19026

Note: Paramedic Office (Station 103) is located to the far back of the DCMH Hospital Campus, just beyond the rear parking garage (look for the EMS apparatus).

Units Stationed at Headquarters

Medic 103	Delaware County Memorial Hospital
MICU 103	501 N. Lansdowne Avenue
MICU 103A	Drexel Hill, PA 19026

Medic 102	Swarthmore Fire Company 121 Park Avenue Swarthmore, PA 19081
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MICU 103B	409 Ashland Avenue Secane, PA 19018
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Medic 106	Springfield Hospital at the Healthplex 190 West Sproul Road Springfield, PA 19064
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Crozer Keystone EMS – South Division

Headquarters Address:

Crozer-Chester Medical Center
1 Medical Center Blvd
Upland, PA 19013

Note: The Paramedic Office (Station 100) is located to the far-east side of the CCMC Campus, across from the Upland Diner. Enter the campus grounds from directly across from the Diner, and follow straight back until you see the EMS apparatus.

Units Stationed at Headquarters

Medic 100
MICU 81
MICU 82
MICU 83

Satellite Units

Location

MICU 45	Parkside Fire Company - Station 45 107 W. Roland Road Parkside, PA 19015
MICU 66	REAR OF Bethel Township Building 1092 Bethel Road Garnet Valley, PA 19060
Medic 100-A	Aston Township Fire Department – Station 17 2900 Dutton Mill Road Aston, PA 19014
Medic 100-D	Tinicum Township Fire Company – Station 48 99 Wanamaker Avenue Essington, PA 19029
Medic 100-7	Marcus Hook/Trainer – Station 68 1617 East 10 th Street Marcus Hook, PA 19061
Medic 100-B	Norwood Fire Company 336 Chester Pike Norwood, PA 19074
MICU 131	Folsom Fire Company 411 Sutton Ave Folsom, PA, 19033

Riddle Hospital EMS (Main Line Health System)

Headquarters Address:

Riddle Memorial Hospital
1068 W. Baltimore Pike
Media, PA 19063

Note: The Paramedic Office (Station 104) is located in the building to the right of the hospital in the rear.

Units Stationed at Headquarters

MICU 104
MICU 104A
Medic 104

Satellite Units

Medic 59-7A

Location

Concordville Fire and Protective Association
854 Concord Road
Glen Mills, PA 19342

MICU 104B

Newtown Township Building
209 Bishop Hollow Road
Newtown Square, PA 19073

MICU 23

Media Fire Company
102 N. Jackson St.
Media, PA 19063

Marple Township Ambulance Corps.

Headquarters Address:

Marple Township Ambulance Corps
610 Parkway Drive
Broomall, PA 19008

Units Stationed at Headquarters

Medic 53 MICU 53A
MICU 53 Ambulance 53
QRS 53

Plymouth Community Ambulance Association

Headquarters address:

902 Germantown Pike
Plymouth Meeting, PA 19462
Chief Thomas Trojansky 610-277-2776 ext. 11

Mercy Fitzgerald Hospital EMS

Headquarters address:

1500 Lansdowne Avenue
Darby, PA 19023

Units Stationed at Headquarters

Medic 105

Satellite Units

MICU 4

Location

Darby Boro Fire Department
4 Quarry Street
Darby, PA 19023

MICU 75

Briarcliffe Fire Company
767 Beech Avenue
Glenolden, PA 19036

MICU 16

Yeadon Fire Company
600 Church Lane
Yeadon, PA 19050

NARBERTH AMBULANCE

Headquarters Address:

101 Sibley Avenue
Ardmore, PA 19003
Jon Serbin – Battalion Chief
610-721-7300
jserbin@narberthambulance.org

Units Stationed at Headquarters

313-1

313-3

313-4

313-9

Satellite Units

313-15

313-16

Locations

500 E. Hector St
Conshohocken, PA, 19428

MICU 108

Haverford College Campus Apartments
800 Ardmore Ave

Haverford, Pa 19041

MICU 108A

Manoa Fire Company
115 S. Eagle Rd
Havertown, PA 19083

GENERAL SKILLS EXPECTATIONS

It is the students' responsibility, each day and at each field shift site, to speak with their Paramedic Preceptor and discuss what skills you will be allowed to perform during that field rotation (as would be directly reflected on the students' individual **SKILLS CARD**).

In general, students are expected to perform the following (once they have received approval of the following listed skills on their individual **SKILLS CARD**).

NOTE: The following list will be primarily accomplished later in the program (January thru May). Your SKILLS card MUST be strictly adhered to in order to ensure that you are not doing skills that are (at the time) out of your scope of practice.

- The student must act in a safe and professional manner at all times consistent with being outside of the hospital environment. Scene safety and the safety of those you are working with are paramount.
- The student will be required to introduce him or herself to the paramedic preceptor, the other paramedics (if applicable) and paramedic supervisor. Introduce yourself as a paramedic student to your patient while working with the nurse/paramedic/doctor, etc.

You must be able to:

- communicate the patient's information, needs, wants, and safety concerns with other clinical staff members.
- interact with patients to enable you to obtain a thorough history of present illness and identification of chief complaints.
- obtain vital signs including SpO₂, lung sounds and pain scale.
- assist, at the staff's direction, with emergency patient care.
- practice safe physical exams.
- package patient properly and safely transport to the appropriate facility.
- As your skills set increases later in the program, you must be able to:
 - perform ECG, IV access, phlebotomy, fluid administration.
 - be competent to prepare and administer appropriate medication under direct supervision.
 - contact ED Charge RN or Medical Command Physician for notification and/or treatment orders.

FIELD PAPERWORK

Documentation in any professional field is EXTREMELY IMPORTANT. However, in Emergency Medical Services, it is essential that paperwork be completed accurately and in a timely manner.

Please keep in mind what you have been taught in EMS...if you didn't document it, IT DIDN'T HAPPEN.

You MUST document all field shifts on an Experience form (appendix F) which summarizes your field shift. In order to accurately record pertinent information, you may find it useful to maintain a notebook throughout the field shift to record pertinent information such as: patient assessments findings, skills attempted and successfully completed. **Patient names and other identifying notations should NOT be included in your documentation.**

The experience form **MUST be signed** and dated by the Paramedic Preceptor (please encourage them to comment on your performance for the field experience as a way of obtaining feedback to assist you in improving your skills, etc.). The form MUST be attached to your FISDAP shift entry.

For each patient encounter, you must then enter the required documentation in FISDAP (www.FISDAP.net) WITHIN 24 HOURS of the end of the field shift. If you fail to complete and lock your FISDAP chart within 24 hours, you will not receive graduation skills OR time credit.

The Paramedic Education Coordinator to verify the skills you entered into FISDAP against the Experience forms you submitted, review and critique the narrative for patient encounters, and offer constructive criticism as to how to improve your documentation. The Preceptor will also be reviewing each chart and providing you with immediate feedback.

NOTE: FOR PURPOSES OF DOCUMENTATION, THE CLINICAL WEEK WILL BE MONDAY THROUGH SUNDAY.

FIELD ROTATION SKILLS EVALUATION

A Paramedic student “rubric” will be completed by your preceptor (in a google doc) every other week that will identify strengths and weakness of your skills performance, communication skills, appearance, professionalism, etc. See appendix I. The student must sign the form in appendix L to confirm acceptance and understanding of the document.

If the student demonstrates unsatisfactory field/clinical performance at any point during the course of the field rotation(s), the Paramedic Preceptor is to consult with the Paramedic Education Coordinator. The student may be counseled and an “action plan” will be developed to assist the students in correcting their field/skill deficiencies. Should the student’s field skills performance remain “unsatisfactory” at the end of the predetermined action plan timeframe, the student will receive further counseling and may be dismissed from the program.

PRECEPTOR EVALUATION

Students are required to complete a “preceptor evaluation” (appendix J) near the end of the program. This affords the student the opportunity to evaluate the effectiveness of the preceptors within the program.

IMPORTANT NOTES

SMOKING

Many of our field sites have a “NON SMOKING” policy on their hospital campuses; therefore, you are NOT permitted to smoke, or utilize any tobacco product while on hospital property at any location. Use restraint while at satellite locations as well since they may be considered “non-smoking” if the ambulance is on site.

Failure to adhere to this policy may result in immediate dismissal from the program. In addition, it may put our program in danger of being denied access to field sites if our students fail to follow the policies of the participating agencies.

APPENDIX

**PATIENT/RESIDENT CONFIDENTIALITY/PRIVACY POLICY
FOR STUDENTS**

All patient/residents of any facility used by students in the paramedic program at Delaware County Community College are assured the right to privacy by law. All students and faculty must respect this right and use discretion in all matters regarding the patient/resident.

Protected Health Information (PHI) includes patient information based on examination, test results, diagnosis, response to treatment, observation or conversation with the patient. This information is protected and the patient has a right to the confidentiality of his or her patient care information whether this information is in written, electronic or verbal format. PHI is individually-identifiable information that includes, but is not limited to, patient's name, account number, birth date, admission and discharge dates, photographs, and health plan beneficiary number. Students enrolled in school programs or courses and responsible faculty are given access to patient information. Students are exposed to PHI during their clinical rotations in health care facilities. Medical records, cases histories, medical reports, images, raw test results, and medical dictations from health care facilities are used for student learning activities. Although patient identification is removed, all health care information must be protected and treated as confidential.

All students are advised that the Health Insurance Portability and Accountability Act of 1996, as amended ("HIPAA"), prohibits the use or disclosure of Protected Health Information ("PHI") except as provided by the Act. The College's Affiliation Agreements with health care providers requires compliance with all applicable laws, rules and regulations, including the HIPAA final Privacy Regulations.

All students are required to report any non-permitted use or disclosure of PHI.

I agree to abide by the above policies and other policies at the clinical site. I further agree to keep PHI confidential. I understand that federal and state laws govern the confidentiality and security of PHI and that unauthorized disclosure of PHI is a violation of law and may result in civil and criminal penalties. I further understand that failure to comply with these policies may result in disciplinary action in accordance with College policy.

I understand my responsibility and the need to comply with this Confidentiality/Privacy Policy. Any breach of this will affect my involvement and rights to continue as a student or a faculty member at clinical sites, potentially expose me to financial liability, and may result in my dismissal from the nursing/allied health programs and other disciplinary action in accordance with College policy. Any questions involving this policy should be directed to the Office of the Dean of Allied Health, Emergency Services, & Nursing.

Signature: _____ Date: _____

Print Name: _____

DELAWARE COUNTY COMMUNITY COLLEGE

STATEMENT OF COMMITMENT

Medical Health Insurance

Delaware County Community College and its clinical affiliates require, without exception, that every student in the paramedic program carry their own personal medical health insurance for the duration of any semester of enrollment that requires a clinical rotation. You can use your family policy (check coverage language) or purchase a temporary policy. Information is available through <https://www.healthcare.gov/> or your own insurance agent. Please make sure it is current. You may be asked to show it to your instructor at any time during clinical. Failure to carry health insurance, a violation of the Contractual Agreement with the agency, will result in your withdrawal from clinical.

I have read and understand the above statements. I agree that I will be continuously covered by medical health insurance whenever I participate in any clinical experience as part of my program. I also understand that I may be asked to show proof of such coverage prior to or during any clinical rotation.

Medical Health Insurance _____ Policy # _____

Effective Date: _____

Subscriber : _____

Relationship: _____

Name _____ Date _____
(Please Print)

Signature _____ Student ID # P _____

FUNCTIONAL POSITION DESCRIPTION FOR THE ALS PROVIDER

QUALIFICATIONS

The following is a position description for the Emergency Medical Technician-Paramedic, Prehospital R.N., and Health Professional (hereafter referred to as an ALS Provider). This document identifies the qualifications, competencies and tasks expected of the ALS Provider.

QUALIFICATIONS FOR CERTIFICATION

To qualify for state certification, the applicant shall at a minimum:

1. Meet minimum state entry requirements.
2. Meet requirements, such as attendance and grades.
3. Successfully complete all certifications examinations.
4. Have valid skills verification form signed / terminal competencies

COMPETENCIES

The ALS Provider must demonstrate competency in handling emergencies utilizing advanced and basic life support equipment in accordance with the objectives in the U.S. Department of Transportation National Standard Curriculum for Emergency Medical Technician-Paramedic, Prehospital R.N., or Health Professional, or other objectives identified by the Department, to include having the ability to:

- Verbally communicate in person and via telephone and telecommunications using the English language.
- Hear spoken information from co-workers, patients, physicians and dispatchers and sounds common to the emergency scene.
- Lift, carry and balance a minimum of 125 pounds equally distributed (250 pounds with assistance), a height of 33 inches, a distance of 10 feet.
- Read and comprehend written materials under stressful conditions.
- Verbally interview patient, family members, and bystanders and hear their responses.
- Document physically, in writing, all relevant information in prescribed format.
- Demonstrate manual dexterity and fine motor skills, with ability to perform all tasks related to quality patient care.
- Bend, stoop, crawl and walk on uneven surfaces.
- Meet minimum vision requirements to operate a motor vehicle within the state.
- Function in varied environmental conditions such as lighted or darkened work areas, extreme heat, cold and moisture.

- Interpret written, oral and diagnostic forms of instruction.
- Perform in situations that create stress and tension on a regular basis.

DESCRIPTION OF TASKS

- Be capable of performing all EMT basic skills and using BLS equipment.
- Be able to perform in accordance with all behavioral objectives of the ALS curriculum approved by the Department and other objectives identified by the Department.
- May function alone or as a member of a multi-member team.
- Receives calls from dispatcher, verbally acknowledges the call, reads road maps, identifies the most expeditious route to the scene, and observes traffic ordinances and regulations.
- Upon arrival at the scene, insures that the vehicle is parked in a safe location; performs size-up to determine scene safety, mechanism of injury or illness, determines total number of patients and requests additional help if necessary. Performs triage and requests additional help if necessary.
- In the absence of public safety personnel, creates a safe environment for the protection of the injured and those assisting in the care of the patient(s).
- Using body substance isolation techniques protects the patient(s) and providers from possible contamination.
- Determines nature and extent of illness or injury, takes pulses, blood pressure by auscultation and palpation, visually observes changes in skin color, establishes priority for emergency care, calculates drip rates and drug concentrations, renders appropriate approved intravenous drugs or fluid replacement as directed by a physician, performs endotracheal intubation to open airways and ventilates patients.
- Performs cardiac monitoring, interprets EKG tracing, and transmits rhythm to emergency department if required by medical control. Inflates pneumatic anti-shock garment.
- Complies with regulations on the handling of crime scenes and prehospital deaths by notifying the appropriate authorities and arranges for protection of property and evidence.
- Extricates patient from entrapment, assesses extent of injury, uses prescribed techniques and appliances, radios dispatcher for additional assistance or services, provides light rescue if required, provides additional emergency care.
- Determines most appropriate facility for patient transport unless otherwise directed by medical control. Reports the nature and extent of injuries, the number of patients being transported and destination to assure prompt medical care in accordance with local protocols.

- Observes patients enroute and administers care as directed by medical control. Able to maneuver to all points in the patient compartment while moving with a stretchered patient. Assists in lifting, carrying, and transporting patients to ambulance and to a medical facility.
- Reassures patients and bystanders.
- Avoids mishandling patients and undue haste, searches for medical identification emblem to aid in care.
- Reports verbally and in writing, observations and emergency care given to the patient at the scene and in transit, to the receiving staff for record keeping and diagnostic purposes. Upon requests, provides assistance to the receiving facility staff.
- After call restocks and replaces patient care supplies, cleans all equipment following appropriate decontamination/cleaning procedures, makes careful check of all equipment to insure availability of ambulance for next run. Maintains ambulance in efficient operating condition.
- Attends continuing education and refresher training programs as required by employers', medical direction, and/or certifying agency.
- Meets qualifications within the functional position description of the EMT and ALS Provider.

Delaware County Community College
SAFETY EQUIPMENT

I, _____, acknowledge receipt of safety equipment issued to me on _____ to be worn in all situations requiring personal protective equipment during field rotations in the course of the DCCC Paramedic program.

I further understand that this equipment MUST be returned in good condition to the Coordinator of the Paramedic program at the conclusion of my program. If I do not return this equipment in good condition, I understand that I will not receive my final grade nor will I be signed off and eligible to take the National Registry Exam.

The equipment (total value approximately \$54) I received is as follows:

1. One (1) white condor front brim hard hat
2. One (1) green high visibility safety vest.
3. One (1) pair of clear (over the glasses model) safety glasses
4. One (1) pair of Cowhide leather driver's gloves size _____.
5. One (1) synthetic helmet bag.

Equipment is NOT to be personalized. Appropriate markings have been placed on the equipment identifying DCCC as the owner.

PRINT NAME : _____ ID #:P _____

Signature: _____ DATE: _____

Witness: _____

Social Media Usage Policy

Purpose:

Delaware County Community College requires students, faculty and employees to follow the necessary policies that coincide with the American Nurses Association's position on social media for nurses. This policy applies to allied health, emergency services, and nursing students, faculty and employees who engage in internet conversations for school and non-school related purposes. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include but are not limited to Facebook, YouTube, Twitter, MySpace, LinkedIn, Wikipedia blogs, podcasts, and RSS feeds.

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to ensure that one is protecting personal, professional, and college reputations.

As students, faculty and employees you represent Delaware County Community College's Allied Health, Emergency Services, and Nursing Programs. We expect you to represent the college in a fair, accurate and legal manner while protecting the brand and reputation of the institution in our community. When publishing information on social media sites, remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two way communications with your audience, you have less control about how materials you post will be used by others. As one person remarked, "If you wouldn't put it on a flier, carve it into cement, or want it published on the front of the Wall Street Journal, don't broadcast it via social media channels."

Policy for Allied Health, Emergency Services, and Nursing Students, Faculty & Employees:

- Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary information about the College, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a Delaware County Community College student.
- Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property right of others and of the College. For guidance, visit the College's Library website or seek consultation from a Librarian or Faculty member.

- Do not use Delaware County Community College's marks, such as logos and graphics, on personal social media sites. Do not use the College's name to promote a product, cause, or political party or candidate.
- No student shall audio or videotape professors or fellow students for personal or social media use without the expressed written permission of the faculty or fellow student. At no time shall patients/clients be videotaped or photographed.
- Be aware of your association with Delaware County Community College in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, patients/clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on behalf of Delaware County Community College including the Allied Health, Emergency Services, and Nursing Division, unless you are authorized to do so in writing.
- HIPPA guidelines must be followed at all times. Identifiable information concerning patients/clients/clinical rotations must not be posted in any online forum or webpage.
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your and others privacy, and confidential information.
- Use of social media that involves any kind of criminal activity or harms the rights of others may result in criminal prosecution or civil liability to those harmed.

Procedure/Consideration:

- There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied by others. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed. Think twice before posting. If you are unsure about posting something or responding to a comment, ask the faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.
- Future employers hold students to a high standard of behavior. By identifying yourself as a Delaware County Community College student through postings and personal web pages, you are connected to your student colleagues, clinical agencies, and even patients/clients. Ensure that content associated with you is consistent with your professional goals.
- At Delaware County Community College, students in our division are preparing for professions which provide services to a public that also expects high standards of behavior.
- Respect your audience when posting to any site.
- Adhere to all applicable college privacy and confidentiality policies including the College Social Media Handbook and Policy Regarding Use of Social Media by Employees.

- You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).
- Employers are increasingly conducting web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.
- Monitor others comments on your social media site. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
- Do not use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
- You are responsible for regularly reviewing the terms of this policy.

Consequences for non-compliance:

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from your program.
- Each of us is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. We may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

Paramedic Student tracking document
EXPERIENCE FORM

CLINICAL - Enter hospital name and department/unit

FIELD - Enter EMS unit and location

ALL fields must be completed. If it does not apply to your experience enter "N/A" (not applicable).

Student Name: _____ DCCC ID# P _____ Date: ___/___/___
Total Hours _____

HOSPITAL: _____ DEPT. /UNIT: _____

EMS UNIT: _____ LOCATION: _____

Student experience comments:

TOTAL number ATTEMPTED:

____ Patient assessment ____ IV ____ Med. Administration ____ Intubation

Other: _____

TOTAL number SUCCESSFUL:

____ Patient assessment ____ IV ____ Med. Administration ____ Intubation ____ Team Lead

Other: _____

PRECEPTOR: Please DO NOT sign this form if it is presented to you without ALL sections above completed by the student.

Clinical preceptor comments:

OVERALL PERFORMANCE RATING BY PRECEPTOR: ____ Satisfactory ____ Unsatisfactory

Verification Signature of Preceptor

Title

PRINT name of clinical/field preceptor

FIDAP COMPLETED BY STUDENT Date: ___/___/___

PARAMEDIC EDUCATION COORDINATOR REVIEWED DOCUMENTATION AND AUDITED IN FIDAP

Signature: _____ Date: ___/___/___

Paramedic Advanced Life Support program STUDENT EVALUATION OF CLINICAL EXPERIENCE

Student Name _____ Date _____ Facility _____
 Clinical Area _____ Preceptor _____

This evaluation format is designed for you to comment on the clinical experience/area and the preceptor that assisted you. To aid in consistency, you will be using the 1 to 3 scale below. The cut score is ≥ 2 in all applicable areas and a score of **1 in any area requires additional documentation.**

3 – exceeds expectations / standard – preceptor (s) sought out educational experiences for students; provided direction; posed challenging questions and enhanced the learning environment.
2 – meets expectations / standard – preceptor (s) receptive to students and answered questions, understand role of student; provided constructive feedback.
1 – below expectations / standard – preceptor (s) indifferent to student; unreceptive or unavailable for questions, or no contact assigned.

<p>The Clinical Area Was:</p> <p style="text-align: center;">above / meets / below</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Interesting</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> </tr> <tr> <td>Relevant</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Productive</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table> <p>The Preceptor (s) was / were:</p> <p style="text-align: center;">above / meets / below</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Non-Intimidating</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> </tr> <tr> <td>Pleasant</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Receptive</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Interesting</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Tolerant</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Competent</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Cooperative</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	Interesting	3	2	1	Relevant	3	2	1	Productive	3	2	1	Non-Intimidating	3	2	1	Pleasant	3	2	1	Receptive	3	2	1	Interesting	3	2	1	Tolerant	3	2	1	Competent	3	2	1	Cooperative	3	2	1	<p>General Comments:</p> <p><i>Staff Reaction Could Be Described As:</i></p> <p style="text-align: center;">above / meets / below</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Receptive</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> </tr> </table> <p>Feedback on My Performance Was:</p> <p style="text-align: center;">above / meets / below</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Helpful</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> </tr> </table> <p>Of What Value Was Your Time In This Clinical Area?</p> <p style="text-align: center;">above / meets / below /</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Valuable</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> </tr> </table> <p>Rate Your Overall Experience in this Clinical Area:</p> <p style="text-align: center;">above / meets / below</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> </tr> </table>	Receptive	3	2	1	Helpful	3	2	1	Valuable	3	2	1		3	2	1
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A rating of 1 in any area requires further explanation through documentation below and on reverse side if necessary:

Student's Signature: _____ Date: _____

PROFESSIONAL BEHAVIOR EVALUATION

Student's Name: _____

Date of evaluation: _____

Clinical Site and Unit

Clinical Preceptor Signature

1. INTEGRITY Deficient [] Needs Guidance [] Competent [] Professional []

Examples: 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 Deficient [] Needs Guidance [] Competent [] Professional []

Examples: Showing compassion for others; responding appropriately to the emotional response of patients and family members; demonstrating respect for others; demonstrating a calm, supportive, compassionate, and helpful demeanor toward those in need.

3. SELF - MOTIVATION Deficient [] Needs Guidance [] Competent [] Professional []

Examples: Taking initiative to: complete assignments, to improve and/or correct behavior, take on and follow through on tasks without constant supervision. Shows enthusiasm for learning and improvement; consistently striving for excellence. Accepts constructive feedback in a positive manner; taking advantage of learning opportunities

4. APPEARANCE & HYGIENE Deficient [] Needs Guidance [] Competent [] Professional []

Examples: Clothing and uniform is appropriate, neat, clean and well maintained; good personal hygiene and grooming.

5. SELF - CONFIDENCE Deficient [] Needs Guidance [] Competent [] Professional []

Examples: Demonstrating the ability to trust personal judgment; demonstrating an awareness of strengths and limitations; exercises good personal judgment.

6. COMMUNICATIONS Deficient [] Needs Guidance [] Competent [] Professional []

Examples: Speaking clearly; writing legibly; listening actively; adjusting communication strategies to various situations

7. TIME MANAGEMENT Deficient [] Needs Guidance [] Competent [] Professional []

Examples: Consistent punctuality; completing tasks and assignments on time.

8. TEAMWORK AND DIPLOMACY Deficient [] Needs Guidance [] Competent [] Professional []

Examples: Placing the success of the team above self interest; not undermining the team; supporting other team members; showing respect for all team members; remaining flexible and open to change; communicating with others to resolve problems.

9. RESPECT Deficient [] Needs Guidance [] Competent [] Professional []

Examples: Being polite to others; not using derogatory or demeaning terms; behaving in a manner that brings credit to the profession.

10. PATIENT ADVOCACY Deficient [] Needs Guidance [] Competent [] Professional []

Examples: Not allowing personal bias or feelings to interfere with patient care; placing the needs of patients above self interest; protecting and respecting patient confidentiality and dignity.

11. DELIVERY OF SERVICE Deficient [] Needs Guidance [] Competent [] Professional []

Examples: Mastering and refreshing skills; performing complete equipment checks; demonstrating careful and safe operations; following policies, procedures, and protocols; following orders.

Use the space below to: explain any "Deficient" or "Needs Guidance" ratings, using specific behaviors when possible; and/or make comments about the Paramedic Students' behavior while in your unit.

PARAMEDIC STUDENT RUBRIC

This rubric will be used to determine the grade of your paramedic student for their field experience. The form will be completed electronically by the preceptor bi-weekly. This will enable the Paramedic Education Coordinator to track the progress of the student. When completing this form, please take into consideration the OVERALL performance of your student's cognitive, psychomotor and affective skills by scoring the skills indicated in each category. If a student receives a "0" or a "1" in any section, please explain why in the narrative box below each section.

The grading level for each statement should be judged according to the following scale:

Grading Levels:

- 1 "Deficiency": The student has not met the skill / objective in a satisfactory manner. The student requires consistent prompting from his/her preceptor to fulfill the skill / objective. The student displays a considerable amount of hesitancy when performing / attempting to perform the skill / objective. The student requires constant supervision while attempting to perform the skill / objective.
- 2 "Needs Guidance": The student is starting to perform the skill / objective in a satisfactory manner. The student requires some prompting from his/her preceptor to fulfill the skill / objective. The student displays some hesitancy when performing / attempting to perform the skill / objective. The student is not near that of an entry-level paramedic in his/her ability to manage the skill / objective.
- 3 "Competent": The student performs the skill / objective in a satisfactory manner. The student requires little to no prompting from his/her preceptor to fulfill the skill / objective. The student displays little to no hesitancy when performing / attempting to perform the skill / objective. The student is at or near an entry-level paramedic in his/her ability to manage the skill / objective.
- 4 "Professional": The student performs the skill / objective in a more than satisfactory manner. The student requires no prompting from his/her preceptor to fulfill the skill / objective. The student displays no hesitancy when performing / attempting to perform the skill / objective. The student is at or surpassing that of an entry-level paramedic in his/her ability to manage the skill / objective.

Section I – Critical Thinking

1. The student displays the ability to identify a secondary, or even a tertiary problem(s) and is prepared to address any associated complications appropriately.
2. The student has a sound understanding in the pathophysiology of those illnesses and injuries regularly found in the pre-hospital setting, as well as pharmacology and associated drug calculations.

3. The student has the ability to identify patients in need of immediate clinical intervention versus patients who are of a less urgent or of even a routine nature (sick versus not sick).

Section II – Psychomotor

1. When a physical exam of a patient is warranted, the student performs a complete physical exam, inclusive of the patient's social history.
2. If a clinical intervention (treatment) is warranted for a patient, the student identifies the correct intervention needed and performs that intervention in a timely manner including airway management, IV and medication interventions.
3. The student demonstrates an organized approach to the overall care and management of the pre-hospital patient and appropriately delegates to the EMS team.

Section III – Professional Attributes

1. The student demonstrates interpersonal skills (ie., the student consistently works well in a team environment, communicates effectively with other EMS providers, patients, the patients families and hospital-based healthcare staff—such as nursing staff and/or Medical Command Physicians).
2. The student displays an acceptable personal appearance and hygiene habits (ie., is the student's uniform appropriate, neat, clean and well maintained; are their hygiene habits at an acceptable level and does their appearance demonstrate professionalism?).
3. The student displays an acceptable degree of integrity and empathy (ie., is your student consistently honest; can they be trusted with the property of others; can they be trusted with confidential information, does the student show compassion and a helpful demeanor for others?).
4. The student displays self-motivation (ie., does your student take-on and follow through on tasks without constant supervision; show enthusiasm for learning and improvement; accept constructive feedback in a positive manner; take advantage of leaning opportunities?).
5. The student displays good time management skills (ie., is your student punctual; does he/she complete assignments and tasks on time and utilize time that is available to them while on shift in an educationally sound manner?).
6. The student is respectful (ie., is your student polite to others; does not use derogatory or demeaning terms; does not use inappropriate language; is non-judgmental; behaves in a manner that brings credit to the profession?).
7. The student performs at a level that ensures careful delivery of service (ie., does your student perform complete equipment checks EVERY shift; demonstrates careful and SAFE ambulance operations; does your student follow policies, procedures and protocols; does your student follow orders given by their preceptor(s) and/or the Medical Command Physicians)?

Preceptor Evaluation

Preceptor Name: _____

Student Name: _____

	Never	On Occasion	Often	Almost Always	Always	Cannot Evaluate
Teaches Paramedic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaches Scene Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows Universal Precautions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptive to Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge base current	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses literature to support decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages independent thinking/problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allows responsibility in managing patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits enthusiasm for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits enthusiasm for patient care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits interest in my progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits supportive behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates well with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives me useful feedback on my performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, my experience with this preceptor was positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preceptors knowledge of protocol is accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check all that apply to your preceptor:

Organized Dependable Careless Too Rigid Poor Judgment

Capable

Unorganized Poised Hardworking Conscientious Flexible Too

Demanding

Lazy Professional Well Read Illogical Too Critical Good

Judgment

Of High Integrity Logical Open Minded

Delaware County Community College
PARAMEDIC SKILLS / RX PRIVILEGE CARD
(student name appears here)

Is approved to do the following skills:

- _____ Vital signs
- _____ Patient Assessment
- _____ IV/Phlebotomy
- _____ EKG
- _____ Intubation

Medication Administration as follows:

- | | |
|-------------------------|----------------------------------|
| _____ Adenosine | _____ Furosemide |
| _____ Amiodarone | _____ Glucagon |
| _____ Aspirin | _____ Ketamine |
| _____ Atropine | _____ Lidocaine |
| _____ Atropine | _____ Lorazepam |
| _____ Calcium Chloride | _____ Magnesium Sulfate |
| _____ Calcium gluconate | _____ Midazolam |
| _____ Dextrose | _____ Morphine Sulfate |
| _____ Diazepam | _____ Naloxone |
| _____ Diltiazem | _____ Nitroglycerin (SL & Paste) |
| _____ Diphenhydramine | |
| _____ Dobutamine | _____ Ondansetron |
| _____ Dopamine | _____ Procainamide |
| _____ Duo-Neb | _____ Sodium Bicarb |
| _____ Enalapril | _____ Solumedrol |
| _____ Epinephrine | _____ Vasopressin |
| _____ Etomidate | _____ Verapamil |
| _____ Fentanyl | |

FLUIDS: D5W _____ LR _____ NSS _____

My signature below indicates that I have thoroughly read, understand and had ample opportunity to ask questions about policies and procedures included in the Paramedic Class of _____ student handbook that was given to me on _____ at the mandatory orientation meeting.

Furthermore, I agree to abide by the rules, regulations and policies of the Paramedic program as stated in this document. In addition, I understand that I will also be responsible to follow the policies and regulations of Delaware County Community College, the Department of Health, Bureau of EMS, and each clinical and field site to which I am assigned. Including, but not limited to:

- Attendance Policy
- Completion requirements
- Nondiscrimination and Harassment/Sexual Harassment Policy
- Complaint Procedure
- Academic honesty policy
- Discipline Policy
- Uniform Policy
- Professionalism expectations
- Policy for paramedic skills
- Patient/Resident Confidentiality/Privacy Policy
- Medical examination/physical packet
- Functional position description for the ALS provider
- Social Media Usage Policy
- Rubric
- Experience form

Signature: _____

Print Name: _____

Student ID # P _____

Date: _____

Witness: _____