

Paramedic Transition Course

Course Design

2000-2001

Course Information

Organization:	Eastern Arizona College
Division:	Emergency Medical Technology
Course Number:	EMT 205
Title:	Paramedic Transition Course
Credits:	22
Developed by:	Christopher Black
Lecture/Lab Ratio:	225 Lecture / 300 Lab
Transfer Status:	None
Extended Registration Class:	No
CIP Code:	51.0904
Assessment Mode:	Pre-Test / Post-Test -- 100 questions/100 points
Awareness Course:	No
Intensive Writing Course:	No
Prerequisites:	1. Apply and be accepted into Paramedic Program
Educational Value:	The paramedic level is the final certification level in emergency medical services. <i>The paramedic is distinctly qualified to care for critically ill and injured persons in a pre-hospital setting.</i>
Description:	This course is designed to prepare, and make eligible, the participant for certification with the Arizona Department of Health Services as a paramedic. Acceptance in the course is based on a competitive screening process and dependent on meeting all requirements as prescribed by the Arizona Department of Health Services, Bureau of Emergency Medical Services. EMT 205 is equivalent to EMT 210 and EMT 212.
Textbooks:	Bledsoe, Porter, Shade. <i>Paramedic Emergency Care</i> . 3rd. Brady, 1997. <i>This textbook is required.</i>
Supplies:	Blood Pressure Cuff Stethoscope EAC Uniform

Competencies and Performance Standards

UNIT 1. Preparatory

1. Describe the roles and responsibilities of a Paramedic within the EMS system.			
<i>Domain--Affective</i>	<i>Level--Valuing</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p>Criteria--Criteria - Performance will be satisfactory when:</p> <ul style="list-style-type: none"> ☐ learner analyzes the differences in the roles and responsibilities of various levels of providers. ☐ learner critiques the foundation and outcome of a recent legal challenge in EMS. ☐ learner functions as a team leader in a patient care scenario and direct various levels of providers effectively. ☐ learner writes a persuasive paper regarding injury prevention. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> ☐ during class participation. ☐ in completion of outside assignments. ☐ during clinical and vehicular rotations. ☐ in completion of unit tests and Posttest. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> a. Analyze the differences in the roles and responsibilities of various levels of providers. b. Critique the foundation and outcome of a recent legal challenge in EMS. c. Function as a team leader in a patient care scenario and direct various levels of providers effectively. d. Write a persuasive paper regarding injury prevention. 	
2. Apply the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients.			
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<p>Criteria--Criteria - Performance will be satisfactory when:</p> <ul style="list-style-type: none"> ☐ learner integrates pathophysiological principles of pharmacology and the assessment findings of emergency care patients to formulate a diagnostic field impression and implement a pharmacological management plan. ☐ learner applies the general concepts of pathophysiology for the assessment and management of emergency patients. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> ☐ during class participation. ☐ in completion of outside assignments. ☐ during clinical and vehicular rotations. ☐ in completion of unit tests and Posttest. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> a. Integrate pathophysiological principles of pharmacology and the assessment findings of emergency care patients to formulate a diagnostic field impression and implement a pharmacological management plan. b. Apply the general concepts of pathophysiology for the assessment and management of emergency patients. 	

3. Administer medications to emergency patients.			
<i>Domain--Psychomotor</i>	<i>Level--Adaptation</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p>Criteria--Criteria - Performance will be satisfactory when:</p> <ul style="list-style-type: none"> ☐ learner ☐ learner identifies criteria for safely administering medications. ☐ learner identifies the necessity for establishing intravenous access. ☐ learner recites drug profiles for each drug carried by prehospital providers. ☐ learner establishes peripheral and central venous access. ☐ learner administers medication via endotracheal tube, intramuscular, transdermal, sublingual, subcutaneous, and peripheral and central venous access. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> ☐ in a myriad of simulated patient care scenarios. ☐ during clinical/vehicular rotations. ☐ in the completion of unit tests and the Posttest. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> a. Identify criteria for safely administering medications. b. Identify the necessity for establishing intravenous access. c. Recite drug profiles for each drug carried by prehospital providers. d. Establish peripheral and central venous access. e. Administer medication via endotracheal tube, intramuscular, transdermal, sublingual, subcutaneous, and peripheral and central venous access. 	
4. Communicate effectively with patients.			
<i>Domain--Affective</i>	<i>Level--Responding</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p>Criteria--Criteria - Performance will be satisfactory when:</p> <ul style="list-style-type: none"> ☐ learner can communicate verbally with patients, co-workers and other healthcare providers. ☐ learner completes error-free radio patches. ☐ learner completes error-free run reports. ☐ learner integrates the principles of therapeutic communication to effectively communicate with any patient while providing care. ☐ learner integrates the physiological, psychological and sociological changes throughout human development with assessment and communication strategies for patients of all ages. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> ☐ during simulated patient care scenarios. ☐ during clinical/vehicular rotations. ☐ in the completion of unit tests and the Posttest. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> a. Identify various techniques of communicating with patients, co-workers and other healthcare providers. b. Integrate the principles of therapeutic communication to effectively communicate with any patient while providing care. c. Integrate the physiological, psychological and sociological changes throughout human development with assessment and communication strategies for patients of all ages. 	

UNIT 2. Airway

1. Establish and/or maintain a patent airway, oxygenate and ventilate a patient.			
<i>Domain--Psychomotor</i>	<i>Level--Practice</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<p>Criteria--Criteria - Performance will be satisfactory when:</p> <ul style="list-style-type: none"> ☒ learner identifies respiratory emergencies. ☒ learner can manage respiratory emergencies ☒ learner provides ventilations with a bag-valve-mask device and basic adjuncts on a manikin. ☒ learner performs a minimum of 25 endotracheal intubations and 25 naso-tracheal intubations on a manikin or an emergency patient. ☒ learner performs a minimum of 10 surgical and 5 needle circothyroidotomies on a manikin or an emergency patient. ☒ learner performs a minimum of 5 needle thoracotomies on a manikin or an emergency patient. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> ☒ during simulated patient care scenarios. ☒ during clinical/vehicular rotations. ☒ in the completion of unit tests and the Posttest. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> a. Identify respiratory emergencies. b. Manage respiratory emergencies. c. Provide ventilation with a bag-valve-mask device and basic adjuncts d. Perform endotracheal intubation. e. Suction a patient. f. Perform naso-tracheal intubation. g. Perform a surgical circothyroidotomy. h. Perform a needle circothyroidotomy. i. Perform a needle thoracotomy. 	

UNIT 3. Patient Assessment

1. Obtain an accurate patient history through a standard interview process.			
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p>Criteria--Criteria - Performance will be satisfactory when:</p> <ul style="list-style-type: none"> ☒ learner applies standard interview techniques in eliciting a patient's medical history. ☒ learner utilizes the acronym S.A.M.P.L.E. when obtaining a patient history. ☒ learner utilizes the acronym O.P.Q.R.S.T. when obtaining a patient history. ☒ learner obtains accurate patient histories on a minimum of 50 patients. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> ☒ during simulated patient care scenarios. ☒ during clinical/vehicular rotations. ☒ in the completion of unit tests and the Posttest. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> a. Apply standard interview techniques in eliciting a patient's medical history. b. Utilize the acronym S.A.M.P.L.E. when obtaining a patient history. c. Utilize the acronym O.P.Q.R.S.T. when obtaining a patient history. 	

2. Perform a comprehensive physical examination on any patient.			
<i>Domain--Psychomotor</i>	<i>Level--Practice</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> ☐ learner performs a minimum of 50 assessments utilizing a standards examination format. ☐ learner performs an assessment utilizing the following formats: Scene Size-Up; Initial Assessment; Rapid or Focused Assessment; Detailed Assessment; On-Going Assessment. 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> ☐ during simulated patient care scenarios. ☐ during clinical/vehicular rotations. ☐ in the completion of unit tests and the Posttest. 	Learning Objectives: <ol style="list-style-type: none"> a. Perform a patient assessment utilizing a standard examination format. b. Perform an assessment utilizing the following formats: Scene Size-Up; Initial Assessment; Rapid or Focused Assessment; Detailed Assessment; On-Going Assessment. 	
3. Communicate the findings of the history and physical examination to others.			
<i>Domain--Affective</i>	<i>Level--Responding</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> ☐ learner communicates effectively with patients and family members. ☐ learner makes appropriate "transfer of care" verbal reports. ☐ learner performs error-free run reports. ☐ learner performs error-free radio patches 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> ☐ in simulated role-playing. ☐ during clinical/vehicular rotations. ☐ on skills tests and the posttest. 	Learning Objectives: <ol style="list-style-type: none"> a. Report patient care objectives to the patient or family members. b. Report finding of the history and physical examination to other healthcare providers. 	

UNIT 4. Trauma

1. Integrate pathophysiological principles and assessment findings to formulate a diagnostic field impression of a trauma patient.			
<i>Domain--Cognitive</i>	<i>Level--Synthesis</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> ☐ learner identifies the components of a rapid trauma assessment. ☐ learner adapts current concepts of treatment modalities to formulate a field impression. ☐ learner formulates a diagnostic field impression on 20 trauma patients. 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> ☐ during simulated role-playing. ☐ during clinical/vehicular rotations. ☐ on skills tests and the posttest. 	Learning Objectives: <ol style="list-style-type: none"> a. Identify the components of a rapid trauma assessment. b. Adapt current concepts of treatment modalities to formulate a field impression. c. Formulate a diagnostic field impression on trauma patients. 	

2. Implement a treatment plan for a trauma patient based on a diagnostic field impression.			
<i>Domain--Cognitive</i>	<i>Level--Synthesis</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<p>Criteria--Criteria - Performance will be satisfactory when:</p> <ul style="list-style-type: none"> ☒ learner identifies the components of a diagnostic field impression. ☒ learner identifies the components of a treatment plan. ☒ learner utilizes diagnostic field impressions to formulate 20 treatment plans for trauma patients. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> ☒ during simulated role-playing. ☒ during clinical/vehicular rotations. ☒ on skills tests and the posttest. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> a. Identify the components of a diagnostic field impression. b. Identify the components of a treatment plan. c. Formulate a treatment plan for a trauma patient utilizing diagnostic field impressions. 	

UNIT 5. Medical

1. Integrate pathophysiological principles and assessment findings to formulate a diagnostic field impression of a medical patient.			
<i>Domain--Cognitive</i>	<i>Level--Synthesis</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<p>Criteria--Criteria - Performance will be satisfactory when:</p> <ul style="list-style-type: none"> ☒ learner identifies the components of a medical patient assessment. ☒ learner adapts current concepts of treatment modalities to formulate a field impression. ☒ learner formulates a diagnostic field impression on 20 medical patients. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> ☒ during simulated role-playing. ☒ during clinical/vehicular rotations. ☒ in completion of skills test and the Posttest. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> a. Identify the components of a medical patient assessment. b. Adapt current concepts of treatment modalities to formulate a diagnostic field impression c. Formulate a diagnostic field impression on medical patients. 	
2. Implement a treatment plan for a medical patient based on a diagnostic field impression.			
<i>Domain--Cognitive</i>	<i>Level--Synthesis</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<p>Criteria--Criteria - Performance will be satisfactory when:</p> <ul style="list-style-type: none"> ☒ learner identifies the components of a diagnostic field impression. ☒ learner identifies the components of a treatment plan. ☒ learner utilizes diagnostic field impressions to develop 20 treatment plans for medical patients. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> ☒ during simulated role-playing. ☒ during clinical/vehicular rotations. ☒ in the completion of skills test and Posttest. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> a. Identify the components of a diagnostic field impression. b. Identify the components of a treatment plan. c. Formulate treatment plans utilizing diagnostic field impressions. 	

UNIT 6. Special Consideration

1. Integrate pathophysiological principles and assessment findings to formulate a diagnostic field impression of a neonatal, pediatric, and geriatric patients, diverse patients and chronically ill patients.			
<i>Domain--Cognitive</i>	<i>Level--Synthesis</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> ☒ learner identifies the components of an assessment for neonatal, pediatric, and geriatric patients, diverse patients and chronically ill patients. ☒ learner adapts current concepts of treatment modalities to formulate a field impression for neonatal, pediatric, and geriatric patients, diverse patients and chronically ill patients. 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> ☒ in the development of 20 treatment plans on neonatal, pediatric, and geriatric patients, diverse patients and chronically ill patients. ☒ during simulated role-playing. ☒ during clinical/vehicular rotations. ☒ in the completion of skills test and Posttest. 	Learning Objectives: <ul style="list-style-type: none"> a. Identify the components of a medical patient assessment of a neonatal, pediatric, and geriatric patients, diverse patients and chronically ill patients. b. Adapt current concepts of treatment modalities to formulate a diagnostic field impression for a neonatal, pediatric, and geriatric patients, diverse patients and chronically ill patients. 	
2. Implement a treatment plan for a neonatal, pediatric, and geriatric patients, diverse patients and chronically ill patients based on a diagnostic field impression.			
<i>Domain--Cognitive</i>	<i>Level--Synthesis</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> ☒ learner identifies the components of a treatment plan. ☒ learner identifies the components of a diagnostic field impression. ☒ learner formulates 20 treatment plans on neonatal, pediatric, and geriatric patients, diverse patients and chronically ill patients utilizing diagnostic field impressions. 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> ☒ during simulated role-playing. ☒ during clinical/vehicular rotations. ☒ in the completion of skills test and Posttest. 	Learning Objectives: <ul style="list-style-type: none"> a. Identify the components of a treatment plan. b. Identify the components of a diagnostic field impression. c. Formulate treatment plans utilizing diagnostic field impressions. 	
3. Integrate pathophysiological principles and assessment findings to formulate a diagnostic field impression of a patient with a common complaint.			
<i>Domain--Cognitive</i>	<i>Level--Synthesis</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> ☒ learner identifies the components of an assessment for a patient with a common complaint. ☒ learner adapts current concepts of treatment modalities to formulate a field impression for a patient with a common complaint. 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> ☒ in the development of 20 treatment plans on patients with common complaints. ☒ during simulated role-playing. ☒ during clinical/vehicular rotations. ☒ in the completion of skills test and Posttest. 	Learning Objectives: <ul style="list-style-type: none"> a. Identify the components of a medical patient assessment with a common complaint. b. Adapt current concepts of treatment modalities to formulate a diagnostic field impression of a patient with a common complaint. 	

4. Implement a treatment plan for a common complaint patient based on a diagnostic field impression.			
<i>Domain--Cognitive</i>	<i>Level--Synthesis</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> ☐ learner identifies the components of a treatment plan. ☐ learner identifies the components of a diagnostic field impression. ☐ learner formulates 20 treatment plans for a common complaint patient utilizing diagnostic field impressions. 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> ☐ during simulated role-playing. ☐ during clinical/vehicular rotations. ☐ in the completion of skills test and Posttest. 	Learning Objectives: <ul style="list-style-type: none"> a. Identify the components of a treatment plan b. Identify the components of a diagnostic field impression. c. Formulate treatment plans utilizing diagnostic field impressions. 	

UNIT 7. Operations

1. Manage safely, the scene of an emergency.			
<i>Domain--Psychomotor</i>	<i>Level--Adaptation</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> ☐ learner identifies the components of scene command. ☐ learner identify safety procedures utilized on the emergency scene. ☐ learner manages simulated emergency scenes (calls) utilizing operation command structure. ☐ learner manages simulated emergency scenes (calls) utilizing incident command structure. ☐ learner manages physical resources such as Law Enforcement, Fire Department Personnel, Utility Companies, Transport EMS Provides or Air Ambulance ☐ learner functions the operational command role on 5 simulated emergency scenes. ☐ learner functions as the incident commander on 1 simulated disaster scene. 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> ☐ during simulated role-playing. ☐ during clinical/vehicular rotations. ☐ in the completion of skills test and Posttest. 	Learning Objectives: <ul style="list-style-type: none"> a. Identify the components of scene command. b. Identify safety procedures utilized on the emergency scene. c. Manage simulated emergency scenes (calls) utilizing operation command structure. d. Manage simulated emergency scenes (calls) utilizing incident command structure. e. Manage physical resources such as Law Enforcement, Fire Department Personnel, Utility Companies, Transport EMS Provides or Air Ambulance. 	

Types of Instruction

Classroom Presentation

Clinicals

Vehiculars

Grading Policy

Evaluation Methods: Possible Points:

700 Division Examinations

100 Post Test

100 Quizzes

100 Drug Profiles

Grading Scale:

Grade	Requirement
A	900 - 1000 points
B	850 - 899 points
C	800 - 849 points
D	750 - 799 points
F	Less than 750 points

Learning Plans

Learning Plan 1-- Unit 1--Preparatory

Overview: The student will achieve the competencies for Unit 1 by completing the Learning Activities below. Mastering the competencies will prepare the student for paramedic certification.

Competency: 1. **Describe the roles and responsibilities of a Paramedic within the EMS system.**

Competency: 2. **Apply the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients.**

Competency: 3. **Administer medications to emergency patients.**

Competency: 4. **Communicate effectively with patients.**

Learning Activities:

- _____ 1. Complete Pre-Test.
- _____ 2. Read text assignments.
- _____ 3. Listen to lectures and take notes.
- _____ 4. Participate in class discussions.
- _____ 5. Complete goals check-sheets.
- _____ 6. Complete drug profiles for all drugs in paramedic drug box.
- _____ 7. Apply skills during clinical/vehicular rotations.

Performance Assessment Activities:

- _____ 1. Complete objective examinations.
- _____ 2. Submit goals check-sheets.
- _____ 3. Submit drug profiles.
- _____ 4. Complete clinical/vehicular rotations.

Learning Plan 2-- Unit 2--Airway

Overview: The student will achieve the competencies for Unit 2 by completing the Learning Activities below. Mastering the competencies will prepare the student for paramedic certification.

Competency: 1. **Establish and/or maintain a patent airway, oxygenate and ventilate a patient.**

Learning Activities:

- _____ 1. Read text assignments.
- _____ 2. Listen to lectures and take notes.
- _____ 3. Participate in class discussions.
- _____ 4. Complete goals check-sheets.
- _____ 5. Apply skills during clinical/vehicular rotations.

Performance**Assessment Activities:**

- _____ 1. Complete objective examinations.
- _____ 2. Submit goals check-sheets.
- _____ 3. Complete clinical/vehicular rotations.
- _____ 4. Complete National Registry skills sheets.

Learning Plan 3-- Unit 3--Patient Assessment**Overview:**

The student will achieve the competencies for Unit 3 by completing the Learning Activities below. Mastering the competencies will prepare the student for paramedic certification.

Competency:

- 1. **Obtain an accurate patient history through a standard interview process.**

Competency:

- 2. **Perform a comprehensive physical examination on any patient.**

Competency:

- 3. **Communicate the findings of the history and physical examination to others.**

Learning Activities:

- _____ 1. Read text assignments.
- _____ 2. Listen to lectures and take notes.
- _____ 3. Participate in class discussions.
- _____ 4. Complete goals check-sheets.
- _____ 5. Apply skills during clinical/vehicular rotations.

Performance**Assessment Activities:**

- _____ 1. Complete objective examinations.
- _____ 2. Submit goals check-sheets.
- _____ 3. Complete clinical/vehicular rotations.
- _____ 4. Complete National Registry skills sheets.

Learning Plan 4-- Unit 4--Trauma

Overview: The student will achieve the competencies for Unit 4 by completing the Learning Activities below. Mastering the competencies will prepare the student for paramedic certification.

Competency: 1. **Integrate pathophysiological principles and assessment findings to formulate a diagnostic field impression of a trauma patient.**

Competency: 2. **Implement a treatment plan for a trauma patient based on a diagnostic field impression.**

Learning Activities:

- ___ 1. Read text assignments
- ___ 2. Listen to lectures and take notes
- ___ 3. Participate in class discussions
- ___ 4. Complete goals check-sheets
- ___ 5. Apply skills during clinical/vehicular rotations.

Performance Assessment Activities:

- ___ 1. Complete objective examinations.
- ___ 2. Submit goals check-sheets.
- ___ 3. Complete clinical/vehicular rotations.
- ___ 4. Complete National Registry skills sheets.

Learning Plan 5-- Unit 5--Medical

Overview: The student will achieve the competencies for Unit 5 by completing the Learning Activities below. Mastering the competencies will prepare the student for paramedic certification.

Competency: 1. **Integrate pathophysiological principles and assessment findings to formulate a diagnostic field impression of a medical patient.**

Competency: 2. **Implement a treatment plan for a medical patient based on a diagnostic field impression.**

Learning Activities:

- ___ 1. Read text assignments
- ___ 2. Listen to lectures and take notes
- ___ 3. Participate in class discussions
- ___ 4. Complete goals check-sheets
- ___ 5. Apply skills during clinical/vehicular rotations.

Performance ___ 1. Complete objective examinations.

- Assessment Activities:**
- _____ 2. Submit goals check-sheets.
 - _____ 3. Complete clinical/vehicular rotations.
 - _____ 4. Complete National Registry skills sheets.

Learning Plan 6-- Unit 6--Special Considerations

Overview: The student will achieve the competencies for Unit 6 by completing the Learning Activities below. Mastering the competencies will prepare the student for paramedic certification.

Competency: 1. **Integrate pathophysiological principles and assessment findings to formulate a diagnostic field impression of a neonatal, pediatric, and geriatric patients, diverse patients and chronically ill patients.**

Competency: 2. **Implement a treatment plan for a neonatal, pediatric, and geriatric patients, diverse patients and chronically ill patients based on a diagnostic field impression.**

Competency: 3. **Integrate pathophysiological principles and assessment findings to formulate a diagnostic field impression of a patient with a common complaint.**

Competency: 4. **Implement a treatment plan for a common complaint patient based on a diagnostic field impression.**

Learning Activities:

- _____ 1. Read text assignments
- _____ 2. Listen to lectures and take notes
- _____ 3. Participate in class discussions
- _____ 4. Complete goals check-sheets
- _____ 5. Apply skills during clinical/vehicular rotations.

- Performance Assessment Activities:**
- _____ 1. Complete objective examinations.
 - _____ 2. Submit goals check-sheets.
 - _____ 3. Complete clinical/vehicular rotations.
 - _____ 4. Complete National Registry skills sheets.

Learning Plan 7-- Unit 7--Operations

Overview: The student will achieve the competencies for Unit 7 by completing the Learning Activities below. Mastering the competencies will prepare the student for paramedic certification.

Competency: 1. **Manage safely, the scene of an emergency.**

Learning Activities:

- ___ 1. Read text assignments
- ___ 2. Listen to lectures and take notes
- ___ 3. Participate in class discussions
- ___ 4. Complete goals check-sheets
- ___ 5. Apply skills during clinical/vehicular rotations.
- ___ 6. Function as a team member during a simulated MCI
- ___ 7. Complete Post-Test

**Performance
Assessment Activities:**

- ___ 1. Complete objective examinations.
- ___ 2. Submit goals check-sheets.
- ___ 3. Complete clinical/vehicular rotations.
- ___ 4. Complete National Registry skills sheets.