

The following document will serve as a
guide for the AWC Paramedic Student

ARIZONA WESTERN COLLEGE

PARAMEDIC
STUDENT GUIDE BOOK

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Paramedic Student,

Thank you for your commitment to public service, you will soon be giving up your weekends and days off in an attempt to succeed in an unimaginably difficult and equally rewarding Paramedic Program. Your enrollment into the Paramedic academy says a lot about the type of person you are and who you want to be, this attitude and commitment is what our community seeks in its public safety personnel. Unfortunately, the aspiration to become a paramedic, alone, is not enough to ensure success. Unlike other vocational classes and academies who may boast 100% passing rates, in Paramedicine only those who are 100% committed to their education, move onto actual certification. It is our intention to provide you with our unwavering commitment to provide the best possible education; we hope to see the same level of commitment in you. We wish you all the best luck and hope to see all of you at graduation.

Please feel free to contact us if you have any question.

Sincerely,

A handwritten signature in black ink that reads "Joseph S. Waterford". The signature is written in a cursive style with a long, sweeping underline.

Joseph S. Waterford
Program Director



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OVERVIEW

Accreditation Status:



“The Arizona Western College Paramedic Academy 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).”

To Contact CAAHEP:

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

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Our Mission

“To prepare, competent entry-level, emergency medical technician-paramedics, in the cognitive, (knowledge), Psychomotor (skills) and Affective (behavior) learning domains”

Description of the Paramedic Profession:

In 1998 the National Highway Traffic Safety Administration (NHTSA) released its National Standards Curriculum for the EMT Medical Technician Paramedic (EMT-P). These standards define the first step in the design phase of the project in terms of general competencies and expectations. The Description of the Profession was drafted and underwent extensive community and peer review. It was designed to be both practical and visionary, to not limit the growth and evolution of the profession. Ultimately, it served as the guiding document for the curriculum development. The Description of the Profession also provided the philosophical justification of the depth and breadth of coverage of material.

A paramedic has fulfilled certain prescribed requirements by a credentialing agency to practice the art and science of out-of-hospital medicine in conjunction with medical direction. The goal of a paramedic is to prevent and reduce mortality and morbidity due to illness and injury by means of providing assessments and medical care. Paramedics primarily provide care to emergency patients in an out-of-hospital setting.

Paramedics possess the knowledge, skills, and attitudes consistent with the expectations of the public and the profession. Paramedics recognize that they are an essential component of the continuum of care and serve as linkages among health resources.

Paramedics strive to maintain high quality, reasonable cost health care by delivering patients directly to appropriate facilities. As an advocate for patients, paramedics seek to be proactive in affecting long term health care by working in conjunction with other provider agencies, networks, and organizations. The emerging roles and responsibilities of the paramedic include public education, health promotion, and participation in injury and illness prevention programs. As the scope of services continues to expand, the Paramedic will function as a facilitator of access to care, as well as an initial treatment provider.

Paramedics are responsible and accountable to medical personnel's direction, the public, and their peers. Paramedics recognize the importance of research and actively participate in the design, development, evaluation and publication of research. Paramedics seek to take part in life-long professional development, peer evaluation, and to assume an active role in professional and community organizations.

Roles and Responsibilities of the Paramedic Student:

The Paramedic is the first line of advanced care for our communities, the profession can be both demanding and rewarding. The program you have enrolled in is equally demanding, both in time and personal commitment, it is vital to your success that you put forth 100% effort in every aspect of the program. During your education you will be exposed to many different formats and styles of teaching, including lecture, group work, hands on training and scenario based education. It is crucial that you place your best foot forward, in all settings; your actions in this class not only affect you, but your peers, and ultimately your patients.

The most important responsibility you will encounter is your education; we will make every attempt to provide you with the best resources; however your education is ultimately your responsibility. Every student must be well organized and highly motivated, time management is a skillset of the upmost important. During the paramedic program “time” is a luxury that the Instructional team and student cannot afford; procrastination is a disease that quickly eats away at the success of the program. We expect every student to set aside study time equal to 1 ½ times the total number of hours spent in class. We understand that family is the number one priority in every student’s life, for this reason we recommend finding a way to integrate your family into your education in any way possible. In every program we find students at midterm reevaluating their commitment to the program due to the inability to spend time with their loved ones. This may very well be one of the most challenging aspects of the program. Many paramedic students have succeeded before you, all of them have found solutions to the many problems you will face please don’t hesitate to ask for advice.

Professionalism is the cornerstone of the Paramedic Academy. We expect every student to behave in a manner that promotes the core values of any local Public Safety Agency. The correct attitude can be the difference, your behavior in the classroom, during clinical and field Internship is always a direct reflection on the program. You are always expected to be an ambassador to the paramedic program.

All program requirements, including written, behavioral and practical evaluations, clinical and field internship requirements must be completed to be eligible for graduation and certification testing. It is the responsibility of the Student to complete the Paramedic Training Program, including final testing and all clinical/vehicular requirements to be eligible for graduation, certification testing and National Registry

Technical Standards:

The Paramedic Program at Arizona Western College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. The mission of the program is to provide students with the tools and structure needed to develop basic and advanced skills to provide medical care to individuals in a variety of settings.

The following abilities and expectations must be met by all students admitted to the Paramedic Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will be dismissed from the program. AWC makes every attempt to outline these standards during the initial application process. In the event that a student's abilities change, or a student is admitted without prior knowledge of any limitations they will be dismissed.

Compliance with the program's technical standards does not guarantee a student's eligibility for the NREMT or state certification exam. Students enrolled in the Paramedic Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the assessment results and subsequent treatment clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

7. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
8. Able to carry 100 pounds, (200lbs with assistance)

Students in the paramedic program will be required to understand and meet these technical standards or believe that, with certain accommodations, they can meet the standards. If a student states they can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Code of Conduct:

The paramedic student will conduct themselves in a professional manner at all times. The paramedic academy is the first step in along a career that involves a high level of public trust. The student will be exposed to situations that require professionalism, good judgment, and discretion. The Arizona Department of Health Services (ADHS) will require you to be “deemed of good character” prior to certification. The following conduct is required:

1. Unprofessional conduct is not tolerated and is cause for immediate dismissal from the course. If any instructional staff member, preceptor, peer, or member of the general public, observes committing an act of unprofessional conduct, a detailed written account of the incident will be submitted to the program director within 5 business days.
2. Students shall observe assigned classroom start and finish times. Tardiness and leaving early **will** count against maximum time missed. (see attendance policy)
3. Classroom disruptions such as talking, or inattention will not be tolerated. Non-compliance will result in the individual being dismissed for the duration of the class and marked absent for the entire class. Further infractions will be deemed unprofessional conduct and the student will be dismissed from the program. A student’s behavior will not inhibit the learning of others.
4. The use of tobacco is prohibited except in designated areas. All applicable laws and local rules and regulations of the hosting facility must be followed including designated areas for tobacco use.

5. Students are expected to treat every case scenario as real as possible. Every Student is required to act professionally crude comments, horseplay is unacceptable and shall be considered unprofessional conduct.
6. You must wear gloves any time you are providing patient care or touching another person during training (includes scenarios).
7. Abuse or misuse of any piece of equipment, no matter its size or use, will not be tolerated and shall be considered unprofessional conduct.
8. Assignments must be turned in on time and completed. Late assignments will not be counted for credit, but must be completed for course completion. Any assignment turned in on time but incomplete will be treated as a late assignment and not be counted.
9. Each student is required to follow the paramedic program chain of command at all times. If unable to resolve an issue, you should contact the instructor. If still unresolved, you may submit a written incident report to the Paramedic Program Director. Failure to follow the chain of command shall constitute unprofessional conduct.
10. The use of cell phones including texting is strictly prohibited during scheduled classroom and clinical/internship hours. Students may use their phones during assigned breaks. Students in violation of this policy will be immediately asked to stop; further incidents will result in the student being dismissed for the remainder of the day. Missed time will count against the student's total allowable missed hours as outlined in "Attendance Policy."
11. Be nice!

Certification:

Students must maintain a valid Arizona EMT certification at all times. Failure to do so will result in immediate dismissal from the program.

Pregnancy:

Arizona Western College is committed to protecting its pregnant paramedic students from health and safety hazards that are known to be present in the health care environment. Students who are pregnant are required to follow the subsequent procedures.

- 1) Disclosure:
 - a. As soon as the paramedic student learns that she is pregnant, she must report the pregnancy to the program director. The student must complete and submit a medical-health form signed by her healthcare provider to the program director. The form will include estimated due date and confirmation that paramedic program clinical and internship work may be performed. Any

subsequent change in status must be documented by the healthcare provider and submitted to the program director. Any contraindications must be stated.

2) Infectious Disease Precautions

- a. A pregnant paramedic student should not receive a TB skin test, chest x-ray or any vaccine without consulting her physician.
- b. A pregnant paramedic student may not have contact with a known or suspected teratogen.
- c. Paramedic students who may be pregnant are restricted from administering cytotoxic agents or caring for patients who receive these agents.

3) Precautions for Working in Radiation Environments

- a. A pregnant paramedic student must refrain from any patient care environment in which radiation is present.

4) Post-pregnancy Follow-up

- a. A paramedic student must submit a follow-up medical-health exam form providing a statement from the healthcare provider. This statement should confirm that the student may return or continue the paramedic clinical work being performed without any contraindications.

5) Withdrawal

- a. If the clinical work is contraindicated either during pregnancy or post pregnancy the paramedic student must withdraw from the program and may request readmission as detailed in the Readmission Policy found in the AWC Course catalog.

Advanced Placement Policy:

Arizona Western College does not award any advance placement for students in the paramedic program. In addition, the paramedic program does not award credit for experiential learning.

Attendance Policy:

1. Attendance at all class sessions is MANDATORY.

- a. If you have an unavoidable absence, you must contact the program director or instructor the of day, or as soon as possible.
 - b. You must submit a “Lesson Absence Form” for the class missed, prior to date assigned by the instructor. Time missed cannot be made up; content missed must be made up.
 - c. You are only permitted to miss a total of **16 hours** of class time for each semester of the Paramedic program. (ADHS mandatory requirement)
2. Attendance at all CLINICAL rotations is MANDATORY – Clinical rotations must be complete prior to the official end date of the program.
- a. Failure to complete all clinical objectives prior to the program end date will result in a failing grade.
 - b. Additional clinical hours may be assigned as necessary to ensure clinical competence.
 - c. Extensions will not be assigned due to a lack of hours.
3. Attendance at all Internship rotations is MANDATORY – Internship rotations must be complete prior to the official end date of the program.
- a. You must complete all internship objectives for successful completion of the program.
 - b. Additional clinical hours may be assigned as necessary to ensure clinical competence.
 - c. Extensions will not be assigned due to a lack of hours.
4. Deployable Personnel Students who are involved in any position or capacity that may require them to deploy must adhere to the attendance policy.
- a. Deployment will be defined as any assignment that may require that the student to miss more than the allotted time in the program.
 - b. Deployable positions include but are not limited to:
 - Active duty military personnel
 - Military reservist
 - Wildland firefighters
 - Disaster medical assistance (DMAT) teams

Students are required to meet all program requirements. This includes mandatory attendance policy, clinical and internship requirements as outlined above.

Social Media & Electronic devices:

The term “social media” is a blanket term that is used to describe any media sharing application; i.e. Facebook, Twitter, LinkedIn, Instagram, YouTube and others

Students must follow the same behavioral standards when online and in real life. The same laws, professional expectations and guidelines. Patient information obtained during the course of this program is completely confidential without exception. The organizational (internal and external) information you may see or hear during your clinical/field internship is considered confidential and should not be shared via any social media platforms.

All lectures are the sole intellectual property of the instructor conducting the lecture; no unauthorized recording, photographs, drawings, voice, or visual representation is permitted without the permission of the instructor.

Laptops and tablets are allowed during the program, however if in the opinion of the instructor the students attention is being taken away for the topic the instructors reserve the right to ask that device be stowed away. Students are fully and completely responsible and liable for anything posted to any social media platform. Sharing information that is confidential shall result in immediate dismissal from the program.

Student Grievance:

Every student has an equal opportunity to receive education through the Arizona Western College Paramedic Program. If at any time a student feels that the actions or decision of any other student, instructor or faculty member has violated a student’s right to the aforementioned, they have the right to seek a resolution. The following system is to be utilized when seeking a resolution:

1. The student should seek an immediate resolution by communicating with any other party involved. It is assumed that most conflicts can be resolved through effective communication. Communication must take place at a time that does not affect the education of other students. If the conflict is not resolved continue to step 2.
2. If a resolution cannot be resolved by communication in step one, the student must contact the program director and advise them of the issue. It must be articulated to the program director that the student has a grievance and all appropriate details are passed on. The program director will take all information, interview all parties involved, and issue a resolution.

3. If a resolution cannot be met, or if the grievance is against the program director, a written statement of grievance must then be issued to the Dean of CTE. The Dean of CTE will then interview all parties involved and seek a resolution. The Dean of CTE resolution will stand as the final resolution for the program. The program director shall inform the Dean of Career and Technology Education of any grievance and their outcome.

Students shall follow the chain of command of the program to resolve the issue. If a student disagrees with the resolution through the chain of command established in the program, they are entitled to utilize the Arizona Western College's grievance policy for students. All grievances must be presented in writing within 5 business days of the inciting incident.

Didactic

Curriculum:

AWC's Paramedic program utilizes the *National EMS Education Standards* as the Framework behind the curriculum. These Standards allow for flexibility throughout the program but still provide the structure needed to deliver the objectives set forth by the National Highway Traffic Safety Administration. The following is an excerpt from the National EMS Education Standards, it can be found in its entirety at WWW.EMS.GOV

Executive Summary

The National EMS Education Standards (the Standards) represent another step toward realizing the vision of the 1996 EMS Agenda for the Future, as articulated in the 2000 EMS Education Agenda for the Future: A Systems Approach.

The National EMS Education Standards outline the minimal terminal objectives for entry-level EMS personnel to achieve within the parameters outlined in the National EMS Scope of Practice Model. Although educational programs must adhere to the Standards, its format will allow diverse implementation methods to meet local needs and evolving educational practices. The less prescriptive format of the Standards will also allow for ongoing revision of content consistent with scientific evidence and community standards of care.

In implementing the Standards, EMS instructors and educational programs will have the freedom to develop their own curricula or use any of the wide variety of publishers' lesson plans and instructional resources that are available at each licensure level. Consistent with the EMS Education Agenda, EMS accreditation authorities will use the Standards as the framework for evaluation of program curricula.

The National EMS Education Standards are not a stand-alone document. EMS education programs will incorporate each element of the education system proposed in the Education Agenda. These elements include:

- *National EMS Core Content*
- *National EMS Scope of Practice*
- *National EMS Education Standards*
- *National EMS Certification*
- *National EMS Program Accreditation*

This integrated system is essential to achieving the goals of program efficiency, consistency of instructional quality, and student competence as outlined in the Education Agenda.

Academic Competency Policy:

Arizona Western College has a strong commitment to the EMS system and has adopted a very high academic standard for graduates of the EMS programs:

1. You must complete the course with a minimum 80% cumulative grade to successfully complete the course.
2. You must pass each examination with a minimum of 80%. One retest shall be permitted on an examination. The retest shall be graded on a pass/fail basis (80% minimum) and a score of 80% shall be utilized in computing your GPA.
3. Failure of an examination retest shall constitute failure of the course and immediate dismissal; the student may not attend or audit any further class sessions.
4. There will be quizzes and assigned homework on a regular basis.
5. You must pass the Midterm and Final Written examinations with an 80%. One retest shall be allowed on the midterm and final written examination.
6. You must pass all embedded certification courses. [Note: Failure of an embedded course will constitute failure of the program]
7. You must pass a comprehensive final practical examination to successfully complete the course. One retest shall be allowed on the final skills examination. The final practical will be conducted according to National Registry Standards

GRADING SYSTEM: A grade of 80% or above is required to pass this course:

A = 90% - 100%
B = 80% - 90%
< 80 is FAILURE

Weighted grade breakdown:

Homework- 10%
Test-60%
Quiz-10%
Final/Midterm-20 %

Academic Probation:

A student who fails to meet the minimum academic competency standard on any two tests during the program will be placed on academic probation. A failure to meet the academic competency standard is defined as: failure to score an 80% or above on any exam throughout the program. Academic Probation will commence immediately following the second failure to reach the academic standard on an exam, and will continue through the end of the semester.

The program director will meet and counsel the student who is placed on academic probation. Together the program director and the student will determine a plan for remediation. The student and the instructors will work together in any way possible to insure academic competency for the student. A student who is currently on academic probation, and who also fails to meet the academic competency standard on any subsequent test will be dismissed from the program.

Counseling:

Students shall conform to the standards of the Paramedic Academy. When a student fails to achieve the minimum standards of performance established for the program they will be counseled. Continued failure to meet established minimums will result in dismissal from the program.

1. The counseling session will utilize approved forms and guidelines.
2. The counseling session may include, for example, mutual identification of deficiencies and a plan for remediation. Mutual goals and activities that comprise an action plan may be decided on..
3. All student counseling's will be documented.
4. A plan for improvement will be developed and explained to the student. This will be documented on the evaluation instrument. A copy of the documentation may be reviewed and will be retained in the student's permanent training record.
5. If the sub-standard performance is judged to be of a serious or repetitive nature, the program director will utilize a formal disciplinary procedure.
6. The Arizona Western College Paramedic Program will utilize progressive disciplinary counseling. The progression is as follows:
 - a. Verbal counseling
 - b. Written reprimand
 - c. Dismissal

Resources:

Arizona Western College's Paramedic Program is committed to providing our students with every possible avenue for success. During the Paramedic Program students will be exposed to multiple Instructors, styles and instructional methodologies. The program gives each instructor the autonomy to present their lectures in the fashion they believe will be best suited for the topic, the students, and the program as a whole. Each student learns differently it is the responsibility of the instructor to provide each student with the opportunities to learn and master each topic.

Books

The books used in the paramedic program are the cornerstone of your education; our curriculum is modeled after two publications, National Emergency Medical Education Standards (who writes the curriculum) and the Brady series of books (who interprets the curriculum). Your books are the authority on all information during the program, any discrepancy, between any two sources, is always settled by referring back to the text book. Each student will be required to carry with them only the book we are currently lecturing from.

Lecture

The largest portion of all instruction is given through lecture; lecture may be presented in a multitude of formats. It would be unrealistic to expect every aspect of the chapter to be presented; it is the responsibility of the student to read and understand the chapter's content.

Scenarios

The instructional staff will be integrating the use of scenarios in every lecture possible. The scenarios utilized will serve to create a bridge between the didactic and field internship. Through scenarios instructors can better judge the level of understanding that the student currently holds.

Video

Instructors will utilize videos to help facilitate the learning of a skill, procedure or topic. Many of the videos used are available for the students viewing at any time, via YouTube™ and other student media based sites.

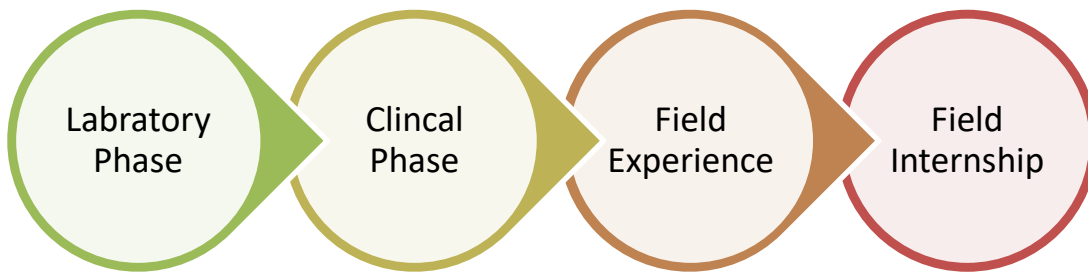
Skills

Any skill that the Student will be required to complete in the field will be performed under the supervision of approved instructors in the program. Those skills that can be performed on other students, such as IV's, glucometer, and EKG placement will be completed in this manner. Other skills such as intubation, defibrillation, IV medication administration, and transcutaneous pacing will only be performed on appropriate mannequins and training devices. Any skill that will be performed on a patient or student must be mastered in the classroom prior to attempting during patient care.

Student based Media

There are a large number of student based resources available to assist students in their education. The Arizona Western College Paramedic Program is committed to providing students with as many resources as possible to assist in their education. Any other websites that you may find helpful, please share them with one another; all we ask is that students give the instructors an opportunity to review these websites for accuracy.

Psychomotor Phases



Team Member	Team Leader
Classroom, Laboratory, and Clinical	Capstone Field Internship

Laboratory Phase:

The laboratory phase of the program is confined to the use of mannequins in the AWC classroom in a controlled environment; under the supervision of an AWC instructor. Each student is required to complete a portfolio of lab skills prior to entering the clinical and field experience phases of the paramedic program. Students must show competency through the use of the NREMT Paramedic Portfolio evaluation forms for each skill.

Lab skills shall be completed with successful evaluation forms, prior to the students beginning the clinical phase. Using [EMS Platinum Planner](#) each student will track and monitor their progress through the lab skills requirements. Students will serve in an evaluator and clinician capacity. Each skill will be evaluated by both peer (student) and instructors. It is the responsibility of the student to complete the minimum number of skills prior to the start of the clinical phase. Refer to the [CoAEMSP website](#) for the class minimum requirements.

Clinical Phase:

Students are required to show competency in each skill through laboratory practice prior to entering the clinical phase. Clinical experience offers students a chance to complete skills on real patients in the supervised environment of a hospital setting. Students should place an emphasis on both the completion of the skills, and the decisions made by those attending physicians and nurses that lead to the skill being carried out. The student is working towards mastery of the skill set at all times.

Field Experience:

Similar to the clinical environment, students enter the field experience phase and operate in the capacity of a team member. Students gather experience watching their preceptor assess the patient and make decisions based on the information that they gather. The skills, patient contacts and patient assessments listed below require completion during both the clinical and field experience phases:

Ages:	Minimum:
New Born	5
Infants	5
Toddler	5
Preschooler	5
School age	5
Adolescents	5
Total Pediatrics	30
Total Adults	50
Geriatrics	30

Complaints	Minimum Patients contacts
Headache, blurred vision	5
ABD Pain	20
Weakness	5
Respiratory Pediatrics	10
Chest pain	30
Altered Mental status	20
Dizziness	5
Breathing problems	25
Change in responsiveness	10

Primary Impression:	Minimum:
Trauma	40
Medical	30
Respiratory	20
CVA	5
Cardiac Arrest	3
Abdominal Complaints	15
Obstetrics	5
Neurological	15
Psychiatric	15
Cardiac	20

Skills/Intervention	Minimum:
Medication Administration	25
Ventilations	12
Intravenous access	25
Endotracheal Intubation	5
Live Intubation	3
Airway Management*	50

Field Internship:

The capstone of the Paramedic Academy is the Field Internship. Students must show a progression from team member to team leader. Each student must show a level of competency consistent with an entry-level paramedic. It is the intention of field internship to afford the students an opportunity to become competent entry-level paramedics. **The definition of the Team Lead is as follows:** “The student has successfully led the team if they have conducted a comprehensive assessment (not necessary performed the entire interview or physical exam but rather been in charge of the assessment), as well as formulated and implemented a treatment plan for the patient. “Team Leads must occur on a 911 ambulance; inter- facility transports do not count toward team leads. In addition, students will not receive any team lead during the clinical phase.

The CAAHEP *Standards and Guidelines* for the profession include in the Guideline language regarding the curriculum.

“Enough of the field internship should occur following the completion of the didactic and clinical phases of the program to assure that the student has achieved the desired didactic and clinical competencies of the curriculum prior to the commencement of the field internship. Some didactic material may be taught concurrent with the field internship.” (CAAHEP, 2015)

Team Lead Documentation:

Field internship shifts are required to have a Preceptor Evaluation of the student. This evaluation is used to assess the student's overall performance during the shift's events. When a student completes a team lead encounter the student must complete the required documentation to receive credit.

Any team lead patient encounter is required to have a "PPCP15 Team Lead Evaluation Form" to receive credit. It is important that the student receive immediate feedback after each encounter on the success and failures of the Intern during Internship.

If a student has a shift in which they have completed 4 team leads, the student is expected to have:

- 1 Fisdap Daily Evaluation Form - Preceptor Evaluation of the Shift
- 1 Fisdap Daily Evaluation Form- Preceptor Evaluation
- 4- "PPCP15 Team Leads (one for each patient the student served as the team lead for)

Internship and Competency:

AWC has adopted through its Advisory Committee a minimum number of team leads and has set that number at 30 team leads. In addition, it will be required that the student show competency with positive and successful evaluations on the last 10 consecutive team leads of the 30 team leads.

Although it is not possible to predict the type and number of calls any particular student will run on any given day or during the program as a whole, it is the goal of AWC to provide its students with as many Team Lead situations as possible. Ideally, AWC would like to have students experience Team leads in the following areas:

- Pediatric calls,
- Unresponsive patients and
- Other ALS 911 Calls.
- Altered LOC Patients

Preceptors:

Students benefit the most from consistent instruction from preceptors. It is the goal of AWC to have students evaluated fairly and by the same standard. We strongly encourage all students to complete the final portion of their internship (final 10

team leads) with the same preceptor. We believe this will lead to the most consistence measurement of entry-level competency.

Field Internship (Team Lead) Capstone

Team leads	30
Unconscious	3
Pediatrics	5
Advanced Life support incident	15

Operational Guidelines for laboratory, clinical and internship:

The following are guidelines that student must be familiar with:

1. This course operates in a TEAM oriented manner.
 - a. The instructors work as a team leader to provide you with a multitude of experiences, techniques and information.
 - b. All students are members of the team; every student's actions reflect on the others. If any student notices that another student requires additional assistance, it would be in the in the best interest of the team to make an attempt to help.
 - c. Every team needs a leader. Every student will serve as a team leader at some point in the course. Please remember, to be a good leader, the student must first be a good follower.
2. The instructors will not walk the student through every attempt at a skill lab. Time is spent covering key material both in and out of the book, and applying what you have learned, self-governance is key.
3. Instructional methodology used in this course, such as role playing, scenarios, games and personal challenges are a vital component of the program. While fun, these activities are specifically designed to provide instruction and measure abilities, they should be taken very seriously.
4. As a paramedic, the student will be placed in a position of very high "public trust". Students must earn this trust, starting in the classroom.
5. Practice "Stealth EMS". When you leave a scene, there should be no trace that you were there. Respect people's property, EMS providers always take their trash with them, if objects, furniture or other items are moved, put them back. This behavior starts in the classroom; no one leaves until everything

- is in service. Class will end with enough time to re-service the classroom and equipment.
6. Participation in the rumor mill is unwarranted and unprofessional. Follow your chain of command and ask direct questions. The way to control rumors is to obtain accurate information.
 7. All Students must be in the approved AWC Paramedic Academy uniform, with photo identification name badge when attending clinical/internship Rotations. The Student must be clearly identifiable as a student at all times.
 8. Excessive jewelry, perfumes, and cologne are prohibited. Male students will be clean shaven and presentable at all times. Beards are prohibited. Female's make up must be conservative in nature, extravagant hair styles and colors are not permitted. Artificial nails are not permitted; nails must be clean, short and trimmed.
 9. Due to the enormous time commitment required we will make every attempt to work around the Student's schedule. It is important to note that start and stop times are not a suggestion, the student must arrive 15 minutes early to clinical/ internship rotations and leave the clinical site within 15 minutes of the end of scheduled rotation. Excessive tardiness will be counted against the student, and may be considered unprofessional conduct.
 10. At all times students are expected to demonstrate an attitude that clearly identifies the student's engagement, interest and willingness to learn. There is a direct correlation between the enthusiasm that a student brings to a clinical/internship experience and the engagement and enthusiasm of the faculty/preceptor.
 11. No student is authorized to perform or function as student in any capacity other than scheduled clinical rotations approved by the clinical coordinator. This includes but is not limited to any advanced skills, or procedures not currently in the scope of practice at the student's current certification level. Any violation or infraction of this rule will constitute immediate dismissal of the program.
 12. Students will utilize Platinum Planner for the tracking of skills and patient contacts. It is the student's responsibility to maintain accurate and current information. Any Indication of fraudulent documentation will be investigated and may lead to disciplinary action up to and including dismissal from the program.

13. Students should integrate into the rotation location as a member of the team. The student is expected to, take vital signs, interview patients, observe and assist nurses and doctors or paramedics and EMTs. Students may be asked to move patients, make beds and any other medical task within the student's scope. The student's education is based on patient encounter and learning all the components of the Allied health professions. Students will perform all reasonable tasks asked of them; however, the student's required skills and assessment take precedence.
14. The education of the Student is the sole responsibility of the Student during clinical/internship rotations. It is essential that the student ask to participate and volunteer to complete tasks.
15. A Student is **NEVER** permitted to argue with any member of the staff at any clinical/internship rotation, if a student feels so strongly about an issue, or a resolution cannot be met it is vital that the student contact the clinical coordinator immediately.
16. Any problems that may arise at the clinical or internship site must be reported to the Program Director or Clinical Coordinator immediately.
17. The student is responsible for all of their personal belongings, although some cash is recommended; do not carry large amounts of money or valuables.
18. It is recommended that you bring your meals with you or make arrangements for meals, leaving a clinical or internship site for meals is not forbidden although missed hours can quickly add up. The cafeteria at Yuma Regional Medical Center is available for those completing clinical time at the hospital.
19. Patients have the right to know who is performing any skill or treatment on their body, Students are required to introduce themselves and announce their student status prior to treating a patient. In the event a patient denies consent to a student to perform a skill, the student should continue with the question portion of their assessment and allow staff to complete the skills.
20. No student should at any point be belittled, coerced, intimidated or harassed in any way. If a student feels they are being mistreated in any way, the student should leave the clinical/ internship rotation as soon as possible and contact the clinical coordinator or program director. Students have the right to a fair and non-hostile educational environment.

21. Extra unscheduled clinical/internship rotations are not permitted. You are to be at an internship site only when scheduled. Students may not add additional time without prior authorization

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All information in this handbook is subject to change at any time, changes are effective at the time of notification. Changes do not invalidate any unaffected areas.