



## AAS & Certificate of Achievement Paramedic Program

### End of Semester Course Report

1. Course Number and Name:  
EMS 219 Paramedic Field Internship
2. Year / Semester: 2024 Summer
3. Course Faculty (include any adjunct faculty utilized)  
Jamie Carlson, BS, NRP  
John Mittelman BS, NRP

### COURSE STATISTICS

4. Theory Ratio n/a Practicum Ratio 9:2  
(Student to faculty ratios: Please use the number of students at the beginning of the semester for these.)
5. Final Theory Outcomes:
  - a. Percent Passed: 100%
  - b. Percent Failed: 0%
  - c. Percent Incomplete: 0
  - d. Range of Scores: A to A- letter grades
6. Final Practicum Outcomes:
  - a. Percent Satisfactory: 100%
  - b. Percent Unsatisfactory: 0
7. Course Attrition:
  - a. Beginning number of students: 9
  - b. Withdrawals: 0
  - c. Incompletes (with expected date of completion): 0

### THEORY EVALUATION

8. Textbooks used and evaluation of each:
  - Nancy Caroline's Emergency Care in the Streets Volume 1-2 with Advantage Access 2023, ISBN:9781284256819
  - Platinum Education, EMS Testing
  - FISDAP account for tracking skills and clinical rotationsThe textbooks served only a reference to students. They were in EMS Field internships/Final rotations for this entire course.

9. Weekly content:

See attached theory and syllabus schedule.

10. Special Experiences related to student learning outcomes and competencies:

EMS Field rotation and Capstone rotations verified the competencies were met by each paramedic student. In their field rotations they were able to be a team leader and member to demonstrate competency in paramedic skills.

11. Teaching Methods:

Students were placed in the field with preceptors for the internship rotations and capstone field experiences. Zoom classes were offered for review of testing and to prep for NREMT testing. Lab days were for skills to finish class and test for all final paramedic skills and assessments. Extra labs were offered for remediation if needed as well.

## PRACTICUM EVALUATION

12. Practicum Site Evaluation –

Elko County Ambulance is still our number one location to allow students the opportunity to be in a local area. The availability of this agency and willingness for students to get hands on experience with excellent mentors is critical to the program.

Battle Mountain Ambulance/ Lander County Ambulance is a great new location that has paramedics that are willing to mentor. In the down time these preceptors will work through skills sets with the students to increase their knowledge, while also increasing their muscle memory to perform the skills in the critical moments.

Wendover Ambulance provided a great opportunity for students by allowing them to see how an agency responds to a large area without a hospital close by. Many of their patients will be flown, but they cover a stretch of highway that is known for trauma and in town they have multiple medical emergencies from people that live in the town or are passing through at the hotels.

Ely Fire and EMS is beneficial for students who live in Ely and are already employed. They offer a paid opportunity for the students to complete their rotations if they are employed. This allows them to work as a 3<sup>rd</sup> on the ambulance and have a fellow paramedic preceptor evaluate them for class and for their career. They are willing to teach and work with schedules that assist with accommodating students who are not full time employed by their agency as well.

13. Briefly describe any concern(s) regarding practicum site(s) used.

Elko County Ambulance does not have the ability to take more than 4 or 5 students in the 8 weeks for clinical rotations. North Lyon Fire is about a four-hour drive for students in Elko and was not willing to accept students this semester again or resign the contract. Battle Mountain and Wendover are about 2 hours from Elko but were willing to take students depending on shift dates. HGH does not have the space to allow for 24 or 48 hour shifts, which makes it harder for students to complete ambulance rotations at their location. With these options we have continued to investigate more services and areas that the students can potentially attend to enhance their experience and knowledge while also having the ability to gain more patient contacts in the field.

Currently we have affiliation agreements that are under review for more sites in Utah, Nevada, and we are still working with Idaho. We also have other current affiliations with local areas that we are reaching out to gain the ability to send students to.

14. Practicum changes and reason(s):

We are continuing to work on adding clinical opportunities at other locations to increase the availability and opportunities that are available to all students. We also will be looking into more testing and skills dates to reinforce the materials learned throughout the program to enhance the retention of the material. With the NREMT psychomotor exam removed, we are now adding final skills into the last week of EMS 219 to meet the accreditation requirements.

15. Special Experiences related to student learning outcomes and competencies:

EMS Field experience with competent preceptors that are willing to teach and allow the students to be a team lead and member is very beneficial. The increased amount of hands-on experience that students obtain increases their ability to perform when placed into a career.

16. Teaching Methods

Students are placed in EMS field rotations working alongside their preceptor that is an experienced paramedic, this allows for one-on-one guidance and opportunities. The skills in the EMS rotations are monitored throughout the 8 weeks by lab dates and site visits by the instructors to see how the students are doing. The preceptors also complete evaluations on the students throughout the rides. Along with zoom meetings to review materials and skills pass off dates to verify skill competencies and learning outcomes are met for each student.

## FULL COURSE OVERVIEW

17. What worked well and reason(s):

This course is a crucial part of the student experience and real-world training. The students are allowed to run calls with guidance in a real setting that gives them the opportunity to work alongside seasoned paramedics. This experience gives them the opportunity to begin forming a better understanding of EMS and Paramedicine and then apply the skills they have learned through the course while being monitored and mentored by others.

18. Anticipated Changes

More locations for clinical experience for the students to encounter and have a larger opportunity to access other areas of the EMS settings. The new books and use of Fisdap was beneficial to this cohort and will continue with the next courses. We will evaluate the need for more skills days with the new cohort with the removal of the NREMT psychomotor exam to verify proficiency throughout the program. The more in depth testing throughout the course of cognitive information and assessing of the knowledge through scenario-based training simulations is imperative to maintain in the program.

19. Changes to weekly content and reason(s):

More adaptive testing will be required of the students to enhance the learning process throughout the semester for the cognitive materials. We will evaluate adding the final research paper for the information learned throughout the program as a capstone paper.

20. Changes to point allocation and reason(s):

None at this time

21. Other changes and reason(s):

None other than what is mentioned above..

22. Administrative:

- a. Syllabus has been saved to file.
- b. The course was backed up on WebCampus.
- c. Grades have been entered.
- d. Grade book has been saved to file.
- e. Student work samples have been filed in student file.
- f. Curriculum map has been updated with all changes made and filed.

**Faculty Signature(s):**      Jamie Carlson, BS, NRP John Mittelman BS, NRP

**Date:**                    10/29/2024