

To: EMT Intermediate/Paramedic Student Medical Directors

From: Jim Upchurch
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Re: Clinical Site Application

In order to allow the student(s) to perform their clinical rotations at your facility, you or a designated clinical medical director must complete attached documents. These documents are numbered and described below. After completing the documentation, mail the originals to the Course Director noted above.

Document 1 (5 pages): This provides the state with a list of preceptors and documentation of their knowledge concerning the clinical requirements of the student. Have your preceptors read the document titled 'Clinical Preceptors' then sign the 'Clinical Preceptor List'. These individuals may then sign off on clinical skills performed by the student. The students will carry sign-off sheets for the various skills and patient contacts required.

Document 2 (1 page): Medical Staff support for clinical training at the facility.

Document 3 (1 page): Facility Administrator support for clinical training at the facility.

If there are any questions please contact me.

Document #1

Clinical Preceptors

What follows are the clinical rotation recommendations from the National Standard Curriculum for the Intermediate and Paramedic. We will use the recommendations as clinical guidelines to insure the highest quality graduate. The rural experience can be very intense due to prolonged patient contact and fewer available medical resources. This can provide an excellent learning environment under the guidance of a preceptor. However, because of a lower patient volume, it takes longer to collect the variety of clinical experiences necessary to become an entry-level paramedic. For this reason there are no time specifications attached to the clinical requirements, such as '100 hours in the emergency department'. The student will be provided a list of clinical activities and types of patient contacts they must obtain. In addition to the hospital, clinical opportunities exist in nursing homes, ambulances, and clinics. Students will begin their clinical experience immediately on acceptance in to the course. If the patient has a problem that has not been covered in class, this does not prevent the student from learning about the clinical condition. The student can read about the problem, search the Internet, and/or talk with a preceptor. This will begin the process of converting information into knowledge. There is nothing magic about receiving a presentation (lecture, video, etc.) about a patient condition before seeing a patient with that particular condition. For most of us, we need repeated exposure to the same information before it becomes usable. Because of our generally rural/frontier setting, we must start early to make wise use of available clinical opportunities.

Intermediate & Paramedic

The following goals must be successfully accomplished within the context of the learning environment. Clinical experiences should occur after the student has demonstrated competence in skills and knowledge in the didactic and laboratory components of the course. Items in **bold** are essentials and must be completed. Items in *italics* are recommendations to achieve the essential and should be performed on actual patients in a clinical setting. Recommendations are not the only way to achieve the essential. If the program is unable to achieve the recommendations on live patients, alternative learning experiences (simulations, programmed patient scenarios, etc.) can be developed. If alternatives to live patient contact are used, the program should increase the number of times the skill must be performed to demonstrate competence.

These recommendations are based on survey data from Paramedic Program Directors and expert opinion. Programs are encouraged to adjust these recommendations based on thorough program evaluation. For example, if the program finds that graduates perform poorly in airway management skills, they should increase the number of intubations and ventilations required for graduation and monitor the results.

Paramedic numbers in parentheses if different from Intermediate

PSYCHOMOTOR SKILLS

The student must demonstrate the ability to safely administer medications.

The student should safely, and while performing all steps of each procedure, properly administer medications at least 15 times to live patients.

The student must demonstrate the ability to safely perform endotracheal intubation.

The student should safely, and while performing all steps of each procedure, successfully intubate at least 5 live patients.

The student must demonstrate the ability to safely gain venous access in all age group patients.

The student should safely, and while performing all steps of each procedure, successfully access the venous circulation at least 25 times on live patients of various age groups.

The student must demonstrate the ability to effectively ventilate unintubated patients of all age groups.

The student should effectively, and while performing all steps of each procedure, ventilate at least 20 live patients of various age groups.

AGES

The student must demonstrate the ability to perform an advanced assessment on pediatric patients.

The student should perform an advanced patient assessment on at least 15(30) (including newborns, infants, toddlers, and school age) pediatric patients.

The student must demonstrate the ability to perform a compressive assessment on adult patients.

The student should perform an advanced patient assessment on at least 25(50) adult patients.

The student must demonstrate the ability to perform an advanced assessment on geriatric patients.

The student should perform an advanced patient assessment on at least 15(30) geriatric patients.

PATHOLOGIES

The student must demonstrate the ability to perform an advanced assessment on obstetric patients.

The student should perform an advanced patient assessment on at least 5(10) obstetric patients.

The student must demonstrate the ability to perform an advanced assessment on trauma patients.

The student should perform an advanced patient assessment on at least 20(40) trauma patients.

The student must demonstrate the ability to perform an advanced assessment on psychiatric patients.

The student should perform an advanced patient assessment on at least 10(20) psychiatric patients.

COMPLAINTS

The student must demonstrate the ability to perform an advanced assessment, formulate and implement a treatment plan for patients with chest pain.

The student should perform an advanced patient assessment, formulate and implement a treatment plan on at least 15(30) patients with chest pain.

The student must demonstrate the ability to perform an advanced assessment, formulate and implement a treatment plan for patients with dyspnea/respiratory distress.

The student should perform an advanced patient assessment, formulate and implement a treatment plan on at least 10(20) adult patients with dyspnea/respiratory distress.

The student should perform an advanced patient assessment, formulate and implement a treatment plan on at least 4(8) pediatric patients (including infants, toddlers, and school age) with dyspnea/respiratory distress.

The student must demonstrate the ability to perform an advanced assessment, formulate and implement a treatment plan for patients with syncope.

The student should perform an advanced patient assessment, formulate and implement a treatment plan on at least 5(10) patients with syncope.

The student must demonstrate the ability to perform an advanced assessment, formulate and implement a treatment plan for patients with abdominal complaints.

The student should perform an advanced patient assessment, formulate and implement a treatment plan on at least 10(20) patients with abdominal complains (for example: abdominal pain, nausea/vomiting, GI bleeding, gynecological complaint, etc.)

The student must demonstrate the ability to perform an advanced assessment, formulate and implement a treatment plan for patients with altered mental status.

The student should perform an advanced patient assessment, formulate and implement a treatment plan on at least 10(20) patients with altered mental status.

TEAM LEADER SKILLS

The student must demonstrate the ability to serve as a team leader in variety of prehospital emergency situations.

The student should serve as the team leader for at least 25(50) prehospital emergency responses.

Document #2**Medical Staff Support of an Advanced EMT Training Program**

The medical staff support the clinical training of students in the EMT Advanced Training Program 05PA0015 recognized by the Montana State Board of Medical Examiners.

Current Chief of Staff (print):

Signature: _____ Date: _____

Facility name:

Facility address:

Facility phone number:

Document #3**Facility Administration Support of an Advanced EMT Training Program**

This facility supports the clinical training of students in the EMT Advanced Training Program 05PA0015 recognized by the Montana State Board of Medical Examiners.

Current Facility Administrator (print):

Signature: _____ Date: _____

Facility name:

Facility address:

Facility phone number: