

Student Handbook and Catalog

January 2025 – January 2026



The Axon Education
Mantra "PRIMUM
RESPECTUM DATE" or
"FIRST GIVE RESPECT"

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Axon Education



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About Axon Education and The Axon Education Consortium

Background of Axon Education

Axon Administration LLC was formed on July 31st, 2015, to research and identify opportunities for allied healthcare education, specifically in Emergency Medical Services education. The institution was created as an educational pathway to take someone through EMT-Basic and, ultimately, EMT-Paramedic certifications.

Axon Education, LLC's Texas EMS School equips students for meaningful careers through effective, student-centered, and efficient distance education. Axon Education, LLC is the host-member of the Axon Education Consortium.

Axon Education's curriculum is approved by the Texas Department of State Health Services for the delivery of EMR, EMT, Advanced EMT, and continuing education through Axon Education while the Paramedic curriculum is approved for delivery through the Axon Education Consortium. The Axon Education Consortium Paramedic program has been issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). This letter is NOT a CAAHEP accreditation status; it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation standards through the Letter of Review Self Study Report (LSSR) and other documentation. A Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic credentialing examination(s). However, it is NOT a guarantee of eventual accreditation.

The Axon Education Consortium Program Goal

To prepare Emergency Medical Services personnel who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

The Axon Education Mission Statement

The institution's mission is to provide postsecondary healthcare education through an effective, efficient, and student-centered online learning experience.



A Philosophy of Effectiveness

Many of Axon Education’s programs are competency-based, meaning that time on task is not as important as successfully completing a task and demonstrating an understanding of a concept. Formative assessment is valued to help students self-correct and be motivated to grow.

A Philosophy of Efficiency

Axon Education programs begin with student assessment, which allows for personalization of the educational experience. These learning methods provide personalized coaching and tailor the learning experience to the individual. This approach prioritizes efficient, hands-on learning experiences over just reading texts, ensuring a more engaging and effective education.

A Philosophy of Student-Centered Education

Axon Education believes that it is possible to create a rigorous learning environment and a challenging curriculum in an environment that encourages student satisfaction. This student-centered approach is built upon frequent assessment, which helps students understand what is expected of them, coaching, and a high degree of responsiveness from student support personnel.

The Axon Education Vision Statement

Axon Education will be recognized as a leader in delivering personalized learning experiences with high student satisfaction.

The Axon Education Mantra

“PRIMUM RESPECTUM DATE” or “FIRST GIVE RESPECT”

Administration and Legal Control

Axon Education – Administration

KB Massingill, PhD

Title: President and CEO



Degrees: Ph.D. in Information Sciences, Master of Science in Education
Specialized Training: School Administration
Areas of Instruction: Administration

Judd Smith, BAS, MBA, LP,

Title: Executive Vice-President/Program Director
Degrees: Bachelor of Arts and Sciences, Master of Business Administration, Current Doctoral Student
Specialized Training: EMT-P Instructor
Areas of Instruction: Paramedicine, EMS Management

Colten J. Philpott, MD [MPH, MBA, MHA, MPA]

Title: Medical Director
Degrees: Medical Doctorate, Master of Public Health, Master of Business Administration, Master of Healthcare Administration, Master of Public Administration
Specialized Training: Board Certified, American Board of Emergency Medicine
Areas of Instruction: Emergency Medicine, Legal Aspects of Paramedicine, Leadership
Development Organizations: Texas College of Emergency Physicians Resident/Candidate Board Member, Texas College of Emergency Physicians Leadership and Advocacy Fellow, Emergency Medicine Residents Association, American College of Emergency Physicians

Brandon Lemley, BS, MBA

Title: Vice-President of Operations
Degrees: Bachelor of Science, Master of Business Administration
Specialized Training: Enrollment Management, Marketing, Student Support
Areas of Instruction: Administration

Nicole Vinson, BA, MED

Title: Vice-President of Institutional Effectiveness
Degrees: Bachelor of Arts in Education, Master of Education
Specialized Training: Institutional Effectiveness
Areas of Instruction: Administration

Cynde Wadley, BS, MED, EdD

Title: Dean of Instruction and Academic Support
Degrees: Bachelor of Science in Education, Master of Education in Instructional Technology, Doctorate in Educational Leadership
Specialized Training: Distance Learning, Curriculum Development, Academic Administration
Areas of Instruction: Administration

Leah Leas, BS, MED

Title: Director of Administrative Services
Degrees: Bachelor of Science in Education, Master of Education
Specialized Training: Student Finances, Registration Services, Administrative Planning



Axon Education – Legal

Axon Administration LLC, dba Axon Education Consortium, dba Axon Education, a Board of Managers govern dba Texas EMS School.

Board of Managers

- **KB Massingill, PhD**, President and Secretary
- **Josh Ensor**, Chairperson
- **Scott Wofford, DC**, governing officer

Axon Education Consortium – Advisory Committee

Axon Education Consortium is advised by a committee with members each representing a particular “Community of Interest.”

KB Massingill, PhD (Chairperson)

President – Axon Education

COI - Sponsor Administration

Colten J. Philpott, MD

Texas Midwestern Emergency Physicians, Abilene, TX

COI – Physician - Medical Director

Judd Smith, LP (ex officio)

Executive Vice-President Program Director – Axon Education

COI – Sponsor Faculty

Carl Nix

Assistant Fire Chief – City of Melissa, Texas Fire Department

COI – Fire Departments

Melissa Strawbridge, EMT

EMS Director Haskell County

COI – Employers

Michelle Stevens

CEO – Haskell Memorial Hospital

COI – Hospitals

Kenny Thompson

County Judge – Haskell County, Texas

COI – Government Official



Randy Young

Compliance Administrator – Team Financial Strategies
COI – Public

Faith DeWees, EMT

Paramedic Student

Aaron Klause, LP

Graduate Representative

Adam Wester, LP

Assistant Program Director – Axon Education
Faculty Member

Melissa Berrie, EMT-P

Faculty Member – Axon Education

Nader Awwad, DC, LP

GMR Arlington

Axon Education Consortium – Faculty

- Juddson Smith - LP, BAS, MBA
- Adam Wester - LP
- Melissa Berrie – EMT-P
- Rick Fikes – EMT-P
- Brittany Bangert - EMTB, BA
- Nicole Bowker – EMT-P
- Traven Berrie – EMT
- Brooklyn Rhodes – EMT
- Gary Bowker – EMT
- Jaffin Durham, LP
- KB Massingill - EMT, PhD

Accreditation, Licensing, and Recognition

DSHS

The Texas Department of State Health Services approves Axon Education to deliver Advanced EMT Programs. To contact Texas DSHS:



PO Box 149347

Austin, TX 78714-9347

(512) 834-6765

<https://www.dshs.texas.gov/emstraumasystems/contact.shtm>

NREMT

Axon Education and Axon Education Consortium are registered with the National Registry of Emergency Medical Technicians to provide EMS Education.

CAAHEP

The Axon Education Consortium Paramedic program has been issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP Executive Office). This letter is NOT a CAAHEP accreditation status; it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through the Letter of Review Self Study Report (LSSR) and other documentation. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic credentialing examination(s). However, it is NOT a guarantee of eventual accreditation. To contact the CoAEMSP Executive Office:

8301 Lakeview Parkway Suite 111-312

Rowlett, TX 75088

214-703-8445

FAX 214-703-8992

www.coaemsp.org

Hours of Operation

Corporate offices are open Monday through Friday from 8:00 a.m. to 5:00 p.m. (CST). Students may submit a support ticket anytime, including weekends, holidays, and non-office hours. Support personnel attempt to address support tickets from 9:00 a.m. to 9:00 p.m. Monday through Friday but will often address tickets immediately during other times. Student schedules, including due dates, will vary according to their personalized learning plan and negotiated due dates for milestones and learning activities.



Academic Calendar

It is important to recognize that the institution does not follow a traditional academic calendar. Instead, students should follow the timeline(s) prescribed in their syllabi, in addition to institutional policies, to ensure the successful completion of their program.

Student Holidays [\[02.08.002\]](#)

The Minimum Activity Policy will not be enforced during weeks that include student holidays. Student holiday weeks begin on Monday and end on Sunday at midnight. Student support will be limited during these weeks, and student support will not be available on the commonly identified holidays that fall during student break weeks. Students needing support should email support@axoneducation.com.

- **New Year's Day:** January 1st
- **Spring Break:** April (preceding Friday through the following Monday of the U.S. Easter celebration)
- **Fall Break:** November (Wednesday through Sunday of the U.S. Thanksgiving celebration)
- **Christmas:** December 25th

General Curriculum Information

The mantra at Axon is the Latin phrase "*Primum Respectum Dato*" which means "first give respect." This mantra serves as the cornerstone of the courses aiming to instill this fundamental lesson prominently at the forefront of the cognitive, behavioral, and affective learning experiences that the Axon Education team has designed. The structured educational program prepares students to be skilled and dedicated professionals capable of responding to emergencies with competence, confidence, and compassion. The goal is to ensure the availability of well-trained emergency health professionals who provide vital care when every second counts.

The institution ensures that all curricular materials promote effective distance education study by:

- Emphasizing engagement
- Emphatically communicating lofty expectations based on previous progress
- Consistently discussing affect
- Respecting diversity of learning and approach
- Providing prompt and thorough feedback through dialogue
- Emphasizing positive reinforcement
- Creating consequences that allow formative failure

- Encouraging reporting of curriculum breakdown
- Facilitating the generalization of learning to new contexts
- Setting proximal (short-term) goals for students who are struggling
- Mixing performance goals and mastery goals
- Taking advantage of simulation opportunities
- Viewing the student holistically
- Creating opportunities for peer-to-peer teaching and learning

The institution designs its curriculum to address the unique needs of learners in the online learning environment while also recognizing the unique needs of EMT/Paramedic students to practice psychomotor and affective skills in skills labs and clinical settings.

Competency-Based Learning for EMTs and Paramedics

Competency-based learning ensures students acquire the necessary competencies to be effective EMTs or Paramedics. This educational approach focuses on students mastering specific skills and knowledge before progressing, ensuring that educational outcomes align with industry standards and real-world requirements.

Key Components of Competency-Based Learning:

- 1. Clear Competencies and Learning Outcomes:**
Each course is designed with clear, measurable competencies that students must achieve. These competencies align with the requirements for EMT and Paramedic certification, ensuring that students acquire the skills and knowledge necessary for their future careers.
- 2. Flexible Learning Pathways:**
Competency-based learning allows students to progress at their own pace. They can spend more time on challenging areas and move quickly through content they have mastered. This flexibility is particularly beneficial for adult learners with varying levels of prior knowledge and experience.
- 3. Assessment of Competencies:**
Students are assessed using a variety of formative and summative assessments designed to measure their mastery of each competency. These assessments may include practical exams, simulations, virtual labs, and clinical evaluations. The goal is to ensure students can apply their knowledge and skills in real-world scenarios.
- 4. Personalized Feedback and Support:**
Faculty provide timely, personalized feedback to help students understand their progress and areas needing improvement. The Student Support Team is available to assist students with any challenges they may encounter, ensuring they have the resources and guidance necessary to succeed.
- 5. Continuous Improvement:**
The Canvas Team meets weekly to discuss feedback from faculty and students, making

modifications to courses as needed. This continuous improvement process ensures that the curriculum remains relevant and effective in preparing students for their roles as EMTs and Paramedics.

Curriculum Design for Effective Distance Education

The online learning environment is designed to use asynchronous content delivery and student assessment. However, other instructional tools are used to facilitate student learning. Examples include peer-to-peer engagement, podcasts, videocasts, simulations, and guest lecturers. Interactive lectures and quizzes foster student engagement.

Cognitive Instruction:

Cognitive instruction is designed to use multiple learning channels to meet student needs, with formative assessments used to monitor student learning.

Psychomotor Skills Instruction:

A key component of the design of psychomotor skills instruction is the evaluations conducted through face-to-face interactions during Skills Labs as well as field and clinical internships. The psychomotor skills are supplemented with lab simulations on Canvas.

Affective Learning:

Affective learning is designed using team assignments, peer evaluations, and instructor feedback in the Skills Lab. The incorporation of affective skills is integral to the curriculum and the student's success in clinical and field experiences.

Engaging Students in Active Learning

Even in these situations, students will be engaged in active learning. Specifically, students will be asked to read and prepare for lectures, and faculty will be asked to evaluate students in advance regarding their preparedness and then intentionally modify lectures or presentations to address demonstrated weaknesses or special student needs. Group polling, anonymous questioning, and other engagement-oriented tools are built into the video conference/webinar tools that will be used so that, in many ways, the experience exceeds the opportunities of a simple face-to-face lecture.



Portfolio Assessment

Portfolio assessment will be a significant component of evaluating the performance of cognitive, affective, and psychomotor learning. Portfolio development places the responsibility for learning on the student's shoulders. To successfully develop a learning portfolio, students must understand in advance what they are expected to know and how that learning is to be demonstrated or documented. The NREMT has recognized this as a valid learning approach for specific psychomotor skills in various programs. Still, the value of the approach extends beyond psychomotor skill documentation into learning and assessment in every learning domain and at every level.

Proctored High-Stakes Testing

Proctored high-stakes testing will be used in multiple circumstances. In a competency-based curriculum, assessment emphasizes longitudinal demonstration of skills and competencies rather than focusing on time-on-task or high-stakes demonstration of competency through end-of-unit or final exams. The institution's course will use longitudinal assessment for both formative and evaluative purposes but proctored high-stakes testing will be an integrated part of the curriculum. Longitudinal assessments are necessary because, in order for the student to enter the EMS profession for which they are studying, the student must pass specific government-mandated or National Registry-prescribed exams. To prepare the student for this experience, the student will be exposed several times to testing in environments similar to those used by the National Registry or governmentally mandated tests.

FISDAP System and Evaluative Testing

The FISDAP system and others will be used to provide evaluative testing to students at various stages in the curriculum. Additionally, the system will provide test preparation exercises, including taking tests under time constraints. These exercises are intended to be formative in nature and allow individual students to gauge their preparedness for the professional exams.

These comprehensive strategies and the emphasis on competency-based learning ensure that our EMT and Paramedic students are thoroughly prepared to meet the demands of their professions and excel in their careers.

Standard Educational Terms

Axon Education defines some of the more standard educational terms as shown in the table below:

View of Knowledge	Knowledge is a repertoire of behavioral responses to environmental stimuli.	Knowledge systems of cognitive structures are actively constructed by learners based on pre-existing cognitive structures.	Knowledge is constructed within social contexts through interactions with a knowledge community.
View of Learning	Passive absorption of a predefined body of knowledge by the learner. Promoted by repetition and positive reinforcement.	Active assimilation and accommodation of new information to existing cognitive structures. Discovery by learners is emphasized.	Integration of students into a knowledge community. Collaborative assimilation and accommodation of new information.
View of Motivation	Extrinsic, involving positive and negative reinforcement.	Intrinsic learners set their own goals and motivate themselves to learn.	Intrinsic and extrinsic. Learning goals and motives are determined both by learners and extrinsic rewards provided by the knowledge community.
Implications for Teaching	Correct behavioral responses are transmitted by the teacher and absorbed by the students.	The teacher facilitates learning by providing an environment that promotes discovery and assimilation/accommodation.	Collaborative learning is facilitated and guided by the teacher. Group work is encouraged.

Program Outcomes

The program outcomes are related to the institution's mission to prepare Emergency Medical Services personnel who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

Student Satisfaction Program Outcomes

Axon Education measures student satisfaction using the ten outcomes listed in the table below.

Satisfaction Outcome Number	Student Satisfaction Program Outcomes	Measurement
INS-S101	Students will agree or strongly agree that the admissions/enrollment process was user-friendly at an 80% satisfaction rate or better.	Student Survey
INS-S102	Students will agree or strongly agree to prefer the online course format over attending a traditional face-to-face class at an 80% satisfaction rate or better.	Student Survey
INS-S103	Students will agree or strongly agree that the content was delivered in a learning-style that matched their needs at an 80% satisfaction rate or better.	Student Survey
INS-S104	Students will agree or strongly agree that the online system was effective in guiding their progress at an 80% satisfaction rate or better.	Student Survey
INS-S105	Students will agree or strongly agree to knowing how to obtain help if they needed it at an 80% satisfaction rate or better.	Student Survey
INS-S106	Students will agree or strongly agree that the Axon faculty and staff cared about their success at an 80% satisfaction rate or better.	Student Survey
INS-S107	Students will agree or strongly agree that they would recommend this program/course to others at an 80% satisfaction rate or better.	Student Survey

Satisfaction Outcome Number	Student Satisfaction Program Outcomes	Measurement
INS-S108	Students will agree or strongly agree that the course was challenging at an 80% satisfaction rate or better.	Student Survey
INS-S109	Students will agree or strongly agree that course expectations and deadlines were clearly provided at an 80% satisfaction rate or better.	Student Survey
INS-S110	Students will agree or strongly agree that the instructor(s) maintained regular contact with them during the course at an 80% satisfaction rate or better.	Student Survey
INS-S111	Students will agree or strongly agree that the instructor(s) were aware of their course progress at an 80% satisfaction rate or better.	Student Survey

Completion Rates Program Outcomes

Axon Education measures program completion rate using the three completion rate outcomes listed in the table below.

Completion Outcome Number	Completion Rates Program Outcomes	Measurement
EMS-CR101	80% of students fully enrolled in EMS programs will complete the program.	Completion Reports
EMS-CR102	70% of students who achieve a completion certificate in EMS programs will pass the NREMT.	NREMT Passing Rate, Completion Reports
EMS-CR103	80% of students will achieve positive job placement after completion of their program.	Track Graduates, Follow-up Surveys, Employer Engagement

Student Achievement Program Outcomes for Emergency Medical Technicians

Axon Education measures student achievement in cognitive, psychomotor, and affective skills using the twenty student achievement outcomes listed in the table below.

EMT Program Outcomes

Program Outcomes	Student Achievement Program Outcomes
EMT-P100	To prepare Emergency Medical Technicians who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.
EMT-P101 (KPI-C101)	Individuals who achieve Census Status will complete the program within 150% of the published maximum allowable timeframe.
EMT-P102 (KPI-C102)	Graduates will achieve a passing score on the program-appropriate NREMT computer adaptive test in three or less attempts.

Program Outcomes	Student Achievement Program Outcomes
EMT-P103 (KPI-C103)	Within one year of graduation, graduates will achieve Positive Placement. Positive Placement means the graduate will be employed full or part-time, or volunteer in the profession or in a related field, will be continuing his/her education or will be serving in the military within one year of graduation.
EMT-P104	Students will be able to consistently conduct excellent TRAUMA assessments appropriate for the program's scope of practice.
EMT-P105	Students will be able to consistently conduct excellent MEDICAL assessments appropriate for the program's scope of practice.
EMT-P106	Students will be able to conduct and lead Cardiopulmonary Resuscitation (CPR) in a manner that provides high-quality chest compressions, appropriate ventilations, and early use of an AED.
EMT-P107	Students will demonstrate an understanding of the Health Insurance Portability Accountability Act (HIPAA) and use due care to avoid inappropriately sharing sensitive patient health information.
EMT-P108	Students will demonstrate an understanding of their appropriate scope of practice by using or refraining from using a variety of available treatments, techniques, or actions.
EMT-P109	Students will demonstrate the ability to write an effective narrative that includes items suitable to be included in a Patient Care Report (PCR).
EMT-P110	Students will demonstrate appropriate affect and act professionally toward all stakeholders for the duration of the program.

Advanced EMT Program Outcomes

Program Outcomes	Student Achievement Program Outcomes
AEMT-P100	To prepare Advanced Emergency Medical Technicians who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.
AEMT-P101 (KPI-C101)	Individuals who achieve Census Status will complete the program within 150% of the published maximum allowable timeframe.
AEMT-P102 (KPI-C102)	Graduates will achieve a passing score on the program-appropriate NREMT computer adaptive test in three or less attempts.
AEMT-P103 (KPI-C103)	Within one year of graduation, graduates will achieve Positive Placement. Positive Placement means the graduate will be employed full or part-time, volunteer in the profession or in a related field, continue his/her education, or serve in the military.
AEMT-P104	Students will be able to consistently conduct excellent TRAUMA assessments appropriate for the program's scope of practice.
AEMT-P105	Students will be able to consistently conduct excellent MEDICAL assessments appropriate for the program's scope of practice.
AEMT-P106	Students will be able to conduct and lead Cardiopulmonary Resuscitation (CPR) in a manner that provides high-quality chest compressions, appropriate ventilations, and early use of an AED.
AEMT-P107	Students will demonstrate an understanding of the Health Insurance Portability Accountability Act (HIPAA) and use due care to avoid inappropriately sharing sensitive patient health information.

Program Outcomes	Student Achievement Program Outcomes
AEMT-P108	Students will demonstrate an understanding of their appropriate scope of practice by using or refraining from using a variety of available treatments, techniques, or actions.
AEMT-P109	Students will demonstrate the ability to write an effective narrative that includes items suitable to be included in a Patient Care Report (PCR).
AEMT-P110	Students will demonstrate appropriate affect and act professionally toward all stakeholders for the duration of the program.

Paramedic Program Outcomes

Program Outcomes	Student Achievement Program Outcomes
PAR-P100	To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.
PAR-P101 (KPI-C101)	Individuals who achieve Census Status will complete the program within 150% of the published maximum allowable timeframe.
PAR-P102 (KPI-C102)	Graduates will achieve a passing score on the program-appropriate NREMT computer adaptive test in three or less attempts.
PAR-P103 (KPI-C103)	Within one year of graduation, graduates will achieve Positive Placement. Positive Placement means the graduate will be employed full or part-time, or volunteer in the profession or in a related field, or will be continuing his/her education, or will be serving in the military within one year of graduation.
PAR-P104	Students will be able to consistently conduct excellent TRAUMA assessments appropriate for the program's scope of practice.
PAR-P105	Students will be able to consistently conduct excellent MEDICAL assessments appropriate for the program's scope of practice.
PAR-P106	Students will be able to conduct and lead Cardiopulmonary Resuscitation (CPR) in a manner that provides high-quality chest compressions, appropriate ventilations, and early use of an AED.
PAR-P107	Students will demonstrate an understanding of the Health Insurance Portability Accountability Act (HIPAA) and use due care to avoid inappropriately sharing sensitive patient health information.
PAR-P108	Students will demonstrate an understanding of their appropriate scope of practice by using or refraining from using a variety of available treatments, techniques, or actions.
PAR-P109	Students will demonstrate the ability to write an effective narrative that includes items suitable to be included in a Patient Care Report (PCR).
PAR-P110	Students will demonstrate appropriate affect and act professionally toward all stakeholders for the duration of the program.

Graduation/Program Completion

The graduation/program completion requirements for the certification programs at Axon Education are comprehensive to ensure high-quality training and preparedness for real-world emergency medical care.

- **For the EMT Certification Program**, students must complete all assigned coursework and modules, maintaining a minimum grade of 70% in all final exams. They must successfully complete all practical skills labs and simulations, demonstrating competency in essential EMT skills such as CPR, patient assessment, and airway management. Additionally, students are required to complete all clinical experiences in an approved healthcare setting and field internship hours with an approved EMS provider, documenting all patient contacts and procedures performed. Finally, students must pass a comprehensive final written exam with at least 70% and a practical skills exam demonstrating competency in all required skills.
- **For the AEMT Certification Program**, students must complete all assigned coursework and modules, maintaining a minimum grade of 70% in all final exams. They must successfully complete all practical skills labs and simulations, demonstrating competency in essential EMT skills such as CPR, patient assessment, and airway management. Additionally, students are required to complete all clinical internship hours in an approved healthcare setting and field internship hours with an approved EMS provider, documenting all patient contacts and procedures performed. Finally, students must pass a comprehensive final written exam with at least 70% and a practical skills exam demonstrating competency in all required skills.
- **For the Paramedic Certification Program**, students must complete all coursework and modules, with a minimum grade of 70% on exams. Students are required to successfully complete advanced practical skills labs and simulations, demonstrating competency in skills such as advanced airway management, cardiac monitoring, and medication administration. The clinical experience requirement is more extensive, with a minimum of 72 hours in various healthcare settings, which may include emergency departments, intensive care units, and labor and delivery units. Students must also complete a minimum of 72 hours of field internship with an approved EMS provider, demonstrating proficiency in advanced pre-hospital care. Paramedic students must also complete a capstone internship demonstrating the integration and application of knowledge and skills acquired during the program with a minimum of 120 hours. They must pass a comprehensive final written exam with at least 70% and a practical skills exam demonstrating advanced competency in all required skills.

Additionally, for all programs, students will receive a certificate which allows them to take the National Registry of Emergency Medical Technicians (NREMT) certification exam applicable to their program, maintain current CPR certification throughout the program, meet all health and safety requirements including immunizations.

Admissions Policies

- Admission [[02.01.001](#)]
- Admission Requirements [[02.04.001](#)]

- Non-Discrimination [[02.06.000](#)]
- Program Admission and Enrollment [[02.01.100](#)]
- Enrollment Status [[02.01.002](#)]
- Photo ID Requirements [[02.01.013](#)]
- Identity Verification [[02.01.007](#)]
- Residency Policy [[02.11.005](#)]
- Notification of Admission Decision [[02.01.009](#)]
- Cohort Placement [[02.01.004](#)]
- Enrollment Eligibility for Visa Holders [[02.11.006](#)]
- Criminal History Impact on Admission [[02.01.020](#)]
- Census Status [[02.01.015](#)]
- Flu Vaccination [[02.04.003](#)]
- English Proficiency Requirements [[02.01.008](#)]
- Admissions Appeal [[02.01.003](#)]
- Streamlined Readmissions [[02.01.005](#)]

Uniform and Hygiene Requirements

- Student Dress and Hygiene [[02.02.004](#)]

Flexible Time Formats for Courses

As stated in your Enrollment Agreement, the course/s in the program is/are offered in a Flexible Time Format. The use of the Flexible Time Format makes it possible to complete the course prior to the Maximum Instructional Deadline and prior to the final date of the Maximum Course Duration, which are both explained in the syllabus. Please let Student Support or your instructor know if you have any questions or concerns. studentsupport@axoneducation.com
325-218-4444

Learning Management System(s)

Canvas

Axon Education utilizes the Canvas Learning Management System (LMS). Such an approach assures the most up-to-date content as it relates to curriculum (best-of-class approach), high reliability, and ease of development.

Emphasize Mobile



Near ubiquitous adoption of smartphones/devices has created an environment in which it is essential that materials be made available for use and viewing on smart devices. Clickable links are used where possible to allow the student to avoid having to re-type URLs or credentials.

Technical Standards and Job Description for EMS Programs

- Technical Standards and Functional Job Description for EMS Programs and Professions [[02.11.101](#)]
-

Specific Course Parameters

- EMT: MID = 20 weeks, MCD = 26 weeks
 - EMT Accelerated: MID = 15 weeks, MCD = 17 weeks
 - Advanced EMT: MID = 33 weeks, MCD = 40 weeks
 - Advanced EMT Accelerated: MID = 30 weeks, MCD = 34 weeks
 - Paramedic: MID = 70 weeks, MCD = 78 weeks
 - Paramedic Accelerated: MID = 48 weeks, MCD=52 weeks
 - Paramedic Bridge: MID = 70 weeks, MCD=78 weeks
 - Paramedic Bridge Accelerated: MID = 48 weeks, MCD=52 weeks
-

Program Critical Criteria for All Programs

The programs/courses contain several Critical Criteria that, if unmet, could result in the issuance of a failing final grade for the course, regardless of the student's success or performance in other aspects of the course.

Critical Criterion #1 – Compliance Deadline Criterion [[02.04.002](#)]

- **Students will be given 30 days beyond their cohort start date to submit all required compliance documents and achieve Full Enrollment.**

Critical Criterion #2 – Minimum Activity Criterion [[02.08.001](#)]

- A student's minimum activity is evaluated each Monday for the preceding seven days (Monday through Sunday). Minimum activity includes:
 1. That the student is not behind on any course deadline, AND

2. Any one or more of the following:
 - a. The student has logged in to the Learning Management System.
 - b. The student has attended a face-to-face session such as a Skills Lab.
 - c. The student has participated in a Field Internship and completed the necessary documentation for the experience.
 - d. The student has participated in a Clinical Internship and completed the necessary documentation for the experience.
 - e. The student has participated in a tutoring session.
 - f. The student has participated in a documented Student Success Call.
 - g. The student has attempted a Readiness Exam (FISDAP).

Critical Criterion #3 – Student Responsiveness Criterion

- **The Teaching Team may establish that an individual has failed to achieve the Student Responsiveness Criterion by evaluating their communication pattern. Students are expected to respond to institutional inquiries promptly and adequately. A student's adequate and timely responses to written inquiries, text messages, voicemails, and other means of communication from institutional representatives are considered mandatory elements of course progress, even when such inquiries are not directly related to academic performance.**

Critical Criterion #4 – Positive Affect Criterion [\[02.02.003\]](#)

- The Teaching Team may establish that an individual has failed to achieve the Positive Affect Criterion if a student exhibits ongoing or acutely disruptive affect or unprofessional behavior to fellow students, institutional personnel, clinical partner personnel, or other stakeholders. Satisfactory student progress in this regard is established, among other means, by demonstrating a willingness to work as a productive team member with other students, and especially with clinical partners. This includes dressing, speaking, and acting professionally while in school contexts.

Student Support

Student Support Channel

The Zoho Desk system is the source of authority for all student support transactions. Support requests received through communication channels that are not directly supported by the Desk system should be manually translated into individual tickets. Where possible, students should be encouraged to use support@axoneducation.com as their primary method of support.

Students needing assistance may contact support via:



- Email: support@axoneducation.com
- Voice: 325-218-4444
- SMS/Text: 325-218-4444

All Student Support may be found on the student resources website at <https://axoneducation.com/student-resources/>.

Academic Requirements

- Academic Honesty and the Honor Code [[02.03.001](#)]
 - Satisfactory Academic Progress [[02.03.005](#)]
 - Student Success Calls [[02.08.005](#)]
 - Tutoring [[02.08.006](#)]
 - Grading [[02.03.006](#)]
 - Momentum [[02.08.004](#)]
 - Minimum Activity Policy [[02.08.001](#)]
 - Maximum Course Duration [[02.09.000](#)]
 - Advanced Placement [[02.01.011](#)]
 - Advanced Placement – Previous Clinical Field Experiences [[02.01.014](#)]
 - Transfer Credit [[02.01.012](#)]
 - Breaks and Furloughs [[02.08.003](#)]
 - Proctoring [[02.03.002](#)]
 - Academic Evaluation of Affective Behavior (EMS Programs) [[02.02.003](#)]
 - Academic Probation [[04.02.013](#)]
 - Academic Suspension [[04.02.014](#)]
 - Cancellation Policy [[04.02.004](#)]
-

Student Confidentiality and Privacy

- Student Confidentiality and Privacy [[02.01.006](#)]
-

Student Code of Conduct

- Academic Honesty and the Honor Code [[02.03.001](#)]
- [Program Critical Criteria](#)



Grading

- Academic Evaluation of Affective Behavior (EMS Programs) [[02.02.003](#)]
 - Grading Scale [[02.03.006](#)]
-

Technology

- Technology Requirements [[02.01.010](#)]
 - Proctoring [[02.03.002](#)]
 - Two-Factor Authentication [[03.20.003](#)]
-

Student Grievances and Appeals

- Student Grievances and Appeals [[02.07.000](#)]
-

Counseling and Placement Services

- Career Counseling and Placement Services [[02.03.003](#)]
 - **Job Placement**

The institution does not provide career placement services. However, the institution maintains a job board on its website that identifies possible job opportunities. Students may review the website to see what job opportunities are available.
 - **Psychological Counseling**

The institution does not provide licensed counselors or psychotherapists for personal counseling.
-

Student Health and Safety

Axon Education Exposure Control Plan

Axon Education attempts to provide the safest possible environment for educational experiences as it relates to providing an environment free of infectious diseases that bloodborne pathogens or respiratory pathogens may contract. Students, employees, and visitors should be aware that educational environments, which include contact with live



patients, involve the potential for Occupational Exposure. Healthcare curriculum includes significant training as it relates to Body Substance Isolation or the use of Personal Protective Equipment (PPE).

Student Finances

Program Pricing [[04.01.102](#)]

- **EMT Program/Course Costs**

- \$75.00 Application Fee (Non-Refundable)

- \$200.00 Registration/Access Fee (Non-Refundable)

- \$1,595.00 Tuition

- \$1,870.00 TOTAL TUITION AND FEES**

- **Advanced EMT Program/Course Costs**

- \$75.00 Application Fee (Non-Refundable)

- \$200.00 Registration/Access Fee (Non-Refundable)

- \$4,200.00 Tuition

- \$4,475.00 TOTAL TUITION AND FEES**

- **Paramedic Program/Course Costs**

- \$75.00 Application Fee (Non-Refundable)

- \$200.00 Registration/Access Fee (Non-Refundable)

- \$7,500.00 Tuition

- \$7,775.00 TOTAL TUITION AND FEES**

- General Payment Policy [[04.01.101](#)]

- Payment Options [[04.01.100](#)]

- Installment Payments for Students with Previous Adverse Action [[04.01.102](#)]

- Withholding a Student Record for Financial Purposes [[04.01.200](#)]

- Axon Education does not accept Federal Student Assistance Title IV funds.

- Rebate Opportunity Requirements [04.02.010]

Cancellation, Withdrawal and Refunds

- Cancellation [[04.02.004](#)]

- Calculating Refund Eligibility [[04.02.000](#)]

- Tuition Refund Policy [[04.02.001](#)]
 - Refund Policy for Non-Tuition or Fee Items [[04.02.002](#)]
 - Non-Refundable Fees [[04.02.007](#)]
 - Refund Policy for Expenses from Third-Party Vendors [[04.02.003](#)]
 - Refund Fulfillment [[04.02.060](#)]
-

Attendance Policies

The courses are competency-based and are presented in an online format. There are no mandatory daily or weekly sessions. Instead, students can move through the curriculum as quickly as they are able within a set of parameters (See Maximum Course Duration). There are mandatory face-to-face sessions and/or electronic meetings that must be attended; however, most of these sessions are scheduled by the student. Attendance at skills labs, clinical experiences, field experiences, and scheduled tutoring sessions are tracked, and students failing to appear or who arrive late participation will be required to make up all sessions or missed content. Students are expected to maintain Satisfactory Academic Progress while enrolled [[02.003.05](#)].

Students often already work with clinical providers or have relationships with personnel in local emergency rooms or ambulance services and wish to complete their field experiences at these locations. Axon is willing and interested in forming a relationship with any qualified clinical provider. However, in order for a clinical site or field site to be used, the organization must have signed an Affiliation Agreement with Axon. Many organizations are willing to complete the agreement if they have local students who are requesting it. However, it often takes several weeks for an organization to review and sign official documents, so if you are interested in helping arrange such a relationship, you should start the process as early as possible to avoid delays. Contact support@axoneducation.com to request that a site be considered. You then need to work with Student Support staff to facilitate the dialogue with the potential provider. You will only be able to utilize the facility if a signed agreement is in place.

Skills Lab, Clinical, and Field Internship Requirements

- Clinical and Field Internship Requirements for EMS Programs [[02.11.102](#)]
- Compliance – Clinical Requirements [[02.04.002](#)]
- Student Dress and Hygiene [[02.02.004](#)]
- Skills Lab Prerequisites [[02.05.005](#)]
- Skills Lab Student-to-Faculty Ratio [[02.11.004](#)]
- Clinical Scheduling [[02.04.004](#)]

- Clinical Documentation [[02.04.006](#)]
 - Clinical Cancellation Policy [[02.04.005](#)]
 - Advanced Placement – Previous Clinical Field Experiences [[02.01.014](#)]
-

Skills Lab Attendance Policies

Skills Labs are conducted regularly at the Abilene and Houston class locations. Students must schedule their first Skills Lab within 60 days of their official cohort start date and, when able, all Skills Labs based on current offerings. Students are encouraged to sign up for the Skills Labs as early in the course as possible to ensure that they can attend sessions that are convenient to them in terms of timing.

Finally, students are also encouraged to get away from routine responsibilities such as other schooling, work, family obligations, etc., during Skills Labs because they need to focus intently on the lab instruction. Students may register online by visiting <https://www.axoneducation.com/skills/>.

Students should also arrange for travel and sleeping accommodation as soon as possible after they have registered for their desired session dates.

Attendance Policy Specific to Skills Labs for EMT Students

Students are required to attend at least one face-to-face Immersive Skills Lab, which generally lasts two days. During these labs, students learn and practice Psychomotor Skills. Skills Labs are graded on a pass/fail basis. Students may be precluded from proceeding to the next steps in this course if they have not demonstrated competency in particular psychomotor skills.

Attendance Policy Specific to Skills Labs for Advanced EMT Students

Advanced EMT students are required to attend at least two face-to-face immersive Skills Labs, with each lab generally lasting two days. During these labs, students learn and practice Psychomotor Skills. Students may be required to attend an additional Skills Lab if they have not demonstrated competency in the clinical/field setting.

Attendance Policy Specific to Skills Labs for Paramedic Students

Paramedic students are required to attend at least three face-to-face immersive Skills Labs, with each lab generally lasting two days. During these labs, students learn and practice



Psychomotor Skills. Students may be required to attend an additional Skills Lab if they have not demonstrated competency in the clinical/field setting.

Clinical and Field Internship Sites

Clinical and field internship sites will confidently know what a student can or cannot do based upon the administration of the Axon Education Clinical Orientation delivered to at least one on-site member of the clinical and field sites. An effort is made to distribute this to all clinical/field/internship sites, and beyond that, students are instructed to share with each preceptor their current education level and skill needs. Students cannot sign up for clinical/field opportunities until after completing the required skill session(s) for their program. This process allows the instructor to ensure that each individual student is adequately prepared to operate within the scope of the clinical/field experience they are attending.

While the system itself will provide the primary safeguard to avoid allowing students to serve in a capacity for which they are not approved, students will also be coached to assist field and clinical site administrators and preceptors in reviewing documentation, evaluating student performance, and communicating with Axon Education regarding student progress. The student portfolio made available to all stakeholders will include the current level of training and training objectives.

Axon Education staff will offer an orientation to field and clinical site personnel to help them understand the components of the clinical/field tracking systems. This should ensure that a site, the preceptor, and all other stakeholders have immediate and accurate access to information regarding a student's capability. Each site will have slightly different requirements regarding how this documentation needs to be provided, and the field/clinical tracking systems will allow both online and paper access to the information in such a way as to meet the requirements of every site.

Attendance Policy Specific to Clinical/Field Internships

Students are encouraged to schedule their clinicals within 30 days of completing their first Skills Lab. Late arrival to, or failure to attend, a scheduled clinical experience or field experience without notifying Axon Education in advance will be treated as unprofessional behavior and may result in a breach of Critical Criterion #4 – Positive Affect (see below), and it could result in the student failing the course. It is understood that in rare cases, emergencies happen that could prevent a student from notifying Axon Education of the late arrival or cancellation in advance. Still, pre-notification of late arrival or cancellation is expected in all cases. All missed



clinical experiences or field experiences must be made up. The Teaching Team may also assign remedial work or additional shifts in cases where shifts, or portions of shifts, were missed.

Clinical Internship

Each student must complete a prescribed number of hours and/or competencies related to clinical internship (interchangeably referred to as clinicals, hospital rotations, and/or clinical experiences). Clinical internships will be conducted in a hospital setting (site).

Students in the EMTB course will need to complete 24 hours of hospital rotation and 48 hours of EMS. Students in the AEMT/Paramedic courses will need to complete a minimum of 72 hours of hospital/clinic rotation and a minimum of 72 hours of EMS and the competencies listed in the Appendix of this document.

Clinical internships may only be completed with sites where Axon Education has obtained a signed affiliate agreement. Axon Education desires to be student-oriented in every regard and will attempt to accommodate the special needs of students who may not be geographically near existing sites. While students should assume upon admission that they will participate at currently existing sites, students may request that Axon Education seek an affiliation with a site that is geographically advantageous to a student or group of students.

It is the student's responsibility to request that a site be considered several weeks prior to the time in which the site will be needed. If a student does not have a relationship with someone at the proposed site or if the site has overly restrictive requirements, the site may not be considered or contacted. In such a case, the student will be required to complete clinical internship requirements at existing approved sites.

Some hospitals require an on-site orientation before the student can begin clinical rotations. This orientation is not considered part of the required hours of patient clinical contact time and must be completed before patient contact occurs.

The scheduling, attendance, and professional conduct of clinical internships is one of the most important elements upon which students will be evaluated. Students who cannot demonstrate an ability to schedule and attend clinical internships successfully will not succeed. Additionally, students who do not demonstrate respect and professional conduct while participating in clinical internships may be dismissed from the program.

Axon Education will attempt to schedule a student's clinical time based on the student's preferred times and locations. Due to the availability of clinical sites, this may not always be possible. It is ultimately the student's responsibility to accommodate scheduling based upon the availability of sites, preceptors, and other factors. Except in the unusual circumstance of an emergency, students are expected to notify Axon Education and the clinical site in advance if



they are unable to attend. It is the responsibility of the student to arrive on time and stay the entire scheduled time. Missing any assigned clinical rotation, being excessively late, or leaving early may result in a student's dismissal from the program.

During EMT clinical rotations, students will need to complete the following skills:

1. Perform patient assessments to include:
2. Perform a primary assessment to rule out life threats;
3. Ascertain the patient's history, including HPI, PMH, medications, and allergies;
4. Assess vital signs;
5. Perform a secondary assessment;
6. Develop a clinical impression and discuss it with the physician or nurse;
7. Perform the necessary documentation required by the instructor;
8. Auscultate breath sounds in their proper landmarks and provide oxygen therapy as needed for patient treatment;
9. Display the behaviors needed to become a professional EMS provider;
10. Be a team player and do whatever tasks are asked by a preceptor (If a student is asked to do something that falls outside his/her scope of training or practice, it is important that he/she share that with his/her preceptor immediately and document this in his/her clinical documentation.); and
11. Ensure that the proper documentation of all patient care encounters is on the appropriate Axon Education forms and signed by the preceptor.

During Advanced EMT clinical rotations, students will need to complete the above mentioned EMT skills as well as the competencies in the Advanced EMT Goal Set Student Minimum Competency (SMC) Matrix.

During Paramedic clinical rotations, students will need to complete the above mentioned EMT skills as well as the competencies in the Paramedic Goal Set Student Minimum Competency (SMC) Matrix.

Field Internship

The EMS field internship is an exciting time in a student's educational process, which should be enjoyed and treated with respect.

- Students in the EMT Basic program are required to complete a minimum of 48 hours of field internship.
- Students in the AEMT program are required to complete a minimum of 72 hours of field internship and the list of competencies from the Student Minimum Competency (SMC) Matrix.

- Students in the Paramedic Program are required to complete a minimum of 72 hours of field internship and all skills and competencies from the Student Minimum Competency (SMC) Matrix.

Field internships may only be completed at sites with a signed affiliate agreement with Axon Education. Axon Education desires to be student-oriented in every regard and will attempt to accommodate the special needs of students who may not be geographically near existing sites. While students should assume upon admission that they will participate at currently existing sites, students may request that Axon Education seek an affiliation with a site that is geographically advantageous to a student or group of students. It is the student's responsibility to request that a site be considered several weeks prior to the time in which the site will actually be needed. If a student does not have a relationship with someone at the proposed site or if the site has overly restrictive requirements, the site may not be considered or contacted. In such a case, the student will be required to complete field internship requirements at existing approved sites.

Successful completion of the field internship must include the following:

1. Attending the field internship orientation prior to beginning the field rotation, if required by the internship site.
2. Completion of all scheduled hours must be documented prior to course completion. Missed field rotations must be rescheduled as soon as possible. If a student leaves early from his or her field internship, then this will be considered a missed rotation.
3. Arriving at least 15 minutes prior to the start of a field internship start time.
4. Being aware that field internships may need to be completed during various shifts. This may include day, night, overnight, and weekend shifts.
5. Providing preceptors with online Axon Education evaluations at the end of each shift for completion. The preceptor must sign on the online sign-off form at the end of the student's scheduled rotation.
6. Completing the student online Axon Education evaluations at the end of each shift.
7. Being prepared and having all required equipment during the field internship.

Capstone Field Internship for Paramedic Students

In addition to the above requirements, Paramedic students will also be expected to complete a Capstone Field Internship. The Capstone Field Internship will serve to allow the student/paramedic candidate to operate in the role of lead paramedic on a working ambulance operating in a 911/emergency setting. Students will continue to demonstrate and document competencies which include skills performed or interpreted across a variety of patient ages, differential diagnoses, or complaints, but as a part of the Capstone Field Internship will focus on completing and documenting a specific number of team leads representing a variety of skills. It is impossible to predict the frequency or mix of live-patient encounters that may occur during a



given field internship experience. As a result, it is impossible to specify in advance the number of hours which may be required to complete the Capstone Field Internship. The requirements for the course presume a nominal face-to-face involvement of at least 120 hours. Students are responsible for scheduling and completing a sufficient number of field internship hours necessary to obtain the minimum number of 120 hours and 20 team leads that are transported to the emergency department.

Participation in Patient Care

The Medical Director has approved the process of not allowing students to begin clinical/field opportunities until they have attended a skills session(s) required by their program. The instructors have been authorized to sign off on the student's attendance of clinical/field opportunities following this process.

The Axon Education policies for clinical and field internship requirements and procedures are integrated into its other policies and included in student-facing documents elsewhere.

Specific Program Information

Emergency Medical Technician (EMT)

EMT Program Goal

To prepare EMTs who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

EMT Student Learning Outcomes

- Graduates will be prepared to pass the National Registry of Emergency Medical Technicians exam.
- Graduates will be eligible to seek employment or volunteer opportunities in basic emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessment and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed and life-long learning.



Maximum Instructional Deadline (MID)

The **MAXIMUM INSTRUCTIONAL DEADLINE (MID)** for this course is **20 weeks**. Students will have **20 weeks** from the cohort start date to complete all online assignments, attend a Skills Lab, and complete at least one attempt at the FIDAP (Field Internship Student Data Acquisition Project) Comprehensive Readiness Exam.

Maximum Course Duration (MCD)

The **MAXIMUM COURSE DURATION (MCD)** is **26 weeks**. This provides six (6) weeks beyond the Instructional Period for students to participate in a Test Preparation period in which they will be allowed to continue their studies to ensure their readiness to schedule their exam with the National Registry of Emergency Medical Technicians and complete any remaining Clinical and Field Internships.

Students who remain in the course after the Instructional Period but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon Education courses each have a Maximum Instructional Period and a Maximum Course Duration, the courses employ adaptive learning technologies and are highly personalized for each student. Students may complete the course as rapidly as they are able to meet all requirements.

Because this course is based upon a Flexible Time Schedule, it is possible that a student may be assigned a failing grade for the course prior to the end of the Instructional Period or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug screening, failure to meet compliance deadlines for documentation related to admission requirements, dismissal, and other items articulated in the course syllabus.

TUITION and FEES

EMT Program/Course Costs

\$75.00 Application Fee (Non-Refundable)
\$200.00 Registration/Access Fee (Non-Refundable)
\$1,595.00 Tuition
\$1,870.00 **Total Tuition and Fees**

During EMT clinical rotations, students will need to complete the following skills:

1. Perform patient assessments to include:

2. perform a primary assessment to rule out life threats;
3. ascertain the patient's history, including HPI, PMH, medications, and allergies;
4. assess vital signs;
5. perform a secondary assessment;
6. develop a clinical impression and discuss it with the physician or nurse;
7. perform the necessary documentation required by the instructor;
8. auscultate breath sounds in their proper landmarks and provide oxygen therapy as needed for patient treatment;
9. always practice body substance isolation procedures;
10. display the behaviors needed to become a professional EMS provider;
11. be a team player and do whatever tasks are asked by a preceptor (If a student is asked to do something that falls outside his/her scope of training or practice, it is important that he/she share that with his/her preceptor immediately and document this in his/her clinical documentation.); and ensure that the proper documentation of all patient care encounters is documented on the appropriate Axon Education forms and signed by the preceptor.

Advanced Emergency Medical Technician (AEMT)

Advanced EMT Student Learning Outcomes

- Graduates will be prepared to pass the National Registry of Emergency Medical Technicians AEMT Cognitive Examination.
- Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessment and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed and life-long learning.

This program includes a minimum of 1089 contact hours.

Maximum Instructional Deadline (MID)

The MAXIMUM INSTRUCTIONAL DEADLINE (MID) for this course is 33 weeks. The student will have roughly 33 weeks from the cohort start date to complete all courses in the AEMT program except EMSP 2355 and take their first attempt at the Fisdap Comprehensive Readiness Exam



Maximum Course Duration (MCD)

The **MAXIMUM COURSE DURATION (MCD)** is **40 weeks**. This provides students eight (8) weeks beyond the Instructional Period to participate in a Test Preparation period in which they will be allowed to continue their studies to ensure their readiness to schedule their exam with the National Registry of Emergency Medical Technicians while completing EMSP-2250 Capstone Field Internship.

Remaining in the Course After the Instructional Period

Students who remain in the course after the Instructional Period but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon Education courses each have a Maximum Instructional Period and a Maximum Course Duration, the courses employ adaptive learning technologies and are highly personalized for each student. Students may complete the course as rapidly as they are able to meet all requirements. Because this course is based upon a Flexible Time Schedule, it is possible that a student may be assigned a failing grade for the course prior to the end of the Instructional Period or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug screening, failure to meet compliance deadlines for documentation related to admission requirements, dismissal, or other items articulated in the course syllabus.

Grading

This course is offered to fulfill the requirements of an Advanced EMT Certification course. A final grade will be issued for the course after completion. There are two crucial characteristics of course grades that the student needs to consider:

1. While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry of Emergency Medical Technicians Cognitive Examination. Students may not expect articulation of individual course credits in absence of success in the entire certification program.
2. There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency-based overall, which allows for students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as many times as necessary to achieve a satisfactory grade or as often as desired to improve a grade or enhance competency. In most cases, assignments are



considered “open-book,” which means that the student is encouraged to use all tools at their disposal to demonstrate success for the task at hand. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed, or limitations on the tools or resources that may be used as a part of the effort.

Affective Grade

The Axon Education Latin Motto is “*Primum Respectum Datur*” (PREE-mum res-PECT-um DAH-tay), which means “first give respect.” In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read Critical Criterion #4 – Positive Affect Criterion below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Proctored Assignments

Certain assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations which provide student-proctoring. In such a case, the student will be responsible for paying for the proctoring session. The Axon Teaching Team may, at their sole discretion, require that an assignment for a particular student be proctored even if proctoring is not required for the same or similar assignment of all other students.

Standardized Examinations

Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment in which the exam will be conducted. Unless otherwise indicated, Axon will allow students one attempt at the nationally standardized examinations without additional costs to students on the first attempt. They will also be required to show satisfactory progress within this product. The student will have three additional attempts at no cost to the student after they have purchased the study tools. Students who are in need of additional attempts beyond the initial four attempts for any reason will be required to pay an additional nominal fee for each pair of attempts.

FISDAP Readiness and Unit Exams

The institution permits a maximum of 4 attempts on any Readiness Exam and a maximum of 6 attempts on Unit Exams. Nevertheless, there are instances where the Teaching Team may



exercise discretion to grant additional attempts to students who have demonstrated the appropriate attitude, aptitude, and academic diligence, indicating a genuine commitment to completing the Paramedic Program in its entirety.

At its discretion, the Teaching Team may grant alternative exams to students who meet the specified criteria at no additional cost to the student.

- The student must have exhausted all six attempts on a single unit exam and four attempts on a Readiness Exam from the Paramedic curriculum.
- The student must express their desire to continue in the program to the Student Support Department or the Instructional Support Department.

The standard passing score for all Fisdap exams is set at 70%. However, a score below this threshold may be considered acceptable based on a thorough evaluation of the student's academic performance, including factors such as overall progress in the program, demonstration of consistent effort, improvement over time, and other relevant criteria. This decision will be made at the discretion of the Teaching Team on a case-by-case basis.

Advanced EMT Program

Course Sequence & Course Descriptions

BIOL 2401: Anatomy and Physiology

Anatomy and Physiology provides an overview of anatomy and physiology appropriate for individuals entering an allied medical field of study. This course gives students the knowledge needed to conduct emergency medical assessments of illnesses and injuries. Topics include medical terminology, anatomy, physiology, pathophysiology, and life-span development. *Prerequisites:* Program Admission, including an existing EMTB certification or greater

EMSP 1310: Introduction to Advanced Practice and Public Health

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice. *Prerequisites:* BIOL 2401 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.



EMSP 1320: Patient Assessment and Airway Management

Patient Assessment and Airway Management will guide the student through developing critical thinking skills related to the practice of essential and standardized medical and trauma assessment techniques in an ALS prehospital environment. The course emphasizes airway management, advanced clinical decision-making, identification and treatment of life threats, and advanced assessment techniques. *Prerequisites:* BIOL 2401, EMSP 1310 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 2355: Clinical & Field Portfolio

Clinical & Field Portfolio serves to place Paramedic students and Advanced EMT students into approved clinical and field environments in which they may complete required medical and field experiences related to both medical and trauma cases. This course is designed to assist the student in completing the electronic portfolio required to document a specific number of successful demonstrations of skills or competencies. While some of these demonstrations may be accomplished in a lab setting, many require successful demonstration of the skill during a live-patient encounter which may only be fulfilled during a clinical/field experience. It is impossible to predict the frequency or mix of live-patient encounters that may occur during a given clinical/field experience. As a result, it is impossible to specify in advance the number of hours which may be required to complete the electronic portfolio. *Prerequisite:* BIOL 2401, EMSP 1310, EMSP 1320 – May be concurrent with non-prerequisite courses.

EMSP 1330: Pharmacology

Pharmacology provides a base-level understanding of the chemistry, classification, and regulation of pharmaceuticals. Special emphasis is given to the identification and use of medications used in the prehospital setting. Students study the impact of pharmaceuticals on medical and trauma assessment and the clinical decision-making process. The role of medical direction is discussed, as well as the optimal use of medication and the identification of adverse reactions to medications and contraindications. *Prerequisites:* BIOL 2401, EMSP 1310, EMSP 1320. This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 1340: Trauma Management and Life Support

Trauma Management and Life Support provides the student with an opportunity to apply ALS assessment and treatment requirements to the management of both simple and complex trauma emergencies. The course emphasizes the understanding of the mechanism of injury, bleeding, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic trauma, and environmental emergencies. *Prerequisites:* BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330 - This course



requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 1350: Special Populations

Special Populations addresses the special medical and trauma assessment techniques needed to best serve pediatric, geriatric, obstetric, and special-needs patients. The course emphasizes physiological differentiation and appropriate treatment strategies. *Prerequisites:* BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330, EMSP 1340 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

Grading

This course is offered to fulfill the requirements of an Advanced EMT Certification course. A final grade will be issued for the course after completion. There are two crucial characteristics of course grades that the student needs to consider:

1. While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry of Emergency Medical Technicians Cognitive Examination. Students may not expect articulation of individual course credits in absence of success in the entire certification program.
2. There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency-based overall, which allows students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as many times as necessary to achieve a satisfactory grade or as often as desired to improve a grade or enhance competency. In most cases, assignments are considered “open-book,” which means that the student is encouraged to use all tools at their disposal to demonstrate success for the task at hand. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed, or limitations on the tools or resources that may be used as a part of the effort.

Affective Grade

The Axon Education Latin Motto is “*Primum Respectum Dato*” (PREE-mum res-PECT-um DAH-tay), which means “first give respect.” In other words, Axon is encouraging its students to offer

respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read Critical Criterion #4 – Positive Affect Criterion below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Proctored Assignments

Certain assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations which provide student-proctoring. In such a case, the student will be responsible for paying for the proctoring session. The Axon Teaching Team may, at their sole discretion, require that an assignment for a particular student be proctored even if proctoring is not required for the same or similar assignment of all other students.

Standardized Examinations

Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment in which the exam will be conducted. Unless otherwise indicated, Axon will allow students one attempt at the nationally standardized examinations without additional costs to students on the first attempt. They will also be required to show satisfactory progress within this product. The student will have three additional attempts at no cost to the student after they have purchased the study tools. Students who are in need of additional attempts beyond the initial four attempts for any reason will be required to pay an additional nominal fee for each pair of attempts.

FISDAP Readiness and Unit Exams

The institution permits a maximum of 4 attempts on any Readiness Exam and a maximum of 6 attempts on Unit Exams. Nevertheless, there are instances where the Teaching Team may exercise discretion to grant additional attempts to students who have demonstrated the appropriate attitude, aptitude, and academic diligence, indicating a genuine commitment to completing the Paramedic Program in its entirety.

At its discretion, the Teaching Team may grant alternative exams to students who meet the specified criteria at no additional cost to the student.

- The student must have exhausted all six attempts on a single unit exam and four attempts on a Readiness Exam from the Paramedic curriculum.



- The student must express their desire to continue in the program to the Student Support Department or the Instructional Support Department.

The standard passing score for all FISDAP exams is set at 70%. However, a score below this threshold may be considered acceptable based on a thorough evaluation of the student's academic performance, including factors such as overall progress in the program, demonstration of consistent effort, improvement over time, and other relevant criteria. This decision will be made at the discretion of the Teaching Team on a case-by-case basis.

Paramedic (EMT-P)

Paramedic Program Goal

To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

Paramedic Student Learning Outcomes

- Graduates will be prepared to pass the National Registry of Emergency Medical Technicians Cognitive Examination.
- Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessment and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed and life-long learning.

Maximum Instructional Deadline (MID)

This course includes a minimum of 1704 contact hours. The MAXIMUM INSTRUCTIONAL DEADLINE (MID) for this course is 70 weeks. The student will have roughly 18 months from the cohort start date to complete all courses in the EMT-P program except EMSP 2355 and take their first attempt at the FISDAP Comprehensive Readiness Exam.

Maximum Course Duration (MCD)

The MAXIMUM COURSE DURATION (MCD) is 78 weeks. This provides students eight (8) weeks beyond the Instructional Period to participate in a Test Preparation period in which they will be allowed to continue their studies to ensure their readiness to schedule their



exam with the National Registry of Emergency Medical Technicians while completing EMSP-2250 Capstone Field Internship

Students who remain in the course after the Instructional Period but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon Education courses each have a Maximum Instructional Period and a Maximum Course Duration, the courses employ adaptive learning technologies and are highly personalized for each student.

Students may complete the course as rapidly as they are able to meet all requirements. Because this course is based upon a Flexible Time Schedule, it is possible that a student may be assigned a failing grade for the course prior to the end of the Instructional Period or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug screening, failure to meet compliance deadlines for documentation related to admission requirements, dismissal, and other items articulated in the course syllabus.

Grading

This course is offered to fulfill the requirements of a Paramedic Certification course. A final grade will be issued for the course after completion. There are two crucial characteristics of course grades that the student needs to consider:

1. While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry of Emergency Medical Technicians Psychomotor Examinations and Cognitive Examination. Students may not expect articulation of individual course credits in absence of success in the entire certification program.
2. There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency-based overall, which allows students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as many times as necessary to achieve a satisfactory grade or as often as desired to improve a grade or enhance competency. In most cases, assignments are considered “open book,” which means that the student is encouraged to use all tools at their disposal to demonstrate success for the task at hand. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed, or limitations on the tools or resources that may be used as a part of the effort.



Affective Grade

The Axon Education Latin Motto is “*Primum Respectum Date*” (PREE-mum res-PECT-um DAH-tay), which means “first give respect.” In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read Critical Criterion #4 – Positive Affect Criterion below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Proctored Assignments

Certain assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations which provide student-proctoring. In such a case, the student will be responsible for paying for the proctoring session. The Axon Teaching Team may, at their sole discretion, require that an assignment for a particular student be proctored even if proctoring is not required for the same or similar assignment of all other students.

Standardized Examinations

Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment in which the exam will be conducted. Unless otherwise indicated, Axon will allow students one attempt at the nationally standardized examinations without additional costs to students on the first attempt. They will also be required to show satisfactory progress within this product. The student will have three additional attempts at no cost to the student after they have purchased the study tools. Students who are in need of additional attempts beyond the initial four attempts for any reason will be required to pay an additional nominal fee for each pair of attempts.

FISDAP Readiness and Unit Exams

The institution permits a maximum of 4 attempts on any Readiness Exam and a maximum of 6 attempts on Unit Exams. Nevertheless, there are instances where the Teaching Team may exercise discretion to grant additional attempts to students who have demonstrated the appropriate attitude, aptitude, and academic diligence, indicating a genuine commitment to completing the Paramedic Program in its entirety.

At its discretion, the Teaching Team may grant alternative exams to students who meet the specified criteria at no additional cost to the student.



- The student must have exhausted all six attempts on a single unit exam and four attempts on a Readiness Exam from the Paramedic curriculum.
- The student must express their desire to continue in the program to the Student Support Department or the Instructional Support Department.

The standard passing score for all Fisdap exams is set at 70%. However, a score below this threshold may be considered acceptable based on a thorough evaluation of the student's academic performance, including factors such as overall progress in the program, demonstration of consistent effort, improvement over time, and other relevant criteria. This decision will be made at the discretion of the Teaching Team on a case-by-case basis.

Additional Admission Requirements for Paramedic Program

Candidates for EMT-P Must Have EMT-Basic or Advanced EMT Certification.

Paramedic Program

Course Sequence & Course Descriptions

BIOL 2401: Anatomy and Physiology

Anatomy and Physiology provides an overview of anatomy and physiology appropriate for individuals entering an allied medical field of study. This course gives students the knowledge needed to conduct emergency medical assessments of illnesses and injuries. Topics include medical terminology, anatomy, physiology, pathophysiology, and life-span development.

Prerequisites: Program Admission, including an existing EMTB certification or greater

EMSP 1310: Introduction to Advanced Practice and Public Health

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice. *Prerequisites:* BIOL 2401 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.



EMSP 1320: Patient Assessment and Airway Management

Patient Assessment and Airway Management will guide the student through the development of critical thinking skills related to the practice of essential and standardized medical and trauma assessment techniques in an ALS prehospital environment. The course emphasizes airway management, advanced clinical decision-making, identification and treatment of life threats, and advanced assessment techniques. *Prerequisites:* BIOL 2401, EMSP 1310 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 2355: Clinical & Field Portfolio

Clinical & Field Portfolio serves to place Paramedic students into approved clinical and field environments in which they may complete required medical and field experiences related to both medical and trauma cases. This course is designed to assist the student in completing the Paramedic Portfolio in preparation for approval to enroll in EMSP 2250 Capstone Field Internship. Each student is required to document in an electronic portfolio a specific number of successful demonstrations of skills or competencies. While some of these demonstrations may be accomplished in a lab setting, many require successful demonstration of the skill during a live-patient encounter, which may only be fulfilled during a clinical/field experience. It is impossible to predict the frequency or mix of live-patient encounters that may occur during a given clinical/field experience. As a result, it is impossible to specify in advance the number of hours that may be required to complete the Paramedic Portfolio. *Prerequisite:* BIOL 2401, EMSP 1310, EMSP 1320 – May be concurrent with non-prerequisite courses.

EMSP 1330: Pharmacology

Pharmacology provides a base-level understanding of the chemistry, classification, and regulation of pharmaceuticals. Special emphasis is given to the identification and use of medications used in the prehospital setting. Students study the impact of pharmaceuticals on medical and trauma assessment and the clinical decision-making process. The role of medical direction is discussed, as well as the optimal use of medication and the identification of adverse reactions to medications and contraindications. *Prerequisites:* BIOL 2401, EMSP 1310, EMSP 1320. This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 1340: Trauma Management and Life Support

Trauma Management and Life Support provides the student with an opportunity to apply ALS assessment and treatment requirements to the management of both simple and complex trauma emergencies. The course emphasizes the understanding of the mechanism of injury, bleeding, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic trauma, and environmental emergencies. *Prerequisites:* BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330 - This course



requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 1350: Special Populations

Special Populations addresses the special medical and trauma assessment techniques needed to best serve pediatric, geriatric, obstetric, and special-needs patients. The course emphasizes physiological differentiation and appropriate treatment strategies. *Prerequisites:* BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330, EMSP 1340 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 2410: Medical Emergencies

Medical Emergencies provides a student with an overview of various medical emergencies. The student will be expected to apply ALS assessment and treatment techniques to the management of both simple and complex medical emergencies. Topics include respiratory emergencies, cardiovascular emergencies, neurological emergencies, diseases of the eyes, ears, nose, and throat, abdominal and gastrointestinal, genitourinary and renal emergencies, gynecologic emergencies, endocrine emergencies, hematologic emergencies, immunologic emergencies, infectious diseases, and toxicology. *Prerequisites:* BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management which includes lab exercises which may be pertinent to this class.

EMSP 2420: Cardiology

Cardiology is a deep introduction to prehospital cardiac assessment and treatment for ALS providers. Topics include cardiac anatomy and basic physiology, electrophysiology, calculating rates, vectors and the basic beat, 12-lead ECGs, electrocardiography and arrhythmia recognition, rhythm strip interpretation, normal sinus rhythm, sinus bradycardia, sinus tachycardia, sinus arrhythmia, sinus blocks, etc. Emphasis is given to the accurate identification of arrhythmia in a broad variety of contexts. *Prerequisites:* BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 2330: EMS Operations

This course will serve as a review of the operations side of Emergency Medical Services that the student would have gained at the EMT provider level. Emphasis will include ALS leadership for operational decision-making. Topics include transport operations, incident management and mass-casualty incidents, vehicle extrication and special rescue, hazardous materials, terrorism response, disaster response, and crime-scene awareness. *Prerequisites:* BIOL 2401, EMSP 1310,



EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management which includes lab exercises which may be pertinent to this class.

EMSP 2140: Assessment Based Management

The course is designed to allow the student to demonstrate competency through high-fidelity simulations. Students will maintain enrollment in this course for the duration of the program and may, therefore, be concurrently enrolled in this course and others prior to enrollment in EMSP 2250 Capstone Field Experience. Students will engage in increasingly complex scenarios that require them to demonstrate the comprehension of course material, psychomotor skills, and behavior required to manage a successful patient encounter. *Prerequisites:* BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 – May be concurrent with non-prerequisite courses.

EMSP 2145: Career Lab

Career Lab provides the student with intensive study opportunities to prepare for and complete the Paramedic Program Readiness Exam, which subsequently prepares the student for the National Registry of Emergency Medical Technicians Paramedic Cognitive Examination. Additionally, students are required to achieve the American Heart Association - Advanced Cardiovascular Life Support card and the American Heart Association - Pediatric Advance Life Support card. Students will attempt the Paramedic Program Readiness Exam multiple times. Remedial exercises may be assigned based on student performance. *Prerequisites:* Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher. *Corequisites:* Concurrent Enrollment in EMSP - 2250. *Note:* Portions of the requirements for this course (ACLS & PALS) may be completed through third-party American Heart Association providers at the student's expense.

EMSP 2250: Capstone Field Internship

The *Capstone Field Internship* will serve to allow the student/paramedic candidate to operate in the role of lead paramedic on a working ambulance operating in a 911/emergency setting. Students will continue to demonstrate and document competencies which include skills performed or interpreted across a variety of patient ages, differential diagnoses, or complaints, but as a part of the Capstone Field Internship will focus on completing and documenting a specific number of team leads representing a variety of skills. It is impossible to predict the frequency or mix of live-patient encounters that may occur during a given field internship experience. As a result, it is impossible to specify in advance the number of hours which may be required to complete the Capstone Field Internship. The requirements for the course presume a nominal face-to-face involvement of at least 120 hours. Students are responsible for scheduling and completing a sufficient number of field internship hours necessary to obtain the minimum number of 120 hours and 20 team leads that are transported to the emergency department.



The Paramedic candidate can only count team leads for our program that are initiated through the 911 system, or as an emergency transfer for higher level of care from a facility to an emergency department.

Definitions

- **911/Emergency Setting:** Any emergency response that is initiated by a call to the emergency dispatch center. They may also include transfers from stand-alone emergency departments, nursing homes, assisted living facilities, or urgent care clinics; so long as the patient is being transported to a higher level of care. These do not include interfacility transfers where the end destination is not an emergency department, unless transport is from a lower level of care to a higher level of care.
- **Facility:** Any health care facility that provides long-term care, specialized nursing services, acute urgent care, primary care, or radiological services.
- **Emergency Department:** Department or room within a hospital as determined by federal or state law for the provision of emergency health care services. This does not include freestanding emergency medical care facilities.

Prerequisites and Corequisites: Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher. *Prerequisite:* BIOL 2401; EMSP 1310; EMSP 1320; EMSP 1330; EMSP 1340; EMSP 1350; EMSP 2410; EMSP 2420; EMSP 2330; EMSP 2140.

Appendices

EMT Syllabus



Texas EMS School

EMT Course Syllabus



EMSP 1501 | EMT Education: Introduction to Emergency Medical Services


Welcome!


We care about your success! This syllabus is designed to provide you with all the information you need to navigate the course or program successfully.

If you need assistance, whether it's understanding course materials, meeting program requirements, or even scheduling time for tutoring or emotional support, please don't hesitate to reach out. You can contact us by email or phone, and we'll work with you to address your needs and support you every step of the way.

Getting Help

 Email: support@axoneducation.com

 Phone/Text: 325-218-4444

Schedule an audio or videoconference appointment: [Tutoring](https://axonedu.as.me) 

Register for Skills Lab: [Register for a Skills Lab](https://www.axoneducation.com/skills/) 

Student Resource Forms: [Student Resources](http://www.axoneducation.com/student-resources) 

Register for Clinical/Field Internships: [Requests for Clinical/Field Experiences](https://www.axoneducation.com/forms/clinical/) 

Make a payment or check on a payment:

[TFC Tuition Payments](http://www.tfcstudentinfo.com) 

📞 800-872-9832

🎯 Mission

Our mission is to provide postsecondary healthcare education through an **effective, efficient, and student-centered** online learning experience.

🎯 EMT Program Goal

The purpose of the Emergency Medical Technician course is to *prepare EMTs who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.*

🎯 EMT Student Learning Outcomes

- Graduates will be prepared to pass the National Registry of Emergency Medical Technicians Cognitive Examination.
- Graduates will be eligible to seek employment or volunteer opportunities in basic emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessments and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed, and life-long learning.

📖 EMT Catalog Description | EMSP 1501

EMT Education: Introduction to Emergency Medical Services provides an introduction to the Emergency Medical Services field. This course also serves to prepare Emergency Medical Technicians for entry into the first responder field.

Prerequisites and Corequisites

Program Admission

Prerequisite: None

Corequisite: None

Credit

Total Credit	5
Lecture	3
Lab	1
Clinical Experience	1
Field Experience	0
Capstone Internship	0


EMT Required Course Materials | Textbook(s)

Emergency Care and Transportation of the Sick and Injured, 13th Edition (E-Text included in tuition)


EMT Required Course Materials | Software

Access to electronic patient recording software (provided by enrollment) Access to Canvas Learning Management System (LMS) [provided by enrollment].


Course Format and Assignments

This course is presented in an online learning format. A general overview of course assignments is included in this syllabus. Specific and detailed information about all assignments is included in the Learning Management System (LMS). Students who perform poorly on a particular activity may be required to repeat the activity or may be assigned remedial work.

There is no exact schedule for this course. Students are encouraged to move through the course as quickly as they are able; however, the course must be completed by the deadline established by the Maximum Course Duration described below.

Course progress may be judged by

1. whether the student is meeting the Minimum Activity Policy for the entire program described elsewhere in this syllabus and
2. whether the Teaching Team believes the student is completing the work in a timeframe that will allow the student to complete the entire program within the Maximum Course Duration described elsewhere in this syllabus.

In all cases, if the Teaching Team determines that a student is struggling, then it has the authority to prescribe deadlines for specific assignments or the entire course.

Program Critical Criteria

This course contains several Critical Criteria that, if unmet, could result in the issuance of a failing final grade for the course, regardless of the student's success or performance in other aspects of the course.

Critical Criterion #1 – Compliance Deadline Criterion [02.04.002

[\[https://policy.axoneducation.com/detail/02.04.002\]](https://policy.axoneducation.com/detail/02.04.002)

- **Students will be given 30 days beyond their cohort start date to submit all required compliance documents and achieve Full Enrollment.**

Critical Criterion #2 – Minimum Activity Criterion [02.08.001

[\[https://policy.axoneducation.com/detail/02.08.001\]](https://policy.axoneducation.com/detail/02.08.001)

- A student's minimum activity is evaluated each Monday for the preceding seven days (Monday through Sunday). Minimum activity includes:
 1. That the student is not behind on any course deadline, AND
 2. Any one or more of the following:
 - a. The student has logged in to the Learning Management System.
 - b. The student has attended a face-to-face session such as a Skills Lab.
 - c. The student has participated in a Field Internship and completed the necessary documentation for the experience.
 - d. The student has participated in a Clinical Internship and completed the necessary documentation for the experience.
 - e. The student has participated in a tutoring session.
 - f. The student has participated in a documented Student Success Call.
 - g. The student has attempted a Readiness Exam (FISDAP)

Critical Criterion #3 – Student Responsiveness Criterion

- **The Teaching Team may establish that an individual has failed to achieve the Student Responsiveness Criterion by evaluating their communication pattern. Students are expected to respond to institutional inquiries promptly and adequately. A student's adequate and timely responses to written inquiries, text messages, voicemails, and other means of communication from institutional representatives are considered mandatory elements of course progress, even when such inquiries are not directly related to academic performance.**

Critical Criterion #4 – Positive Affect Criterion [02.02.003

[\[https://policy.axoneducation.com/detail/02.02.003\]](https://policy.axoneducation.com/detail/02.02.003)

- The Teaching Team may establish that an individual has failed to achieve the Positive Affect Criterion if a student exhibits ongoing or acutely disruptive affect or unprofessional behavior to fellow students, institutional personnel, clinical partner personnel, or other stakeholders. Satisfactory student progress in this regard is established, among other means, by demonstrating a willingness to work as a productive team member with other students, and especially with clinical partners. This includes dressing, speaking, and acting professionally while in school contexts.

Momentum Score

Momentum Scores are calculated and distributed to students routinely during the Instructional Period. Momentum Scores are expressed as a percentage, and students are awarded badges at various times during the instructional period if they have achieved a Momentum Score above 100%. The Momentum Score is not intended to predict overall student success, nor is it explicitly used in the assignment of any course grade. Momentum Scores encourage self-evaluation and self-regulation related to your course activity. You are encouraged to monitor your Momentum Score to evaluate your progress, adjust your activity based on your appreciation of your progress, and seek help if necessary.

EMT Maximum Instructional Deadline (MID)

The **Maximum Instructional Deadline (MID)** for this course is **20 weeks**. Students will have **20 weeks** from the cohort start date to complete all online assignments and complete at least one attempt at the Field Internship Student Data Acquisition Project (FISDAP) Comprehensive Readiness Exam.

Students must schedule their Readiness Exam prior to 30 days before their MID. Furthermore, Students must complete an initial attempt at the Readiness Exam prior to their MID.

EMT Maximum Course Duration (MCD)

The **Maximum Course Duration (MCD)** for this course is **26 weeks**. **The MCD may be extended at the sole discretion of the Teaching Team.** The decision will be based on the student's demonstration of overall course progress, furloughs awarded due to special life circumstances, scheduled holidays, etc.

Students wishing to seek an extension of the Maximum Course Duration should formally request an extension by submitting a FLEX Request through the link on the Student Resources Page. Extensions will only be considered if requested before the MCD deadline. Students who remain in the course after the Maximum Instructional Deadline but before the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion.

While Axon courses each have a Maximum Course Duration, the courses employ adaptive learning technologies and are, therefore, highly personalized for each student. Students may complete the course as rapidly as they can meet all requirements.

Because this course is based upon a Flexible Time Schedule, a student may be assigned a failing grade for the course before the end of the Maximum Instructional Deadline or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug-screening, failure to meet compliance deadlines for documentation related to enrollment requirements, dismissal, or other reasons articulated in the course syllabus.

Course Outline

While the list included here is intended to be comprehensive, the exact scope and sequence of this course will be dictated by the assignments presented in the LMS. Unless noted otherwise, all prescribed assignments within each chapter must be completed.

- [🔗 Admin tools \(https://axoneducation.instructure.com/courses/280/modules/15093\)](https://axoneducation.instructure.com/courses/280/modules/15093)
- [🔗 Theme Elements \(https://axoneducation.instructure.com/courses/280/modules/15094\)](https://axoneducation.instructure.com/courses/280/modules/15094)
- [🔗 Other Customizations Pages \(https://axoneducation.instructure.com/courses/280/modules/15095\)](https://axoneducation.instructure.com/courses/280/modules/15095)
- [🔗 Help customizations \(https://axoneducation.instructure.com/courses/280/modules/15096\)](https://axoneducation.instructure.com/courses/280/modules/15096)
- [🔗 Template pages for Policy tool \(https://axoneducation.instructure.com/courses/280/modules/15097\)](https://axoneducation.instructure.com/courses/280/modules/15097)
- [🔗 Template pages for Template Content tool \(https://axoneducation.instructure.com/courses/280/modules/15098\)](https://axoneducation.instructure.com/courses/280/modules/15098)
- [🔗 Part 2: Core Training \(Continued\) \(https://axoneducation.instructure.com/courses/280/modules/21859\)](https://axoneducation.instructure.com/courses/280/modules/21859)
- [🔗 Example Module \(https://axoneducation.instructure.com/courses/280/modules/21860\)](https://axoneducation.instructure.com/courses/280/modules/21860)
- [🔗 Part 3: Intermediate Trainings \(https://axoneducation.instructure.com/courses/280/modules/21861\)](https://axoneducation.instructure.com/courses/280/modules/21861)

 **Part 4: Advanced Training** (<https://axoneducation.instructure.com/courses/280/modules/21862>)

 **Mandatory for All Modules and Chapters**

All Required/Mandatory items for Modules and Chapters will be evident. Students are expected to complete every item in this category.

 **Learning Activities**

Textbook Chapters– Every student has access to the e-books. Students will need to access the e-books through the LMS. Students are encouraged to use the e-books where possible to take advantage of any additional resources that may be presented during your reading.

Formative Tests– Chapter Quiz grades will be averaged together to provide you a "quiz" grade.

Chapter Assessments– The LMS allows you to attempt a Chapter Assessment after you have completed all other components of a chapter. This will be an overall assessment of all critical knowledge within the chapter.

Mastery Quizzes- These quizzes will assess overall mastery of concepts covered related to our course and the curriculum.

EMTalk– An audio or video podcast from your instructors and guest speakers to introduce material, address student questions, and to promote student success. EMTalk will include supplemental material rather than presentation of the material presented in your text(s). These will be available at different times throughout the course. Look out for them and make sure to participate when they become available.

Subjective Assessment by Instructor– Instructors, in conjunction with the course coordinator, medical director, or other involved personnel, will provide a portion of your grade based on their own judgment. This grade may reflect your on-time attendance at labs, clinical/field internships and willingness to assist other students in the learning process, etc.

 **Grading**

This course is offered to fulfill the course requirements of an EMT Certification. A final grade will be issued for the course after completion. There are two crucial characteristics of course grades that the student needs to consider:

1. While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for

- inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry of Emergency Medical Technicians Cognitive Examination. Students may not expect articulation of individual course credits without success in the entire certification program.
2. There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency-based overall, which allows students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as often as necessary to achieve a satisfactory grade or as often as desired to improve or enhance competency. In most cases, assignments are considered "open-book," which means the student is encouraged to use all tools at their disposal to demonstrate success in the task. In certain limited cases, assignments or examinations may be proctored. They may include specific limitations on the environment in which the activity is completed or limitations on the tools or resources that may be used as a part of the effort.

EMT Grade Calculation

The program-wide Grading Policy and the institution's Grading Scale are included in the EMT Course Common Syllabus Elements below. Students are encouraged to read these items carefully. They should be aware that there are program-wide pass-fail elements referred to as Critical Criteria that, if breached, may cause a student to be issued a failing grade for the entire program.

Grades for this individual course will be calculated as follows:

Description	Percentage
Examinations	40%
Final Exams	
Homework	30%
Chapter Objectives Review	
Chapter Reading Assignments	
Test Taking Strategies	
EMTalk Episodes	

Description	Percentage
Interactive Lectures	
Additional Assignments	
Quizzes	
Chapter Quizzes	30%
Test Prep	
Affect	
Skills Lab Readiness Exam	Pass/Fail
Clinical/Field Internships	

Pass/Fail Affect

There are several elements that are not used to calculate your grade but must be passed in order to achieve an overall passing grade. These include:

- Critical Criteria Labs
- Field Internships and Clinical Internships
- Completion of the NREMT Psychomotor Skills (Conducted at Skills Lab)
- Documentation of achievement of an American Heart Association BLS Card

Grading Scale

The program-wide Grading Policy and the institution's Grading Scale are included in the EMT Course Common Syllabus Elements below. Students are encouraged to read these items carefully and should be aware that there are program-wide pass-fail elements referred to as Critical Criteria that, if breached, may cause a student to be issued a failing grade for the entire program.

When numeric grades or letter grades are required, the institution uses the following scale:

Letter Grade	Numeric Grade	Grade Points
A+	100% or more	4.33/4.00
A	93% - 99%	4.00/4.00
A-	90% - 92%	3.67/4.00

Letter Grade	Numeric Grade	Grade Points
B+	87% - 89%	3.33/4.00
B	83% - 86%	3.00/4.00
B-	80% - 82%	2.67/4.00
C+	77% - 79%	2.33/4.00
C	73% - 76%	2.00/4.00
C-	70% - 72%	1.67/4.00
D+	67% - 69%	1.33/4.00
D	63% - 66%	1.00/4.00
D-	60% - 62%	0.67/4.00
F	0% - 59%	0.00/4.00

Labs

Lab Assignments (Labs)– Labs are defined as any activity or activities that require you to participate in a face-to-face session with an instructor, preceptor, or peer or may include the completion of specific online lessons, scenarios, or workbooks. Most face-to-face labs require that the student complete forms to provide documentation that the lab was successfully completed.

See "Documenting Field, Lab, and Clinical Internships" below. Labs may be pre-scheduled, requiring you to register for them in advance, or student-scheduled based on your access to the appropriate equipment and partners. In other words, a student may be assigned a lab activity but can register for a particular time or session to complete the work.

Skills Labs Grading

Skills Labs are graded on a pass/fail basis. Students may be precluded from proceeding to next steps in this course if they have not demonstrated competency in particular psychomotor skills.

Documenting Field, Lab, and Clinical Internships

The institution mandates that every student attending a clinical or field internship write a Patient Care Report (PCR) herein referred to as a PCR, for each patient they contact. Each PCR must include completion of the required checkboxes and form selections and a comprehensive narrative in CHART format, as described in the course content.

*Towards the end of each clinical and field experience, the student must prompt their preceptor to complete the end-of-shift evaluation requirements, as described in course content, and a preceptor sign-off before leaving the facility on that date. Failure to do so will require the student to complete another clinical/field experience to replace that shift date. The institution will not reach out to the site on the student's behalf to obtain those documents after the fact. **The student is prohibited from reaching out to the site on their own, as doing so would put the student at risk for administrative removal from the program.***

*The institution recognizes that students may not be able to write detailed PCRs while on their clinical or field experience due to reasons including, but not limited to a busy shift. **That being said, students will have up to 48 hours from shift end time to write their PCRs for that date and complete the required evaluations for which they are responsible.***

Proctored Assignments

Specific assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations that provide student proctoring. In such a case, the student will be responsible for paying for the proctoring session. At their sole discretion, the Axon Teaching Team may require that an assignment for a particular student be proctored, even if proctoring is not required for the same or similar assignment for all other students.

Standardized Examinations

Examinations may use nationally standardized instruments created and administered by third-party organizations. These exams will be proctored, and specific restrictions may apply to the testing environment. Unless otherwise stated, Axon allows students one initial attempt at these standardized exams at no additional cost. To demonstrate satisfactory progress, students will be provided with up to three additional attempts, also at no cost. If necessary, the Teaching Team may assign an alternative exam.

FISDAP Readiness Exams and Individual Unit Exams

The institution's exam policy allows a maximum of four attempts on any Readiness Exam. However, in certain cases, the Teaching Team may use their discretion to grant additional attempts to students who have shown a positive attitude, strong aptitude, and consistent academic effort, demonstrating a genuine commitment to completing the EMT Program.

At their discretion, the Teaching Team may also provide alternative exams at no additional cost to students who meet the following criteria:

- o The student has exhausted all four attempts on a single unit from the EMT curriculum.
- o The student has communicated their desire to continue in the program to either the Student Support Department or the Instructional Support Department.

The standard passing score for all Fisdap exams is set at 70%. However, a score below this threshold may be considered acceptable based on a thorough evaluation of the student's academic performance, including factors such as overall progress in the program, demonstration of consistent effort, improvement over time, and other relevant criteria. This decision will be made at the discretion of the Teaching Team on a case-by-case basis.

Attendance Policy


This course is competency-based and is presented in an online format. There are no mandatory weekly sessions. Instead, students may move through the curriculum as quickly as they are able within a set of parameters (See Maximum Course Duration). There are mandatory face-to-face sessions or electronic meetings that must be attended; however, most of these sessions will be scheduled by the student. Attendance at skills labs, clinical internships, field internships, and scheduled tutoring sessions will be tracked, and students failing to appear or who arrive late for participation will be required to make up all sessions or missed content.

Attendance Policy Specific to Skills Labs

Students are required to attend at least three [2] face-to-face Immersive Skills Labs. Skills Labs generally last two days. Students will learn and practice hands-on skills during these labs and ultimately prepare for psychomotor skills evaluation. Students may be required to attend an additional Skills Lab if they have not demonstrated competency in the clinical/field setting.

Skills Labs are conducted regularly at the Abilene and Houston class locations. Students must schedule their first Skills Lab within 60 days of their official cohort start date and, when able, based on current offerings, all Skills Labs. Students are encouraged to sign up for the Skills Labs as early in the course as possible to ensure that they are able to attend sessions that are convenient to them in terms of timing.

Finally, students are encouraged to get away from routine responsibilities such as other schooling, work, family obligations, etc., during Skills Labs due to the need to focus intently on the lab instruction.

Students may register online by visiting <https://www.axoneducation.com/skills/>.  [\(https://www.axoneducation.com/skills/\)](https://www.axoneducation.com/skills/). Students should also arrange travel and sleeping accommodations as soon as possible after registering for their desired session dates.

Attendance Policy Specific to Clinical/Field Internships

Students must initiate the scheduling of their clinics **within 30 days of the completion of their final Skills Lab. Late arrival to, or failure to attend, a scheduled clinical experience or field experience without notifying Axon in advance will be treated as unprofessional behavior and may result in a breach of Critical Criterion #4 – Positive Affect (see below), and it could result in the student failing the course.**

It is understood that in rare cases, emergencies happen that could prevent a student from notifying Axon of the late arrival or cancellation in advance. Still, pre-notification of late arrival or cancellation is expected in all cases. All missed clinical internships, or field internships must be made up. The Teaching Team may also assign remedial work or additional shifts in cases where shifts or portions of shifts were missed.

Furloughs

Students experiencing exceptional life circumstances who wish to complete the course but require an extended break from course activity may request a furlough by **filling out the appropriate form www.axoneducation.com/student-resources**. <https://www.axoneducation.com/student-resources> (<https://www.axoneducation.com/student-resources>)

The Teaching Team will determine if the request is approved and for how long. Furloughs must be requested in advance but, if approved, may include up to seven days prior to the request.

Breaks

Students can request a break by submitting a Flex Request on the student resource page: www.axoneducation.com/student-resources (<https://www.axoneducation.com/student-resources>).

Badges

We use **badges** as a way to recognize and reward your accomplishments throughout the course. These digital credentials showcase your mastery of specific skills, completion of assignments, or achievement of milestones.

Exit Plan

Once the student has completed the majority of the online coursework, the Teaching Team will move the student to an Exit Plan. **While it is the student's responsibility to manage the completion of all course requirements before the Maximum Course Duration date, during the Exit Plan phase of the course, the Teaching Team may assign deadlines to students to complete various course requirements, including attempts at the Readiness Exam, completion of Clinical Internships, completion of Field Internships, remediation exercises, attempts at practice exams, etc.**

ADA Statement

At times, it may be necessary for students with special needs or disabilities to receive special or reasonable accommodation. Axon Education will make reasonable accommodations to meet the needs of students with disabilities. To request an accommodation, students should contact Student Support at support@axoneducation.com (<mailto:Mail%20to:%20support@axoneducation.com>).

Syllabus Affirmation Requirement

Each student will be required to acknowledge his or her receipt and understanding of this entire syllabus in an assignment in the Canvas Learning Management System.

Career Lab

Career Lab will have additional requirements, which will depend on the score you obtain on your initial attempt at the Fisdap exam. All students in Career Lab are required to demonstrate that they have a current account with NREMT and demonstrate that they have applied for an "Authorization to Test" with NREMT. Note that this application requires that the student pay a separate fee to NREMT.

Cognitive Objectives

These objectives are provided by the National Registry of Emergency Medical Technicians as a part of standardized competencies. These objectives will be evaluated by the NREMT Psychomotor Examination. Students should refer to the appropriate NREMT Skills Sheet for further information.

1. Define the key terms presented in the textbook.
2. Describe the factors that you must consider before lifting any patient.
3. Give examples of common stressors in EMS work.
4. Describe the Scope of Practice as an EMT.
5. Identify situations that would constitute a breach of patient confidentiality.

6. Differentiate between scope of practice and standard of care.
7. Explain the importance of the proper use of medical terminology.
8. Use anatomic terms of position and direction to describe the location of body structures and position of the body.
9. Explain the pathophysiology of shock.
10. Describe the physical and physiological characteristics, including normal vital signs, for individuals in various age groups.
11. Describe common pathophysiologic problems leading to airway obstruction.
12. Explain the physiological relationships between assessing and maintaining an open airway, assessing and ensuring adequate ventilation, and assessing and maintaining adequate circulation.
13. Explain the ongoing nature of scene size-up beyond the initial moments at the scene.
14. Discuss the difference in first steps to assess if the patient is apparently lifeless (C-A-B approach) or if the patient has signs of life, including a pulse (A-B-C approach).
15. Identify the vital signs used in prehospital patient assessment.
16. List and explain the components of the secondary assessment.
17. Provide a thorough, organized, concise report of pertinent patient information when giving a radio report or requesting orders.
18. Follow principles of medication administration safety, including the five rights of medication.
19. Differentiate between adequate and inadequate breathing based upon the rate, rhythm, and quality of breathing.
20. Discuss the management of a patient with acute coronary syndrome.
21. Consider several possible causes of altered mental status when given scenarios involving patients with alterations in mental status.
22. Differentiate between the signs and symptoms of an allergic reaction and those of an anaphylactic reaction.
23. Describe the ways in which poisons can enter the body.
24. Describe the location, structure, and function of the organs in the abdominal cavity.
25. Recognize behaviors that are abnormal in a given context.
26. Identify medications that can interfere with blood clotting.
27. Recognize the signs and symptoms of internal and external bleeding.
28. Describe types of closed soft-tissue wounds and the assessment and management of closed soft-tissue wounds.
29. Describe types of open soft-tissue wounds and general assessment and care for open soft-tissue wounds.
30. Describe mechanisms of injury commonly associated with chest injuries.
31. Associate mechanisms of injury with the potential for musculoskeletal injuries.
32. Discuss the assessment and management of spine and spinal cord injuries.
33. Describe the considerations for teamwork, timing, and transport decisions in assessing and managing patients with multisystem trauma or multiple trauma.

34. Discuss the assessment of a patient in labor, including history and physical examination.
35. Discuss special considerations in dealing with non-adult patients.
36. Discuss adaptations that may be required in communicating with and assessing older patients.
37. Describe the types of equipment required to be carried by EMS response units.
38. Describe the responsibilities of the EMT at a hazardous materials incident.
39. Describe the risks to EMS providers during highway emergency operations.
40. Describe the risks to first responders in terrorism incidents.



Affective Objectives

1. Describe the professional value of the Axon mantra "**Primum Respectum Dote**" (**PREE-mum res-PECT-um DAH-tay**), which means "**first give respect.**"
2. Give examples what types of language that might not be professionally appropriate in a clinical experience or field experience
3. Give examples of activities that might demonstrate professional affect when participating in a clinical experience or field experience.



Psychomotor Objectives

These objectives are provided by the National Registry of Emergency Medical Technicians as a part of standardized competencies. These objectives will be evaluated during Skills Labs. Students should refer to the appropriate NREMT Skills Sheet for further information.

Patient Assessment/Management – Trauma– All candidates will be required to perform a "hands-on," head- to-toe, physical assessment and voice treatment of a moulaged simulated patient or high-fidelity simulation manikin for a given scenario. This skill includes:

1. Scene Size-up
2. Primary Survey/Resuscitation
3. History Taking/Secondary Assessment
4. Vital Signs/Reassessment

Patient Assessment/Management – Medical– All candidates will be required to perform a "hands-on," head- to-toe, physical assessment and voice treatment of a moulaged simulated patient or high fidelity simulation manikin for a given scenario. This skill includes:

1. Scene Size-up
2. Primary Survey/Resuscitation Vital Signs/Reassessment

Bag-Valve-Mask Ventilation of an Apneic Adult Patient– All candidates will be required to provide ventilatory assistance to an apneic adult patient who has a weak carotid pulse and no other associated injuries. They are required to manually open an airway, suction the mouth

and oropharynx, insert an oropharyngeal airway, and ventilate a manikin with a bag-valve-mask device.

Oxygen Administration by Non-rebreather Mask– All candidates will be required to assemble a regulator to a portable oxygen tank and administer oxygen by non-rebreather mask to an adult patient who is short of breath.

Cardiac Arrest Management/AED– All candidates will be required to integrate CPR skills, perform 2 minutes of 1-person adult CPR, attach and use the AED (including shock delivery) given a scenario of an adult patient found in cardiac arrest where no bystanders are present.

Spinal Immobilization (Supine Patient)– All candidates will be required to immobilize an adult patient who is found supine with a suspected unstable spine using a long spine immobilization device. An EMT Assistant will be provided and the NREMT candidate is responsible for the direction and subsequent actions of the EMT Assistant.

Random EMT Skills– All candidates will be evaluated over one (1) of the following EMT skills chosen at random. An EMT Assistant will be provided and the NREMT candidate is also responsible for the direction and subsequent actions of the EMT Assistant:

1. Spinal Immobilization (Seated Patient)
2. Bleeding Control/Shock Management
3. Long Bone Immobilization
4. Joint Immobilization



Library Resources

A substantial collection of Open-Access literature is available to allied health students via the Internet. Students are encouraged to conduct research using these and other materials.

The institution's LMS system includes direct links to journals, articles, and books that are assigned readings and links to resources that may be used in student research and self-study. These resources are credible and substantial resources, which include peer-reviewed journals, books, and institutional research monographs, among other items. This approach is significant for multiple reasons but is particularly valuable because it will include items published in very recent time frames as well as items published previously. This allows students to see historical changes in thought patterns and medical procedures in a historical context.

Students will be encouraged to engage in critical thinking skills to help identify items such as peer-reviewed content and compare it to popular writing or opinion. The institution believes that developing these skills while in an academic program can encourage graduates to become lifelong learners with the capacity to discriminate among informational options.

The institution will develop corporate accounts with open-access (free) providers, and where corporate accounts do not serve the purpose well, we will encourage students to register with providers for personal access. While the list below is in no way exhaustive, examples of these resources include:

SpringerOpen (<https://www.springeropen.com/>)

SpringerOpen publishes a wide selection of open-access books across various disciplines but has specific science, technology, and medicine content.

Biomed Central (<http://www.biomedcentral.com/>)

Biomed Central makes scientific research freely accessible and discoverable through partnerships, innovation, and collaboration with the scientific community. Dedicated to open research, Biomed publishes over 290 quality peer-reviewed journals in Biology, Clinical Medicine, and Health.

MedKnow (<http://www.medknow.com/journals.asp>)

MedKnow provides open access to the official publications of various societies and associations. Most publications are peer-reviewed.

PubMed Central® (PMC) (<https://www.ncbi.nlm.nih.gov/pmc/>)

PubMed Central® (PMC) is a free full-text archive of biomedical and life sciences journal literature at the U.S. National Institutes of Health's National Library of Medicine (NIH/NLM).

Highwire (<http://highwire.stanford.edu/lists/freeart.dtl/>)

Highwire is based out of Stanford University and is a significant resource for open-access full-text science and medical content.

World Health Organization (<https://archive.org/details/worldhealthorganization>)

The World Health Organization Book Archive provides digital full-text copies of complete books with an exceptional search interface.

Pocket Prep (<https://www.pocketprep.com/>)

Students are provided with access to Pocket Prep. Information about obtaining a code is provided in the course.

Student learning resources are available and appropriate to the level and scope of educational offerings via the information provided in the syllabi. Students have access to the above-mentioned resources, as well as additional resources we provide within the course, such as Pocket Prep. Pocket Prep is a test prep resource that uses formative competency-based learning to help students ensure their understanding of the required materials and that they are ready for the certification/licensing test.

EMT Accelerated Syllabus



Texas EMS School

EMT Accelerated Course Syllabus



EMSP 1501 | EMT Education: Introduction to Emergency Medical Services

📍 Welcome!

We care about your success! This syllabus is designed to provide you with all the information you need to navigate the course or program successfully.

If you need assistance, whether it's understanding course materials, meeting program requirements, or even scheduling time for tutoring or emotional support, please don't hesitate to reach out. You can contact us by email or phone, and we'll work with you to address your needs and support you every step of the way.

📧 Getting Help

✉ Email: support@axoneducation.com

☎ Phone/Text: 325-218-4444

Schedule an audio or videoconference appointment: [Tutoring](https://axonedu.as.me) ➔ (<https://axonedu.as.me>)

Register for Skills Lab: [Register for a Skills Lab](https://www.axoneducation.com/skills/) ➔ (<https://www.axoneducation.com/skills/>)

Student Resource Forms: [Student Resources](http://www.axoneducation.com/student-resources) ➔ (<http://www.axoneducation.com/student-resources>)

Register for Clinical/Field Internships: [Requests for Clinical/Field Experiences](https://www.axoneducation.com/forms/clinical/) ➔ (<https://www.axoneducation.com/forms/clinical/>)

Make a payment or check on a payment:

[TFC Tuition Payments](http://www.tfcstudentinfo.com) ➔ (<http://www.tfcstudentinfo.com>) or

☎ 800-872-9832

🎯 Mission

Our mission is to provide postsecondary healthcare education through an **effective, efficient, and student-centered** online learning experience.

🎯 EMT Accelerated Program Goal

The purpose of the Emergency Medical Technician course is to *prepare EMTs who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.*

🎯 EMT Accelerated Student Learning Outcomes

- Graduates will be prepared to pass the National Registry of Emergency Medical Technicians Cognitive Examination.
- Graduates will be eligible to seek employment or volunteer opportunities in basic emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessments and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed, and life-long learning.

📖 EMT Catalog Description | EMSP 1501

EMT Education: Introduction to Emergency Medical Services provides an introduction to the Emergency Medical Services field. This course also serves to prepare Emergency Medical Technicians for entry into the first responder field.

Prerequisites and Corequisites

Program Admission

Prerequisite: None

Corequisite: None

Credit

Total Credit	5
Lecture	3
Lab	1
Clinical Experience	1
Field Experience	0
Capstone Internship	0


EMT Required Course Materials | Textbook(s)

Emergency Care and Transportation of the Sick and Injured, 13th Edition (E-Text included in tuition)


EMT Required Course Materials | Software

Access to electronic patient recording software (provided by enrollment) Access to Canvas Learning Management System (LMS) [provided by enrollment].


Course Format and Assignments

This course is presented in an online learning format. A general overview of course assignments is included in this syllabus. Specific and detailed information about all assignments is included in the Learning Management System (LMS). Students who perform poorly on a particular activity may be required to repeat the activity or may be assigned remedial work.

There is no exact schedule for this course. Students are encouraged to move through the course as quickly as they are able; however, the course must be completed by the deadline established by the Maximum Course Duration described below.

Course progress may be judged by

1. whether the student is meeting the Minimum Activity Policy for the entire program described elsewhere in this syllabus and
2. whether the Teaching Team believes the student is completing the work in a timeframe that will allow the student to complete the entire program within the Maximum Course Duration described elsewhere in this syllabus.

In all cases, if the Teaching Team determines that a student is struggling, then it has the authority to prescribe deadlines for specific assignments or the entire course.

Mandatory for All Modules and Chapters

All Required/Mandatory items for Modules and Chapters will be evident. Students are expected to complete every item in this category.

Course Outline

While the list included here is intended to be comprehensive, the exact scope and sequence of this course will be dictated by the assignments presented in the LMS. Unless noted otherwise, all prescribed assignments within each chapter must be completed.

Learning Activities

Textbook Chapters– Every student has access to the e-books. Students will need to access the e-books through the LMS. Students are encouraged to use the e-books where possible to take advantage of any additional resources that may be presented during your reading.

Formative Tests– Chapter Quiz grades will be averaged together to provide you a "quiz" grade.

Chapter Assessments– The LMS allows you to attempt a Chapter Assessment after you have completed all other components of a chapter. This will be an overall assessment of all critical knowledge within the chapter.

Mastery Quizzes– These quizzes will assess overall mastery of concepts covered related to our course and the curriculum.

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Subjective Assessment by Instructor– Instructors, in conjunction with the course coordinator, medical director, or other involved personnel, will provide a portion of your grade based on their own judgment. This grade may reflect your on-time attendance at labs, clinical/field internships and willingness to assist other students in the learning process, etc.

Labs

Lab Assignments (Labs) – Labs are defined as any activity or activities that require you to participate in a face-to-face session with an instructor, preceptor or peer, or may include the completion of specific online lessons, scenarios or workbooks. Most face-to-face labs require that the student complete forms in order to provide documentation that the lab was successfully completed. See “Documenting Field, Lab and Clinical Internships” below. Labs may be pre-scheduled, requiring you to register for them in advance, or may be student-scheduled based upon your access to the appropriate equipment and partners. In other words, a student may be assigned a lab activity, but be allowed to register for a particular time or session to complete the work.

Documenting Field, Lab, and Clinical Internships

The institution mandates that every student attending a clinical or field internship write a Patient Care Report (PCR) herein referred to as a PCR, for each patient they contact. Each PCR must include completion of the required checkboxes and form selections and a comprehensive narrative in CHART format, as described in the course content.

*Towards the end of each clinical and field experience, the student must prompt their preceptor to complete the end-of-shift evaluation requirements, as described in course content, and a preceptor sign-off before leaving the facility on that date. Failure to do so will require the student to complete another clinical/field experience to replace that shift date. The institution will not reach out to the site on the student's behalf to obtain those documents after the fact. **The student is prohibited from reaching out to the site on their own, as doing so would put the student at risk for administrative removal from the program.***

*The institution recognizes that students may not be able to write detailed PCRs while on their clinical or field experience due to reasons including, but not limited to a busy shift. **That being said, students will have up to 48 hours from shift end time to write their PCRs for that date and complete the required evaluations for which they are responsible.***

Grading

This course is offered to fulfill the course requirements of an EMT Certification. A final grade will be issued for the course after completion. There are two crucial characteristics of course grades that the student needs to consider:

1. While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry of Emergency Medical Technicians Cognitive Examination. Students may not expect articulation of individual course credits without success in the entire certification program.

2. There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency-based overall, which allows students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as often as necessary to achieve a satisfactory grade or as often as desired to improve or enhance competency. In most cases, assignments are considered "open-book," which means the student is encouraged to use all tools at their disposal to demonstrate success in the task. In certain limited cases, assignments or examinations may be proctored. They may include specific limitations on the environment in which the activity is completed or limitations on the tools or resources that may be used as a part of the effort.

EMT Grade Calculation

The program-wide Grading Policy and the institution's Grading Scale are included in the EMT Course Common Syllabus Elements below. Students are encouraged to read these items carefully. They should be aware that there are program-wide pass-fail elements referred to as Critical Criteria that, if breached, may cause a student to be issued a failing grade for the entire program.

Grades for this individual course will be calculated as follows:

Description	Percentage
Examinations	40%
Final Exams	
Homework	30%
Chapter Objectives Review	
Chapter Reading Assignments	
Test Taking Strategies	
EMTalk Episodes	
Interactive Lectures	
Additional Assignments	30%
Quizzes	

Description	Percentage
Chapter Quizzes	
Test Prep	
Affect	
Skills Lab Readiness Exam	Pass/Fail
Clinical/Field Internships	

Pass/Fail Affect

There are several elements that are not used to calculate your grade but must be passed in order to achieve an overall passing grade. These include:

- Critical Criteria Labs
- Field Internships and Clinical Internships
- Completion of the NREMT Psychomotor Skills (Conducted at Skills Lab)
- Documentation of achievement of an American Heart Association BLS Card

Grading Scale

The program-wide Grading Policy and the institution's Grading Scale are included in the EMT Course Common Syllabus Elements below. Students are encouraged to read these items carefully and should be aware that there are program-wide pass-fail elements referred to as Critical Criteria that, if breached, may cause a student to be issued a failing grade for the entire program.

When numeric grades or letter grades are required, the institution uses the following scale:

Letter Grade	Numeric Grade	Grade Points
A+	100% or more	4.33/4.00
A	93% - 99%	4.00/4.00
A-	90% - 92%	3.67/4.00
B+	87% - 89%	3.33/4.00
B	83% - 86%	3.00/4.00
B-	80% - 82%	2.67/4.00
C+	77% - 79%	2.33/4.00

Letter Grade	Numeric Grade	Grade Points
C	73% - 76%	2.00/4.00
C-	70% - 72%	1.67/4.00
D+	67% - 69%	1.33/4.00
D	63% - 66%	1.00/4.00
D-	60% - 62%	0.67/4.00
F	0% - 59%	0.00/4.00

Standardized Examinations

Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment in which the exam will be conducted. Unless otherwise indicated, Axon will allow students one attempt at the nationally standardized examinations without additional costs to students on the first attempt. They will also be required to show satisfactory progress within this product. The student will have three additional attempts at no cost to the student after they have purchased the study tools. Students who are in need of additional attempts beyond the initial four attempts for any reason will be required to pay an additional nominal fee for each pair of attempts.

FISDAP Readiness Exams and Individual Unit Exams

The institution's exam policy permits a maximum of 4 attempts on any Readiness Exam. Nevertheless, there are instances where the Teaching Team may exercise discretion to grant additional attempts to certain students who have demonstrated the appropriate attitude, aptitude, and academic diligence, indicating a genuine commitment to completing the Paramedic Program in its entirety.

At its discretion, the Teaching Team may grant alternative exams to students who meet the specified criteria at no additional cost to the student.

- o The student must have exhausted all six attempts on a single unit from the Paramedic curriculum.
- o The student must express their desire to continue in the program to the Student Support Department or the Instructional Support Department.

The Teaching Team will provide the student with specific guidance regarding any requirements or stipulations determined at their discretion.

Affective Grade

The Axon Education Latin Motto is "**Primum Respectum Date**" (**PREE-mum res-PECT-um DAH-tay**), which means "**first give respect.**" In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment.

Each student should carefully read **Critical Criterion #4 – Positive Affect Criterion** below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Program Critical Criteria

This course contains several Critical Criteria that, if unmet, could result in the issuance of a failing final grade for the course, regardless of the student's success or performance in other aspects of the course.

Critical Criterion #1 – Compliance Deadline Criterion [02.04.002

[\[https://policy.axoneducation.com/detail/02.04.002\]](https://policy.axoneducation.com/detail/02.04.002)]

- Students **must submit all necessary compliance documentation by the Compliance Date, which is 30 days from the date of their enrollment.**

Critical Criterion #2 – Minimum Activity Criterion [02.08.001

[\[https://policy.axoneducation.com/detail/02.08.001\]](https://policy.axoneducation.com/detail/02.08.001)]

- A student's minimum activity is evaluated each Monday for the preceding seven days (Monday through Sunday). Minimum activity includes:
 1. That the student is not behind on any course deadline, AND
 2. Any one or more of the following:
 - a. The student has logged in to the Learning Management System.
 - b. The student has attended a face-to-face session such as a Skills Lab.
 - c. The student has participated in a Field Experience and completed the necessary documentation for the experience.
 - d. The student has participated in a Clinical Experience and completed the necessary documentation for the experience.
 - e. The student has participated in a tutoring session.

- f. The student has participated in a documented Student Success Call.
- g. The student has attempted a Readiness Exam (FISDAP)

Critical Criterion #3 – Student Responsiveness Criterion

- The Teaching Team may establish that an individual has failed to achieve the Student Responsiveness Criterion by evaluating their pattern of communication. Students are expected to respond to institutional inquiries in a timely manner adequately. A student's adequate and timely responses to written inquiries, text messages, voicemails, and other means of communication from institutional representatives are considered mandatory elements of course progress, even when such inquiries are not directly related to academic performance.

Critical Criterion #4 – Positive Affect Criterion [02.02.003

[\[https://policy.axoneducation.com/detail/02.02.003\]](https://policy.axoneducation.com/detail/02.02.003)

- The Teaching Team may establish that an individual has failed to achieve the Positive Affect Criterion if a student exhibits ongoing or acutely disruptive affect or unprofessional behavior to fellow students, institutional personnel, clinical partner personnel, or other stakeholders. Satisfactory student progress in this regard is established, among other means, by demonstrating a willingness to work as a productive team member with other students, and especially with clinical partners. This includes dressing, speaking, and acting professionally while in school contexts.

EMT Accelerated Maximum Instructional Deadline (MID)

Maximum Instructional Deadline (MID)

The Maximum Instructional Deadline for this course is **15 weeks**. Students will have **15 weeks** from the cohort start date to complete all online assignments and complete at least one attempt at the Field Internship Student Data Acquisition Project (FISDAP) Comprehensive Readiness Exam.

Students must schedule their Readiness Exam prior to 30 days before their MID.

Furthermore, Students must complete an initial attempt at the Readiness Exam prior to their MID.

EMT Accelerated Maximum Course Duration

The Maximum Course Duration for this course is **17 weeks**. **The MCD may be extended at the sole discretion of the Teaching Team.** The decision will be based on the student's demonstration of overall course progress, furloughs awarded due to special life circumstances, scheduled holidays, etc.

Students wishing to seek an extension of the Maximum Course Duration should formally request an extension by submitting a FLEX Request through the link on the Student Resources Page. Extensions will only be considered if requested before the MCD deadline.

Students who remain in the course after the Maximum Instructional Deadline but before the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion.

While Axon courses each have a Maximum Course Duration, the courses employ adaptive learning technologies and are, therefore, highly personalized for each student. Students may complete the course as rapidly as they can meet all requirements.

Because this course is based upon a Flexible Time Schedule, a student may be assigned a failing grade for the course before the end of the Maximum Instructional Deadline or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug-screening, failure to meet compliance deadlines for documentation related to enrollment requirements, dismissal, or other reasons articulated in the course syllabus.

Momentum Score

During the Instructional Period, Momentum Scores are calculated and distributed to students on a routine basis. **Momentum Scores are expressed as a percentage, and students are awarded badges at various times during the instructional period if they have achieved a Momentum Score above 100%.** The Momentum Score is not intended to predict overall student success, nor is it explicitly used in the assignment of any course grade. Momentum Scores are intended to encourage self-evaluation and self-regulation as it relates to your course activity. You are encouraged to monitor your Momentum Score as a means to evaluate your own progress, adjust your activity based upon your own appreciation of your progress, and seek help if you deem it necessary.

Furloughs

Students experiencing exceptional life circumstances who wish to complete the course but require an extended break from course activity may request a furlough by **filling out the appropriate**

form www.axoneducation.com/student-resources. 

(<https://www.axoneducation.com/student-resources>) (<https://www.axoneducation.com/student-resources>)

The Teaching Team will determine if the request is approved and for how long. Furloughs must be requested in advance but, if approved, may include up to seven days prior to the request.

Breaks

Students can request a break by submitting a Flex Request on the student resource page:

www.axoneducation.com/student-resources  (<https://www.axoneducation.com/student-resources>).

Badges

We use **badges** as a way to recognize and reward your accomplishments throughout the course. These digital credentials showcase your mastery of specific skills, completion of assignments, or achievement of milestones.

Exit Plan

Once the student has completed the majority of the online coursework, the Teaching Team will move the student to an Exit Plan. While it is the student's responsibility to manage the completion of all course requirements prior to the Maximum Course Duration date, during the Exit Plan phase of the course the Teaching Team may assign deadlines to students to complete various course requirements, including attempts at the Readiness Exam, completion of Clinical Internships, completion of Field Internships, remediation exercises, attempts at practice exams, etc.

ADA Statement

At times, it may be necessary for students with special needs or disabilities to receive special or reasonable accommodation. Axon Education will make reasonable accommodations to meet the needs of students with disabilities. To request an accommodation, students should contact Student Support at support@axoneducation.com (<mailto:Mail%20to:%20support@axoneducation.com>).

Syllabus Affirmation Requirement

Each student will be required to acknowledge his or her receipt and understanding of this entire syllabus in an assignment in the Canvas Learning Management System.

Career Lab

Career Lab will have additional requirements, which will depend on the score you obtain on your initial attempt at the Fisdap exam. All students in Career Lab are required to demonstrate that they have a current account with NREMT and demonstrate that they have applied for an "Authorization to Test" with NREMT. Note that this application requires that the student pay a separate fee to NREMT.

Cognitive Objectives

These objectives are provided by the National Registry of Emergency Medical Technicians as a part of standardized competencies. These objectives will be evaluated by the NREMT Psychomotor Examination. Students should refer to the appropriate NREMT Skills Sheet for further information.

1. Define the key terms presented in the textbook.
2. Describe the factors that you must consider before lifting any patient.
3. Give examples of common stressors in EMS work.
4. Describe the Scope of Practice as an EMT.
5. Identify situations that would constitute a breach of patient confidentiality.
6. Differentiate between scope of practice and standard of care.
7. Explain the importance of the proper use of medical terminology.
8. Use anatomic terms of position and direction to describe the location of body structures and position of the body.
9. Explain the pathophysiology of shock.
10. Describe the physical and physiological characteristics, including normal vital signs, for individuals in various age groups.
11. Describe common pathophysiologic problems leading to airway obstruction.
12. Explain the physiological relationships between assessing and maintaining an open airway, assessing and ensuring adequate ventilation, and assessing and maintaining adequate circulation.
13. Explain the ongoing nature of scene size-up beyond the initial moments at the scene.
14. Discuss the difference in first steps to assess if the patient is apparently lifeless (C-A-B approach) or if the patient has signs of life, including a pulse (A-B-C approach).
15. Identify the vital signs used in prehospital patient assessment.
16. List and explain the components of the secondary assessment.
17. Provide a thorough, organized, concise report of pertinent patient information when giving a radio report or requesting orders.
18. Follow principles of medication administration safety, including the five rights of medication.
19. Differentiate between adequate and inadequate breathing based upon the rate, rhythm, and quality of breathing.
20. Discuss the management of a patient with acute coronary syndrome.

21. Consider several possible causes of altered mental status when given scenarios involving patients with alterations in mental status.
22. Differentiate between the signs and symptoms of an allergic reaction and those of an anaphylactic reaction.
23. Describe the ways in which poisons can enter the body.
24. Describe the location, structure, and function of the organs in the abdominal cavity.
25. Recognize behaviors that are abnormal in a given context.
26. Identify medications that can interfere with blood clotting.
27. Recognize the signs and symptoms of internal and external bleeding.
28. Describe types of closed soft-tissue wounds and the assessment and management of closed soft-tissue wounds.
29. Describe types of open soft-tissue wounds and general assessment and care for open soft-tissue wounds.
30. Describe mechanisms of injury commonly associated with chest injuries.
31. Associate mechanisms of injury with the potential for musculoskeletal injuries.
32. Discuss the assessment and management of spine and spinal cord injuries.
33. Describe the considerations for teamwork, timing, and transport decisions in assessing and managing patients with multisystem trauma or multiple trauma.
34. Discuss the assessment of a patient in labor, including history and physical examination.
35. Discuss special considerations in dealing with non-adult patients.
36. Discuss adaptations that may be required in communicating with and assessing older patients.
37. Describe the types of equipment required to be carried by EMS response units.
38. Describe the responsibilities of the EMT at a hazardous materials incident.
39. Describe the risks to EMS providers during highway emergency operations.
40. Describe the risks to first responders in terrorism incidents.



Affective Objectives

1. Describe the professional value of the Axon mantra "**Primum Respectum Date**" (**PREE-mum res-PECT-um DAH-tay**), which means "**first give respect.**"
2. Give examples what types of language that might not be professionally appropriate in a clinical experience or field experience
3. Give examples of activities that might demonstrate professional affect when participating in a clinical experience or field experience.



Psychomotor Objectives

These objectives are provided by the National Registry of Emergency Medical Technicians as a part of standardized competencies. These objectives will be evaluated during Skills Labs. Students

should refer to the appropriate NREMT Skills Sheet for further information.

Patient Assessment/Management – Trauma– All candidates will be required to perform a "hands-on," head- to-toe, physical assessment and voice treatment of a moulaged simulated patient or high-fidelity simulation manikin for a given scenario. This skill includes:

1. Scene Size-up
2. Primary Survey/Resuscitation
3. History Taking/Secondary Assessment
4. Vital Signs/Reassessment

Patient Assessment/Management – Medical– All candidates will be required to perform a "hands-on," head- to-toe, physical assessment and voice treatment of a moulaged simulated patient or high fidelity simulation manikin for a given scenario. This skill includes:

1. Scene Size-up
2. Primary Survey/Resuscitation Vital Signs/Reassessment

Bag-Valve-Mask Ventilation of an Apneic Adult Patient– All candidates will be required to provide ventilatory assistance to an apneic adult patient who has a weak carotid pulse and no other associated injuries. They are required to manually open an airway, suction the mouth and oropharynx, insert an oropharyngeal airway, and ventilate a manikin with a bag-valve-mask device.

Oxygen Administration by Non-rebreather Mask– All candidates will be required to assemble a regulator to a portable oxygen tank and administer oxygen by non-rebreather mask to an adult patient who is short of breath.

Cardiac Arrest Management/AED– All candidates will be required to integrate CPR skills, perform 2 minutes of 1-person adult CPR, attach and use the AED (including shock delivery) given a scenario of an adult patient found in cardiac arrest where no bystanders are present.

Spinal Immobilization (Supine Patient)– All candidates will be required to immobilize an adult patient who is found supine with a suspected unstable spine using a long spine immobilization device. An EMT Assistant will be provided and the NREMT candidate is responsible for the direction and subsequent actions of the EMT Assistant.

Random EMT Skills– All candidates will be evaluated over one (1) of the following EMT skills chosen at random. An EMT Assistant will be provided and the NREMT candidate is also responsible for the direction and subsequent actions of the EMT Assistant:

1. Spinal Immobilization (Seated Patient)
2. Bleeding Control/Shock Management
3. Long Bone Immobilization
4. Joint Immobilization

Library Resources

A substantial collection of Open-Access literature is available to allied health students via the Internet. Students are encouraged to conduct research using these and other materials.

The institution's LMS system includes direct links to journals, articles, and books that are assigned readings and links to resources that may be used in student research and self-study. These resources are credible and substantial resources, which include peer-reviewed journals, books, and institutional research monographs, among other items. This approach is significant for multiple reasons but is particularly valuable because it will include items published in very recent time frames as well as items published previously. This allows students to see historical changes in thought patterns and medical procedures in a historical context.

Students will be encouraged to engage in critical thinking skills to help identify items such as peer-reviewed content and compare it to popular writing or opinion. The institution believes that developing these skills while in an academic program can encourage graduates to become lifelong learners with the capacity to discriminate among informational options.

The institution will develop corporate accounts with open-access (free) providers, and where corporate accounts do not serve the purpose well, we will encourage students to register with providers for personal access. While the list below is in no way exhaustive, examples of these resources include:

SpringerOpen (<https://www.springeropen.com/>)

SpringerOpen publishes a wide selection of open-access books across various disciplines but has specific science, technology, and medicine content.

Biomed Central (<http://www.biomedcentral.com/>)

Biomed Central makes scientific research freely accessible and discoverable through partnerships, innovation, and collaboration with the scientific community. Dedicated to open research, Biomed publishes over 290 quality peer-reviewed journals in Biology, Clinical Medicine, and Health.

MedKnow (<http://www.medknow.com/journals.asp>)

MedKnow provides open access to the official publications of various societies and associations. Most publications are peer-reviewed.

PubMed Central® (PMC) (<https://www.ncbi.nlm.nih.gov/pmc/>)

PubMed Central® (PMC) is a free full-text archive of biomedical and life sciences journal literature at the U.S. National Institutes of Health's National Library of Medicine (NIH/NLM).

Highwire (<http://highwire.stanford.edu/lists/freeart.dtl/>)

Highwire is based out of Stanford University and is a significant resource for open-access full-text science and medical content.

World Health Organization (<https://archive.org/details/worldhealthorganization>)

The World Health Organization Book Archive provides digital full-text copies of complete books with an exceptional search interface.

Pocket Prep (<https://www.pocketprep.com/>)

Students are provided with access to Pocket Prep. Information about obtaining a code is provided in the course.

Student learning resources are available and appropriate to the level and scope of educational offerings via the information provided in the syllabi. Students have access to the above-mentioned resources, as well as additional resources we provide within the course, such as Pocket Prep. Pocket Prep is a test prep resource that uses formative competency-based learning to help students ensure their understanding of the required materials and that they are ready for the certification/licensing test.

Advanced EMT



Axon Education
Consortium



Advanced EMT Course Syllabi




Welcome!

We care about your success! This syllabus is designed to provide you with all the information you need to navigate the course or program successfully.

If you need assistance, whether it's understanding course materials, meeting program requirements, or even scheduling time for tutoring or emotional support, please don't hesitate to reach out. You can contact us by email or phone, and we'll work with you to address your needs and support you every step of the way.

Getting Help

 Email: support@axoneducation.com

 Phone/Text: 325-218-4444

Schedule an audio or videoconference appointment: <https://axonedu.as.me>
(<https://axonedu.as.me/>)

Register for Skills Lab: <https://www.axoneducation.com/skills/>

(<https://www.axoneducation.com/skills/>)

Student Resource Forms: www.axoneducation.com/student-resources

(<http://www.axoneducation.com/student-resources>)

Register for Clinical/Field Internships <https://www.axoneducation.com/forms/clinical/>

(<https://www.axoneducation.com/forms/clinical/>)

Make a payment or check on a payment:

www.tfcstudentinfo.com (<http://www.tfcstudentinfo.com/>) or

☎ 800-872-9832

🎯 Mission

Our mission is to provide postsecondary healthcare education through an **effective, efficient, and student-centered online learning experience.**

🎯 Advanced EMT Program Goal and Objectives

The following information pertains to all courses in the Advanced EMT program.


Advanced EMT Program Goal

To prepare Advanced Emergency Medical Technicians who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

Advanced EMT Program Student Outcomes

- Graduates will be prepared to pass the National Registry of Advanced Emergency Medical Technicians Cognitive Examination.
- Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessments and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed and life-long learning.

Advanced EMT Program Description and Courses

 The Advanced EMT Program consists of the following courses:

- EMSP 1310 | Introduction to Advanced Practice and Public Health
- BIOL 2401 | Anatomy and Physiology
- EMSP 2355 | Clinical and Field Portfolio
- EMSP 1320 | Patient Assessment Airway Management
- EMSP 1330 | Pharmacology
- EMSP 1340 | Trauma Management and Life Support
- EMSP 1350 | Special Populations

 EMSP 1310 | Introduction to Advanced Practice and Public Health

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher

Prerequisite:

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

BIOL 2401 | Anatomy and Physiology

Anatomy and Physiology provides an overview of anatomy and physiology appropriate for individuals entering an allied-medical field of study. This course gives students the knowledge needed to conduct emergency medical assessments of illnesses and injuries. Topics include medical terminology, anatomy, physiology, pathophysiology, and life-span development.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

NOTE: If you have submitted proof of completion of a similar or higher-level Anatomy and Physiology Course which you received credit for, you may not be required to complete this course. Please check with the School to ensure you are completing what is required.

Prerequisite: EMSP 1310

Corequisite: None

Credit

Total Credit	4
Lecture	3
Lab	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0

Pocket Prep

DESCRIPTION

Pocket Prep is an exciting tool for you to use as you prepare to take the NREMT at the end of your program. Pocket Prep's functionality will help you become more familiar with the types of questions you may encounter when you take the NREMT (National Registry of Emergency Medical Cognitive Exam).

Pocket Prep allows you to take a quick 10-question quiz, answer a daily question, create a quiz based on the desired categories and number of questions, or take a mock exam with up

to 150 questions. The questions can be broken down into the normal categories that the NREMT Cognitive Exam evaluates. The following categories represent the current categories in Pocket Prep: Medical; Obstetrics & Gynecology; Airway, Respiration & Ventilation; Cardiology & Resuscitation; Trauma; EMS (Emergency Medical Services) Operations; and EKG Monitoring (Paramedic students only).

REQUIRED MATERIALS

Pocket Prep Test App

Available in the App Store/Google Play

EXPECTATIONS

Students are expected to complete the majority of the questions in the question bank offered by Pocket Prep. The student will be given assignments in their learning management software (LMS) that directs them to complete quizzes based on the course material they are currently studying or their relationship to the end of the course. The student must report their completion of the quizzes in their course assignments honestly and accurately. Failure to honestly report the students' progress will result in a deduction of the student's Affect score and/or dismissal from the program for dishonesty.

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

EMSP 2355 | Clinical and Field Portfolio

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

Credit

Total Credit	3
Lecture	0
Lab	0
Clinical Experience	1.5
Field Experience	1.5
Capstone Internship	0

EMSP 1320 | Patient Assessment and Airway

Patient Assessment and Airway Management will guide the student through the development of critical thinking skills related to the practice of essential and standardized medical and trauma assessment techniques in an ALS prehospital environment. The course emphasizes airway management, advanced clinical decision-making, identification and treatment of life threats, and advanced assessment techniques.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401

Corequisite: EMSP 2140

This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises that may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0

Total Credit	3
Field Experience	0
Capstone Internship	0

 **EMSP 1330 | Pharmacology**

Pharmacology provides a base-level understanding of the chemistry, classification, and regulation of pharmaceuticals. Special emphasis is given to identification and use of medications used in the prehospital setting. Students study the impact of pharmaceuticals on medical and trauma assessment and the clinical decision-making process. The role of medical direction is discussed, as well as the optimal use of medication and the identification of adverse reactions to medications and contraindications.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1340 | Clinical and Field Portfolio**

Trauma Management and Life Support provides the student with an opportunity to apply ALS assessment and treatment requirements to the management of both simple and complex trauma emergencies. The course emphasizes the understanding of the mechanism of injury,

bleeding, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic trauma, and environmental emergencies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310, EMSP 1320, EMSP 1330, EMSP 2420 (if in Paramedic Program)

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1350 | Special Populations**

Special Populations addresses the special medical and trauma assessment techniques needed to best serve pediatric, geriatric, obstetric and special-needs patients. The course emphasizes physiological differentiation and appropriate treatment strategies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0


Advanced EMT Required Course Materials | Textbook

Nancy Caroline's Emergency Care in the Streets (9th Edition) Bundle ISBN13: 9781284219364

The bundle contains

- 1) **Caroline Premier Digital** (includes Fisdap Scheduler and Fisdap Skills Tracker), and
- 2) Fisdap assessment package.


Advanced EMT Required Course Materials | Software

Access to electronic patient recording software (provided by enrollment) Access to Canvas Learning Management System (LMS) [provided by enrollment].


Course/Program Format and Assignments

This course is presented in an online learning format. A general overview of course assignments is included in this syllabus. Specific and detailed information about all assignments is included in the Learning Management System (LMS). Students who perform poorly on a particular activity may be required to repeat the activity or may be assigned remedial work.

There is no exact schedule for this course. Students are encouraged to move through the course as quickly as they are able; however, the course must be completed by the deadline established by the Maximum Course Duration described below.

Course progress may be judged by

- 1.) whether the student is meeting the Minimum Activity Policy for the entire program described elsewhere in this syllabus and
- 2.) whether the Teaching Team believes the student is completing the work in a timeframe which will allow the student to complete the entire program within the Maximum Course Duration described elsewhere in this syllabus.

In all cases, if the Teaching Team determines that a student is struggling, then it has the authority to prescribe deadlines for specific assignments or the entire course.

Program/Course Outline

While the list included here is intended to be comprehensive, the exact scope and sequence of this course will be dictated by the assignments presented in the LMS. Unless noted otherwise, all prescribed assignments within each chapter are to be completed.

Learning Activities

Textbook Chapters– Every student has access to the e-books. Students will need to access the e-books through the LMS. Students are encouraged to use the e-books where possible to take advantage of any additional resources that may be presented during their reading.

Formative Tests– Chapter Quiz grades will be averaged together to provide you with a "quiz" grade.

Chapter Assessments– The LMS allows you to attempt a Chapter Assessment after completing all other chapter components. This will be an overall assessment of all critical knowledge within the chapter.

Mastery Quizzes– These quizzes will assess overall mastery of concepts covered related to our course and the curriculum.

EMTalk– An audio or video podcast from your instructors and guest speakers to introduce material, address student questions, and to promote student success. EMTalk will include supplemental material rather than presentation of the material presented in your text(s). These will be available at different times throughout the course. Look out for them and make sure to participate when they become available.

Subjective Assessment by Instructor– Instructors, in conjunction with the course coordinator, medical director, or other involved personnel, will provide a portion of your grade based on their own judgment. This grade may reflect your on-time attendance

at labs, clinical/field internships and willingness to assist other students in the learning process, etc.

Simulations and "Ride-Alongs"

These are specific homework assignments within Canvas that will guide students through scenarios giving them direction on how they should respond within the scope of practice of Advanced EMT in the field. Students will be required to use their critical thinking skills in order to follow along and make decisions as the provider throughout these homework assignments. These assignments are included in the "homework" grade issued within Canvas.

Documenting Field, Lab, and Clinical Internships

The institution mandates that every student who attends a clinical or field internship write a Patient Care Report, herein referred to as a PCR, for each patient they come into contact with. Each PCR must include completion of the required checkboxes and form selections, as well as a comprehensive narrative in CHART format, as described in the course content.

*Towards the end of each clinical and field experience, the student must prompt their preceptor to complete the end-of-shift evaluation requirements, as described in course content, and a preceptor sign-off before leaving the facility on that date. Failure to do so will require the student to complete another clinical/field experience to replace that shift date. The institution will not reach out to the site on the student's behalf to obtain those documents after the fact. **The student is prohibited from reaching out to the site on their own, as doing so would put the student at risk for administrative removal from the program.***

*The institution recognizes that students may not be able to write detailed PCRs while on their clinical or field internships due to reasons including, but not limited to a busy shift. **That being said, students will have up to 48 hours from shift end time to write their PCRs for that date and complete the required evaluations for which they are responsible.***

Program Critical Criteria

This course contains several Critical Criteria that, if unmet, could result in the issuance of a failing final grade for the course, regardless of the student's success or performance in other aspects of the course.

- **Critical Criterion #1 – Compliance Deadline Criterion** [\[02.04.002\]](https://policy.axoneducation.com/detail/02.04.002) 
[\[https://policy.axoneducation.com/detail/02.04.002\]](https://policy.axoneducation.com/detail/02.04.002)

- **Students will be given 30 days beyond their cohort start date to submit all required compliance documents and achieve Full Enrollment.**
- **Critical Criterion #2 – Minimum Activity Criterion** [\[02.08.001 ↗\]](https://policy.axoneducation.com/detail/02.08.001)
(<https://policy.axoneducation.com/detail/02.08.001>)
 - A student's minimum activity is evaluated each Monday for the preceding seven days (Monday through Sunday). Minimum activity includes:
 1. That the student is not behind on any course deadline, AND
 2. Any one or more of the following:
 - a. The student has logged in to the Learning Management System.
 - b. The student has attended a face-to-face session such as a Skills Lab.
 - c. The student has participated in a Field Experience and completed the necessary documentation for the experience.
 - d. The student has participated in a Clinical Experience and completed the necessary documentation for the experience.
 - e. The student has participated in a tutoring session.
 - f. The student has participated in a documented Student Success Call.
 - g. The student has attempted a Readiness Exam (FISDAP)
- **Critical Criterion #3 – Student Responsiveness Criterion**
 - The Teaching Team may establish that an individual has failed to achieve the Student Responsiveness Criterion by evaluating their pattern of communication. Students are expected to respond to institutional inquiries in a timely manner adequately. A student's adequate and timely responses to written inquiries, text messages, voicemails, and other means of communication from institutional representatives are considered mandatory elements of course progress, even when such inquiries are not directly related to academic performance.
- **Critical Criterion #4 – Positive Affect Criterion** [\[02.02.003 ↗\]](https://policy.axoneducation.com/detail/02.02.003)
(<https://policy.axoneducation.com/detail/02.02.003>)
 - The Teaching Team may establish that an individual has failed to achieve the Positive Affect Criterion if a student exhibits ongoing or acutely disruptive affect or unprofessional behavior to fellow students, institutional personnel, clinical partner personnel, or other stakeholders. Satisfactory student progress in this regard is established, among other means, by demonstrating a willingness to work as a productive team member with other students, and especially with clinical partners. This includes dressing, speaking, and acting professionally while in school contexts.

Momentum Score

Momentum Scores are calculated and distributed to students routinely during the Instructional Period.

Momentum Scores are expressed as a percentage, and students are awarded badges at various times during the instructional period if they have achieved a Momentum Score above 100%. The Momentum Score is not intended to predict overall student success, nor is it explicitly used in the assignment of any course grade.

Momentum Scores encourage self-evaluation and self-regulation related to your course activity. You are encouraged to monitor your Momentum Score to evaluate your progress, adjust your activity based on your appreciation of your progress, and seek help if necessary.

Advanced EMT Maximum Instructional Deadline (MID)

The **Maximum Instructional Deadline (MID)** for this course is **33 weeks**. Students will have 33 weeks from the cohort start date to complete all online assignments and complete at least one attempt at the Field Internship Student Data Acquisition Project (FISDAP) Comprehensive Readiness Exam.

Students must schedule their Readiness Exam before 30 days before their MID. Furthermore, Students must complete an initial attempt at the Readiness Exam before their MID.

Advanced EMT Maximum Course Duration

The **Maximum Course Duration (MCD)** for this course is **40 weeks**. The teaching team may extend the MCD at its sole discretion. The decision will be based on the student's demonstration of overall course progress, furloughs awarded due to special life circumstances, scheduled holidays, etc.

Students wishing to seek an extension should formally request an extension by submitting a FLEX Request through the link on the Student Resources Page. Extensions will only be considered if requested before the MCD deadline.

Students who remain in the course after the Maximum Instructional Deadline but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon courses each have a Maximum Course Duration, the courses employ adaptive learning technologies and are, therefore,

highly personalized for each student. Students may complete the course as rapidly as they are able to meet all requirements

Because this course is based upon a Flexible Time Schedule, a student may be assigned a failing grade for the course prior to the end of the Maximum Instructional Deadline or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug-screening, failure to meet compliance deadlines for documentation related to enrollment requirements, dismissal, or other reasons articulated in the course syllabus

Attendance Policy

This course is competency-based and is presented in an online format. There are no mandatory weekly sessions. Instead, students may move through the curriculum as quickly as they are able within a set of parameters (See Maximum Course Duration). There are mandatory face-to-face sessions or electronic meetings that must be attended; however, most of these sessions will be scheduled by the student. Attendance at skills labs, clinical internships, field internships, and scheduled tutoring sessions will be tracked, and students failing to appear or who arrive late for participation will be required to make up all sessions or missed content.

Attendance Policy Specific to Skills Labs

Students are required to attend at least two [2] face-to-face Immersive Skills Labs. Skills Labs generally last two days. Students will learn and practice hands-on skills during these labs and ultimately prepare for psychomotor skills evaluation. Students may be required to attend an additional Skills Lab if they have not demonstrated competency in the clinical/field setting.

Skills Labs are conducted regularly at the Abilene and Houston class locations. Students must schedule their first Skills Lab within 60 days of their official cohort start date and, when able, based on current offerings, all Skills Labs. Students are encouraged to sign up for the Skills Labs as early in the course as possible to ensure that they are able to attend sessions that are convenient to them in terms of timing.

Finally, students are encouraged to get away from routine responsibilities such as other schooling, work, family obligations, etc., during Skills Labs due to the need to focus intently on the lab instruction.

Students may register online by visiting <https://www.axoneducation.com/skills/>.  (<https://www.axoneducation.com/skills/>). Students should also arrange travel and sleeping accommodations as soon as possible after registering for their desired session dates.

Attendance Policy Specific to Clinical/Field Internships

Students must initiate the scheduling of their clinics **within 30 days of the completion of their final Skills Lab. Late arrival to, or failure to attend, a scheduled clinical experience or field experience without notifying Axon in advance will be treated as unprofessional behavior and may result in a breach of Critical Criterion #4 – Positive Affect (see below), and it could result in the student failing the course.**

It is understood that in rare cases, emergencies happen that could prevent a student from notifying Axon of the late arrival or cancellation in advance. Still, pre-notification of late arrival or cancellation is expected in all cases. All missed clinical internships, or field internships must be made up. The Teaching Team may also assign remedial work or additional shifts in cases where shifts or portions of shifts were missed.

Grading

This course is offered to fulfill the requirements of the Advanced Emergency Medical Technician Certification Program. A final grade will be issued for the program after completion of all courses. There are two crucial characteristics of course grades that the student needs to consider:

1. While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry Cognitive Examination. Students may not expect articulation of individual course credits without success in the entire certification program.
2. There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency-based overall, which allows students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as often as necessary to achieve a satisfactory grade or as often as desired to improve or enhance competency. In most cases, assignments are considered

"open-book," which means the student is encouraged to use all tools at their disposal to demonstrate success in the task. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed or limitations on the tools or resources that may be used as a part of the effort.

Skills Labs Grading

Skills Labs are graded on a pass/fail basis. Students may be precluded from proceeding to next steps in this course if they have not demonstrated competency in particular psychomotor skills.

Proctored Assignments

Specific assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations that provide student proctoring. In such a case, the student will be responsible for paying for the proctoring session. At their sole discretion, the Axon Teaching Team may require that an assignment for a particular student be proctored, even if proctoring is not required for the same or similar assignment for all other students.

Standardized Examinations

Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment where the exam will be conducted. Unless otherwise indicated, Axon will allow students one attempt at the nationally standardized examinations without additional costs to students on the first attempt. Students will also be required to show satisfactory progress within this product. The student will have three additional attempts at no cost to the student. The Teaching Team can assign an alternative exam if needed.

FISDAP Readiness Exams and Individual Unit Exams

The institution permits a maximum of 4 attempts on any Readiness Exam and a maximum of 6 attempts on Unit Exams. Nevertheless, there are instances where the Teaching Team may exercise discretion to grant additional attempts to students who have demonstrated the appropriate attitude, aptitude, and academic diligence, indicating a genuine commitment to completing the Advanced EMT Program in its entirety.

At its discretion, the Teaching Team may grant alternative exams to students who meet the specified criteria at no additional cost to the student.

- The student must have exhausted all six attempts on a single unit exam and four attempts on a Readiness Exam from the Advanced EMT curriculum.
- The student must express their desire to continue in the program to the Student Support Department or the Instructional Support Department.

The standard passing score for all Fisdap exams is set at 70%. However, a score below this threshold may be considered acceptable based on a thorough evaluation of the student's academic performance, including factors such as overall progress in the program, demonstration of consistent effort, improvement over time, and other relevant criteria. This decision will be made at the discretion of the Teaching Team on a case-by-case basis.

Final Exams

This course will include a final examination. The exam may or may not require proctoring, and specific requirements will be provided in the Learning Management System. The Teaching Team has the authority to require proctoring on any assignment, including final examinations.

Where appropriate, final examinations may be conducted using nationally standardized exams. These exams, which are administered to thousands of students each year, may provide a more rigorous experience and highly predictive results of student success.

The "Cut Score" is 70. This score is assigned for final examinations, dictating the minimum score a student must achieve to complete the course or program successfully.

Portfolio

Every Advanced EMT student must complete the program-required portfolio of skills and patient care experiences before graduation. Each relevant skill and patient care encounter must be documented throughout the program. Students are encouraged to be vigilant in pursuing opportunities for skills and patient care experiences to achieve their totals. Students must complete 100% of their portfolio to complete the program successfully. All experiences must be documented appropriately as determined by the faculty.

Grade Calculation

The program-wide Grading Policy and the institution's Grading Scale are included in the Advanced EMT Program Common Syllabus Elements below. Students are encouraged to

read these items carefully and should be aware that there are program-wide pass-fail elements referred to as Critical Criteria that, if breached, may cause a student to be issued a failing grade for the entire program. Grades for this individual course will be calculated as follows:

Description	Percentage
Examinations Final Course Exam	40%
Homework Syllabus Understanding Chapter Objectives Review Chapter Reading Assignments Lecture/Labs Test Taking Strategies Skill Drills Simulations Ride Alongs EMTalk	40%
Quizzes Ebook Quiz Chapter Assessments	20%
Affect	Pass/Fail

Pass/Fail Affect

There are several elements that are not used to calculate your grade but must be passed in order to achieve an overall passing grade. These include:

- Critical Criteria Labs
- Field Internships and Clinical Internships
- Documentation of achievement of an American Heart Association BLS Card

Affective Grade

The Axon Education Latin Motto is "**Primum Respectum Date**" (**PREE-mum res-PECT-um DAH-tay**), which means "**first give respect.**" In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read **Critical Criterion #4 – Positive Affect Criterion** below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Badges

We use **badges** as a way to recognize and reward your accomplishments throughout the course. These digital credentials showcase your mastery of specific skills, completion of assignments, or achievement of milestones.

Exit Plan

Once the student has completed most of the online coursework, the Teaching Team will move the student to an Exit Plan. While it is the student's responsibility to manage the completion of all course requirements before the Maximum Course Duration date, during the Exit Plan phase of the course, the Teaching Team may assign deadlines to students to complete various course requirements, including attempts at the Readiness Exam, completion of Clinical Internships, completion of Field Internships, remediation exercises, attempts at practice exams, etc.

ADA Statement

At times, it may be necessary for students with special needs or disabilities to receive special or reasonable accommodation. Axon Education will make reasonable accommodations to

meet the needs of students with disabilities. To request an accommodation, students should contact Student Support at support@axoneducation.com.

Syllabus Affirmation Requirement

Each student must acknowledge receipt and understanding of all syllabi in the Canvas Learning Management System assignment.

Library Resources

A substantial collection of Open-Access literature is available to allied health students via the Internet. Students are encouraged to conduct research using these and other materials.

The institution's LMS system includes direct links to journals, articles, and books that are assigned readings and links to resources that may be used in student research and self-study. These resources are credible and substantial resources, which include peer-reviewed journals, books, and institutional research monographs, among other items. This approach is significant for multiple reasons but is particularly valuable because it will include items published in very recent time frames as well as items published previously. This allows students to see historical changes in thought patterns and medical procedures in a historical context.

Students will be encouraged to engage in critical thinking skills to help identify items such as peer-reviewed content and compare it to popular writing or opinion. The institution believes that developing these skills while in an academic program can encourage graduates to become lifelong learners with the capacity to discriminate among informational options.

The institution will develop corporate accounts with open-access (free) providers, and where corporate accounts do not serve the purpose well, we will encourage students to register with providers for personal access. While the list below is in no way exhaustive, examples of these resources include:

SpringerOpen (<https://www.springeropen.com/>)

SpringerOpen publishes a wide selection of open-access books across various disciplines but has specific science, technology, and medicine content.

Biomed Central (<http://www.biomedcentral.com/>)

Biomed Central makes scientific research freely accessible and discoverable through partnerships, innovation, and collaboration with the scientific community. Dedicated to open research, Biomed publishes over 290 quality peer-reviewed journals in Biology, Clinical Medicine, and Health.

MedKnow (<http://www.medknow.com/journals.asp>)

MedKnow provides open access to the official publications of various societies and associations. Most publications are peer-reviewed.

PubMed Central® (PMC) (<https://www.ncbi.nlm.nih.gov/pmc/>)

PubMed Central® (PMC) is a free full-text archive of biomedical and life sciences journal literature at the U.S. National Institutes of Health's National Library of Medicine (NIH/NLM).

Highwire (<http://highwire.stanford.edu/lists/freeart.dtl/>)

Highwire is based out of Stanford University and is a significant resource for open-access full-text science and medical content.

World Health Organization (<https://archive.org/details/worldhealthorganization>)

The World Health Organization Book Archive provides digital full-text copies of complete books with an exceptional search interface.

Pocket Prep (<https://www.pocketprep.com/>)

Students are provided with access to Pocket Prep. Information about obtaining a code is provided in the course.

Student learning resources are available and appropriate to the level and scope of educational offerings via the information provided in the syllabi. Students have access to the above-mentioned resources, as well as additional resources we provide within the course, such as Pocket Prep. Pocket Prep is a test prep resource that uses formative competency-based learning to help students ensure their understanding of the required materials and that they are ready for the certification/licensing test.



Advanced EMT Accelerated



Axon Education
Consortium



Advanced EMT Accelerated Course Syllabi





Welcome!

We care about your success! This syllabus is designed to provide you with all the information you need to navigate the course or program successfully.

If you need assistance, whether it's understanding course materials, meeting program requirements, or even scheduling time for tutoring or emotional support, please don't hesitate to reach out. You can contact us by email or phone, and we'll work with you to address your needs and support you every step of the way.

Getting Help

 Email: support@axoneducation.com

 Phone/Text: 325-218-4444

Schedule an audio or videoconference appointment: <https://axonedu.as.me>
(<https://axonedu.as.me/>)

Register for Skills Lab: <https://www.axoneducation.com/skills/>

(<https://www.axoneducation.com/skills/>)

Student Resource Forms: www.axoneducation.com/student-resources

(<http://www.axoneducation.com/student-resources>)

Register for Clinical/Field Internships <https://www.axoneducation.com/forms/clinical/>

(<https://www.axoneducation.com/forms/clinical/>)

Make a payment or check on a payment:

www.tfcstudentinfo.com (<http://www.tfcstudentinfo.com/>) or

☎ 800-872-9832

🎯 Mission

Our mission is to provide postsecondary healthcare education through an **effective, efficient, and student-centered online learning experience.**

🎯 Advanced EMT Program Goal and Objectives

The following information pertains to all courses in the Advanced EMT program.


Advanced EMT Program Goal

To prepare Advanced Emergency Medical Technicians who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

Advanced EMT Program Student Outcomes

- Graduates will be prepared to pass the National Registry of Advanced Emergency Medical Technicians Cognitive Examination.
- Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessments and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed and life-long learning.

Advanced EMT Program Description and Courses

 The Advanced EMT Program consists of the following courses:

- EMSP 1310 | Introduction to Advanced Practice and Public Health
- BIOL 2401 | Anatomy and Physiology
- EMSP 2355 | Clinical and Field Portfolio
- EMSP 1320 | Patient Assessment Airway Management
- EMSP 1330 | Pharmacology
- EMSP 1340 | Trauma Management and Life Support
- EMSP 1350 | Special Populations

 EMSP 1310 | Introduction to Advanced Practice and Public Health

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher

Prerequisite:

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0


BIOL 2401 | Anatomy and Physiology

Anatomy and Physiology provides an overview of anatomy and physiology appropriate for individuals entering an allied-medical field of study. This course gives students the knowledge needed to conduct emergency medical assessments of illnesses and injuries. Topics include medical terminology, anatomy, physiology, pathophysiology, and life-span development.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

NOTE: If you have submitted proof of completion of a similar or higher-level Anatomy and Physiology Course which you received credit for, you may not be required to complete this course. Please check with the School to ensure you are completing what is required.

Prerequisite: EMSP 1310

Corequisite: None

Credit

Total Credit	4
Lecture	3
Lab	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0


Pocket Prep

DESCRIPTION

Pocket Prep is an exciting tool for you to use as you prepare to take the NREMT at the end of your program. Pocket Prep's functionality will help you become more familiar with the types of questions you may encounter when you take the NREMT (National Registry of Emergency Medical Cognitive Exam).

Pocket Prep allows you to take a quick 10-question quiz, answer a daily question, create a quiz based on the desired categories and number of questions, or take a mock exam with up

to 150 questions. The questions can be broken down into the normal categories that the NREMT Cognitive Exam evaluates. The following categories represent the current categories in Pocket Prep: Medical; Obstetrics & Gynecology; Airway, Respiration & Ventilation; Cardiology & Resuscitation; Trauma; EMS (Emergency Medical Services) Operations; and EKG Monitoring (Paramedic students only).

REQUIRED MATERIALS

Pocket Prep Test App

Available in the App Store/Google Play

EXPECTATIONS

Students are expected to complete the majority of the questions in the question bank offered by Pocket Prep. The student will be given assignments in their learning management software (LMS) that directs them to complete quizzes based on the course material they are currently studying or their relationship to the end of the course. The student must report their completion of the quizzes in their course assignments honestly and accurately. Failure to honestly report the students' progress will result in a deduction of the student's Affect score and/or dismissal from the program for dishonesty.

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

EMSP 2355 | Clinical and Field Portfolio

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

Credit

Total Credit	3
Lecture	0
Lab	0
Clinical Experience	1.5
Field Experience	1.5
Capstone Internship	0

EMSP 1320 | Patient Assessment and Airway

Patient Assessment and Airway Management will guide the student through the development of critical thinking skills related to the practice of essential and standardized medical and trauma assessment techniques in an ALS prehospital environment. The course emphasizes airway management, advanced clinical decision-making, identification and treatment of life threats, and advanced assessment techniques.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401

Corequisite: EMSP 2140

This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises that may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0

Total Credit	3
Field Experience	0
Capstone Internship	0

 **EMSP 1330 | Pharmacology**

Pharmacology provides a base-level understanding of the chemistry, classification, and regulation of pharmaceuticals. Special emphasis is given to identification and use of medications used in the prehospital setting. Students study the impact of pharmaceuticals on medical and trauma assessment and the clinical decision-making process. The role of medical direction is discussed, as well as the optimal use of medication and the identification of adverse reactions to medications and contraindications.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1340 | Clinical and Field Portfolio**

Trauma Management and Life Support provides the student with an opportunity to apply ALS assessment and treatment requirements to the management of both simple and complex trauma emergencies. The course emphasizes the understanding of the mechanism of injury,

bleeding, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic trauma, and environmental emergencies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310, EMSP 1320, EMSP 1330, EMSP 2420 (if in Paramedic Program)

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1350 | Special Populations**

Special Populations addresses the special medical and trauma assessment techniques needed to best serve pediatric, geriatric, obstetric and special-needs patients. The course emphasizes physiological differentiation and appropriate treatment strategies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0


Advanced EMT Required Course Materials | Textbook

Nancy Caroline's Emergency Care in the Streets (9th Edition) Bundle ISBN13: 9781284219364

The bundle contains

- 1) **Caroline Premier Digital** (includes Fisdap Scheduler and Fisdap Skills Tracker), and
- 2) Fisdap assessment package.


Advanced EMT Required Course Materials | Software

Access to electronic patient recording software (provided by enrollment) Access to Canvas Learning Management System (LMS) [provided by enrollment].


Course/Program Format and Assignments

This course is presented in an online learning format. A general overview of course assignments is included in this syllabus. Specific and detailed information about all assignments is included in the Learning Management System (LMS). Students who perform poorly on a particular activity may be required to repeat the activity or may be assigned remedial work.

There is no exact schedule for this course. Students are encouraged to move through the course as quickly as they are able; however, the course must be completed by the deadline established by the Maximum Course Duration described below.

Course progress may be judged by

- 1.) whether the student is meeting the Minimum Activity Policy for the entire program described elsewhere in this syllabus and
- 2.) whether the Teaching Team believes the student is completing the work in a timeframe which will allow the student to complete the entire program within the Maximum Course Duration described elsewhere in this syllabus.

In all cases, if the Teaching Team determines that a student is struggling, then it has the authority to prescribe deadlines for specific assignments or the entire course.

Program/Course Outline

While the list included here is intended to be comprehensive, the exact scope and sequence of this course will be dictated by the assignments presented in the LMS. Unless noted otherwise, all prescribed assignments within each chapter are to be completed.

Learning Activities

Textbook Chapters– Every student has access to the e-books. Students will need to access the e-books through the LMS. Students are encouraged to use the e-books where possible to take advantage of any additional resources that may be presented during their reading.

Formative Tests– Chapter Quiz grades will be averaged together to provide you with a "quiz" grade.

Chapter Assessments– The LMS allows you to attempt a Chapter Assessment after completing all other chapter components. This will be an overall assessment of all critical knowledge within the chapter.

Mastery Quizzes- These quizzes will assess overall mastery of concepts covered related to our course and the curriculum.

EMTalk– An audio or video podcast from your instructors and guest speakers to introduce material, address student questions, and to promote student success. EMTalk will include supplemental material rather than presentation of the material presented in your text(s). These will be available at different times throughout the course. Look out for them and make sure to participate when they become available.

Subjective Assessment by Instructor– Instructors, in conjunction with the course coordinator, medical director, or other involved personnel, will provide a portion of your grade based on their own judgment. This grade may reflect your on-time attendance

at labs, clinical/field internships and willingness to assist other students in the learning process, etc.

Simulations and "Ride-Alongs"

These are specific homework assignments within Canvas that will guide students through scenarios giving them direction on how they should respond within the scope of practice of Advanced EMT in the field. Students will be required to use their critical thinking skills in order to follow along and make decisions as the provider throughout these homework assignments. These assignments are included in the "homework" grade issued within Canvas.

Documenting Field, Lab, and Clinical Internships

The institution mandates that every student who attends a clinical or field internship write a Patient Care Report, herein referred to as a PCR, for each patient they come into contact with. Each PCR must include completion of the required checkboxes and form selections, as well as a comprehensive narrative in CHART format, as described in the course content.

*Towards the end of each clinical and field experience, the student must prompt their preceptor to complete the end-of-shift evaluation requirements, as described in course content, and a preceptor sign-off before leaving the facility on that date. Failure to do so will require the student to complete another clinical/field experience to replace that shift date. The institution will not reach out to the site on the student's behalf to obtain those documents after the fact. **The student is prohibited from reaching out to the site on their own, as doing so would put the student at risk for administrative removal from the program.***

*The institution recognizes that students may not be able to write detailed PCRs while on their clinical or field internships due to reasons including, but not limited to a busy shift. **That being said, students will have up to 48 hours from shift end time to write their PCRs for that date and complete the required evaluations for which they are responsible.***

Program Critical Criteria

This course contains several Critical Criteria that, if unmet, could result in the issuance of a failing final grade for the course, regardless of the student's success or performance in other aspects of the course.

- **Critical Criterion #1 – Compliance Deadline Criterion** [\[02.04.002\]](https://policy.axoneducation.com/detail/02.04.002) 
[\[https://policy.axoneducation.com/detail/02.04.002\]](https://policy.axoneducation.com/detail/02.04.002)

- **Students will be given 30 days beyond their cohort start date to submit all required compliance documents and achieve Full Enrollment.**
- **Critical Criterion #2 – Minimum Activity Criterion** [\[02.08.001 ↗\]](https://policy.axoneducation.com/detail/02.08.001)
(<https://policy.axoneducation.com/detail/02.08.001>)
 - A student's minimum activity is evaluated each Monday for the preceding seven days (Monday through Sunday). Minimum activity includes:
 1. That the student is not behind on any course deadline, AND
 2. Any one or more of the following:
 - a. The student has logged in to the Learning Management System.
 - b. The student has attended a face-to-face session such as a Skills Lab.
 - c. The student has participated in a Field Experience and completed the necessary documentation for the experience.
 - d. The student has participated in a Clinical Experience and completed the necessary documentation for the experience.
 - e. The student has participated in a tutoring session.
 - f. The student has participated in a documented Student Success Call.
 - g. The student has attempted a Readiness Exam (FISDAP)
- **Critical Criterion #3 – Student Responsiveness Criterion**
 - The Teaching Team may establish that an individual has failed to achieve the Student Responsiveness Criterion by evaluating their pattern of communication. Students are expected to respond to institutional inquiries in a timely manner adequately. A student's adequate and timely responses to written inquiries, text messages, voicemails, and other means of communication from institutional representatives are considered mandatory elements of course progress, even when such inquiries are not directly related to academic performance.
- **Critical Criterion #4 – Positive Affect Criterion** [\[02.02.003 ↗\]](https://policy.axoneducation.com/detail/02.02.003)
(<https://policy.axoneducation.com/detail/02.02.003>)
 - The Teaching Team may establish that an individual has failed to achieve the Positive Affect Criterion if a student exhibits ongoing or acutely disruptive affect or unprofessional behavior to fellow students, institutional personnel, clinical partner personnel, or other stakeholders. Satisfactory student progress in this regard is established, among other means, by demonstrating a willingness to work as a productive team member with other students, and especially with clinical partners. This includes dressing, speaking, and acting professionally while in school contexts.

Momentum Score

Momentum Scores are calculated and distributed to students routinely during the Instructional Period.

Momentum Scores are expressed as a percentage, and students are awarded badges at various times during the instructional period if they have achieved a Momentum Score above 100%. The Momentum Score is not intended to predict overall student success, nor is it explicitly used in the assignment of any course grade.

Momentum Scores encourage self-evaluation and self-regulation related to your course activity. You are encouraged to monitor your Momentum Score to evaluate your progress, adjust your activity based on your appreciation of your progress, and seek help if necessary.

Advanced EMT Accelerated Maximum Instructional Deadline (MID)

The **Maximum Instructional Deadline (MID)** for this course is **30 weeks**. Students will have **30 weeks** from the cohort start date to complete all online assignments and complete at least one attempt at the Field Internship Student Data Acquisition Project (FISDAP) Comprehensive Readiness Exam.

Students must schedule their Readiness Exam before 30 days before their MID. Furthermore, Students must complete an initial attempt at the Readiness Exam before their MID.

Advanced EMT Maximum Course Duration

The **Maximum Course Duration (MCD)** for this course is **34 weeks**. The teaching team may extend the MCD at its sole discretion. The decision will be based on the student's demonstration of overall course progress, furloughs awarded due to special life circumstances, scheduled holidays, etc.

Students wishing to seek an extension should formally request an extension by submitting a FLEX Request through the link on the Student Resources Page. Extensions will only be considered if requested before the MCD deadline.

Students who remain in the course after the Maximum Instructional Deadline but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon courses each have a Maximum Course Duration, the courses employ adaptive learning technologies and are, therefore,

highly personalized for each student. Students may complete the course as rapidly as they are able to meet all requirements

Because this course is based upon a Flexible Time Schedule, a student may be assigned a failing grade for the course prior to the end of the Maximum Instructional Deadline or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug-screening, failure to meet compliance deadlines for documentation related to enrollment requirements, dismissal, or other reasons articulated in the course syllabus

Attendance Policy

This course is competency-based and is presented in an online format. There are no mandatory weekly sessions. Instead, students may move through the curriculum as quickly as they are able within a set of parameters (See Maximum Course Duration). There are mandatory face-to-face sessions or electronic meetings that must be attended; however, most of these sessions will be scheduled by the student. Attendance at skills labs, clinical internships, field internships, and scheduled tutoring sessions will be tracked, and students failing to appear or who arrive late for participation will be required to make up all sessions or missed content.

Attendance Policy Specific to Skills Labs

Students are required to attend at least three [3] face-to-face Immersive Skills Labs. Skills Labs generally last three days. Students will learn and practice hands-on skills during these labs and ultimately prepare for psychomotor skills evaluation. Students may be required to attend an additional Skills Lab if they have not demonstrated competency in the clinical/field setting.

Skills Labs are conducted regularly at the Abilene and Houston class locations. Students must schedule their first Skills Lab within 60 days of their official cohort start date and, when able, based on current offerings, all Skills Labs. Students are encouraged to sign up for the Skills Labs as early in the course as possible to ensure that they are able to attend sessions that are convenient to them in terms of timing.

Finally, students are encouraged to get away from routine responsibilities such as other schooling, work, family obligations, etc., during Skills Labs due to the need to focus intently on the lab instruction.

Students may register online by visiting <https://www.axoneducation.com/skills/>.  (<https://www.axoneducation.com/skills/>). Students should also arrange travel and sleeping accommodations as soon as possible after registering for their desired session dates.

Attendance Policy Specific to Clinical/Field Internships

Students must initiate the scheduling of their clinics **within 30 days of the completion of their final Skills Lab. Late arrival to, or failure to attend, a scheduled clinical experience or field experience without notifying Axon in advance will be treated as unprofessional behavior and may result in a breach of Critical Criterion #4 – Positive Affect (see below), and it could result in the student failing the course.**

It is understood that in rare cases, emergencies happen that could prevent a student from notifying Axon of the late arrival or cancellation in advance. Still, pre-notification of late arrival or cancellation is expected in all cases. All missed clinical internships, or field internships must be made up. The Teaching Team may also assign remedial work or additional shifts in cases where shifts or portions of shifts were missed.

Grading

This course is offered to fulfill the Advanced Emergency Medical Technician Certification Program requirements. After completing all courses, a final grade will be issued for the program. There are two crucial characteristics of course grades that the student needs to consider:

1. While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry Cognitive Examination. Students may not expect articulation of individual course credits without success in the entire certification program.
2. There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency-based overall, which allows students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as often as necessary to achieve a satisfactory grade or as often as desired to improve or enhance competency. In most cases, assignments are considered

"open-book," which means the student is encouraged to use all tools at their disposal to demonstrate success in the task. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed or limitations on the tools or resources that may be used as a part of the effort.

Skills Labs Grading

Skills Labs are graded on a pass/fail basis. Students may be precluded from proceeding to next steps in this course if they have not demonstrated competency in particular psychomotor skills.

Proctored Assignments

Specific assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations that provide student proctoring. In such a case, the student will be responsible for paying for the proctoring session. At their sole discretion, the Axon Teaching Team may require that an assignment for a particular student be proctored, even if proctoring is not required for the same or similar assignment for all other students.

Standardized Examinations

Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment where the exam will be conducted. Unless otherwise indicated, Axon will allow students one attempt at the nationally standardized examinations without additional costs to students on the first attempt. Students will also be required to show satisfactory progress within this product. The student will have three additional attempts at no cost to the student. The Teaching Team can assign an alternative exam if needed.

FISDAP Readiness Exams and Individual Unit Exams

The institution permits a maximum of 4 attempts on any Readiness Exam and a maximum of 6 attempts on Unit Exams. Nevertheless, there are instances where the Teaching Team may exercise discretion to grant additional attempts to students who have demonstrated the appropriate attitude, aptitude, and academic diligence, indicating a genuine commitment to completing the Advanced EMT Program in its entirety.

At its discretion, the Teaching Team may grant alternative exams to students who meet the specified criteria at no additional cost to the student.

- The student must have exhausted all six attempts on a single unit exam and four attempts on a Readiness Exam from the Advanced EMT curriculum.
- The student must express their desire to continue in the program to the Student Support Department or the Instructional Support Department.

The standard passing score for all Fisdap exams is set at 70%. However, a score below this threshold may be considered acceptable based on a thorough evaluation of the student's academic performance, including factors such as overall progress in the program, demonstration of consistent effort, improvement over time, and other relevant criteria. This decision will be made at the discretion of the Teaching Team on a case-by-case basis.

Final Exams

This course will include a final examination. The exam may or may not require proctoring, and specific requirements will be provided in the Learning Management System. The Teaching Team has the authority to require proctoring on any assignment, including final examinations.

Where appropriate, final examinations may be conducted using nationally standardized exams. These exams, which are administered to thousands of students each year, may provide a more rigorous experience and highly predictive results of student success.

The "Cut Score" is 70. This score is assigned for final examinations, dictating the minimum score a student must achieve to complete the course or program successfully.

Portfolio

Every Advanced EMT student must complete the program-required portfolio of skills and patient care experiences before graduation. Each relevant skill and patient care encounter must be documented throughout the program. Students are encouraged to be vigilant in pursuing opportunities for skills and patient care experiences to achieve their totals. Students must complete 100% of their portfolio to complete the program successfully. All experiences must be documented appropriately as determined by the faculty.

Grade Calculation

The program-wide Grading Policy and the institution's Grading Scale are included in the Advanced EMT Program Common Syllabus Elements below. Students are encouraged to

read these items carefully and should be aware that there are program-wide pass-fail elements referred to as Critical Criteria that, if breached, may cause a student to be issued a failing grade for the entire program. Grades for this individual course will be calculated as follows:

Description	Percentage
Examinations Final Course Exam	40%
Homework Syllabus Understanding Chapter Objectives Review Chapter Reading Assignments Lecture/Labs Test Taking Strategies Skill Drills Simulations Ride Alongs EMTalk	40%
Quizzes EBook Quiz Chapter Assessments	20%
Affect	Pass/Fail

Pass/Fail Affect

There are several elements that are not used to calculate your grade but must be passed in order to achieve an overall passing grade. These include:

- Critical Criteria Labs
- Field Internships and Clinical Internships
- Documentation of achievement of an American Heart Association BLS Card

Affective Grade

The Axon Education Latin Motto is "**Primum Respectum Date**" (**PREE-mum res-PECT-um DAH-tay**), which means "**first give respect.**" In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read **Critical Criterion #4 – Positive Affect Criterion** below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Badges

We use **badges** as a way to recognize and reward your accomplishments throughout the course. These digital credentials showcase your mastery of specific skills, completion of assignments, or achievement of milestones.

Exit Plan

Once the student has completed most of the online coursework, the Teaching Team will move the student to an Exit Plan. While it is the student's responsibility to manage the completion of all course requirements before the Maximum Course Duration date, during the Exit Plan phase of the course, the Teaching Team may assign deadlines to students to complete various course requirements, including attempts at the Readiness Exam, completion of Clinical Internships, completion of Field Internships, remediation exercises, attempts at practice exams, etc.

ADA Statement

At times, it may be necessary for students with special needs or disabilities to receive special or reasonable accommodation. Axon Education will make reasonable accommodations to

meet the needs of students with disabilities. To request an accommodation, students should contact Student Support at support@axoneducation.com.

Syllabus Affirmation Requirement

Each student must acknowledge receipt and understanding of all syllabi in the Canvas Learning Management System assignment.

Library Resources

A substantial collection of Open-Access literature is available to allied health students via the Internet. Students are encouraged to conduct research using these and other materials.

The institution's LMS system includes direct links to journals, articles, and books that are assigned readings and links to resources that may be used in student research and self-study. These resources are credible and substantial resources, which include peer-reviewed journals, books, and institutional research monographs, among other items. This approach is significant for multiple reasons but is particularly valuable because it will include items published in very recent time frames as well as items published previously. This allows students to see historical changes in thought patterns and medical procedures in a historical context.

Students will be encouraged to engage in critical thinking skills to help identify items such as peer-reviewed content and compare it to popular writing or opinion. The institution believes that developing these skills while in an academic program can encourage graduates to become lifelong learners with the capacity to discriminate among informational options.

The institution will develop corporate accounts with open-access (free) providers, and where corporate accounts do not serve the purpose well, we will encourage students to register with providers for personal access. While the list below is in no way exhaustive, examples of these resources include:

SpringerOpen (<https://www.springeropen.com/>)

SpringerOpen publishes a wide selection of open-access books across various disciplines but has specific science, technology, and medicine content.

Biomed Central (<http://www.biomedcentral.com/>)

Biomed Central makes scientific research freely accessible and discoverable through partnerships, innovation, and collaboration with the scientific community. Dedicated to open research, Biomed publishes over 290 quality peer-reviewed journals in Biology, Clinical Medicine, and Health.

MedKnow (<http://www.medknow.com/journals.asp>)

MedKnow provides open access to the official publications of various societies and associations. Most publications are peer-reviewed.

PubMed Central® (PMC) (<https://www.ncbi.nlm.nih.gov/pmc/>)

PubMed Central® (PMC) is a free full-text archive of biomedical and life sciences journal literature at the U.S. National Institutes of Health's National Library of Medicine (NIH/NLM).

Highwire (<http://highwire.stanford.edu/lists/freeart.dtl/>)

Highwire is based out of Stanford University and is a significant resource for open-access full-text science and medical content.

World Health Organization (<https://archive.org/details/worldhealthorganization>)

The World Health Organization Book Archive provides digital full-text copies of complete books with an exceptional search interface.

Pocket Prep (<https://www.pocketprep.com/>)

Students are provided with access to Pocket Prep. Information about obtaining a code is provided in the course.

Student learning resources are available and appropriate to the level and scope of educational offerings via the information provided in the syllabi. Students have access to the above-mentioned resources, as well as additional resources we provide within the course, such as Pocket Prep. Pocket Prep is a test prep resource that uses formative competency-based learning to help students ensure their understanding of the required materials and that they are ready for the certification/licensing test.



Paramedic



Axon Education
Consortium



Paramedic Course Syllabi





Welcome!


We care about your success! This syllabus is designed to provide you with all the information you need to navigate the course or program successfully.

If you need assistance, whether it's understanding course materials, meeting program requirements, or even scheduling time for tutoring or emotional support, please don't hesitate to reach out. You can contact us by email or phone, and we'll work with you to address your needs and support you every step of the way.

Getting Help

 Email: support@axoneducation.com

 Phone/Text: 325-218-4444

Schedule an audio or videoconference appointment: <https://axonedu.as.me> 

<https://axonedu.as.me>

Register for Skills Lab: <https://www.axoneducation.com/skills/> 

<https://www.axoneducation.com/skills/>

Student Resource Forms: www.axoneducation.com/student-resources 


(<http://www.axoneducation.com/student-resources>)

Register for Clinical/Field Internships <https://www.axoneducation.com/forms/clinical/> 

(<https://www.axoneducation.com/forms/clinical/>)

Make a payment or check on a payment:

www.tfcstudentinfo.com  (<http://www.tfcstudentinfo.com>) or

 800-872-9832

Mission

Our mission is to provide postsecondary healthcare education through an **effective, efficient, and student-centered** online learning experience.

Paramedic Program Goal and Objectives

The following information pertains to all courses in the Paramedic program.

Paramedic Program Goal

To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

Paramedic Program Student Outcomes

- Graduates will be prepared to pass the National Registry of Paramedic Cognitive Examination.
- Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessments and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and develop strategies for self-directed, life-long learning.

Paramedic Program Courses

The Paramedic Program consists of the following courses:

- EMSP 1310 | Introduction to Advanced Practice and Public Health
- BIOL 2401 | Anatomy and Physiology
- EMSP 2355 | Clinical and Field Portfolio
- EMSP 1320 | Patient Assessment Airway Management
- EMSP 1330 | Pharmacology
- EMSP 2420 | Cardiology
- EMSP 1340 | Trauma Management and Life Support
- EMSP 1350 | Special Populations
- EMSP 2410 | Medical Emergencies
- EMSP 2330 | EMS Operations
- EMSP 2140 | Assessment Based Management
- EMSP 2145 | Career Lab
- EMSP 2250 | Capstone Field Internship

Course information is listed below, and the module information is in the Program/Course Outline section.

 **EMSP 1310 | Introduction to Advanced Practice and Public Health**

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher

Prerequisite:

Corequisite:

Credit

Total Credit	3
Lecture	3

Total Credit	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

BIOL 2401 | Anatomy and Physiology

Anatomy and Physiology provides an overview of anatomy and physiology appropriate for individuals entering an allied-medical field of study. This course gives students the knowledge needed to conduct emergency medical assessments of illnesses and injuries. Topics include medical terminology, anatomy, physiology, pathophysiology, and life-span development.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

NOTE: If you have submitted proof of completion of a similar or higher-level Anatomy and Physiology Course which you received credit for, you may not be required to complete this course. Please check with the School to ensure you are completing what is required.

Prerequisite: EMSP 1310

Corequisite: None

Credit

Total Credit	4
Lecture	3
Lab	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0


EMSP 2355 | Clinical and Field Portfolio

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

Credit

Total Credit	3
Lecture	0
Lab	0
Clinical Experience	1.5
Field Experience	1.5
Capstone Internship	0


Pocket Prep

DESCRIPTION

Pocket Prep is an exciting tool for you to use as you prepare to take the NREMT at the end of your program. The functionality that Pocket Prep currently uses will help you to become more familiar with the types of questions you may encounter when you take the NREMT (National Registry of Emergency Medical Technicians) Cognitive Exam.

Pocket Prep allows you to take a quick 10-question quiz, answer a daily question, create a quiz based on the desired categories and number of questions, or take a mock exam with up to 150 questions. The questions can be broken down into the normal categories that the NREMT

Cognitive Exam evaluates. The following categories represent the current categories in Pocket Prep: Medical; Obstetrics & Gynecology; Airway, Respiration & Ventilation; Cardiology & Resuscitation; Trauma; EMS (Emergency Medical Services) Operations; and EKG Monitoring (Paramedic students only).

REQUIRED MATERIALS

Pocket Prep Test App
 Available in the App Store/Google Play

EXPECTATIONS

Students are expected to complete the majority of the questions in the question bank offered by Pocket Prep. The student will be given assignments in their learning management software (LMS) that directs them to complete quizzes based on the course material they are currently studying or their relationship to the end of the course. The student must report their completion of the quizzes in their course assignments honestly and accurately. Failure to honestly report the students' progress will result in a deduction of the student's Affect score and/or dismissal from the program for dishonesty.

 **EMSP 1320 | Patient Assessment and Airway**

Patient Assessment and Airway Management will guide the student through the development of critical thinking skills related to the practice of essential and standardized medical and trauma assessment techniques in an ALS prehospital environment. The course emphasizes airway management, advanced clinical decision-making, identification and treatment of life threats, and advanced assessment techniques.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401

Corequisite: EMSP 2140

This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises that may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0

Total Credit	3
Clinical Experience	0
Field Experience	0
Capstone Internship	0

Rx EMSP 1330 | Pharmacology

Pharmacology provides a base-level understanding of the chemistry, classification, and regulation of pharmaceuticals. Special emphasis is given to identification and use of medications used in the prehospital setting. Students study the impact of pharmaceuticals on medical and trauma assessment and the clinical decision-making process. The role of medical direction is discussed, as well as the optimal use of medication and the identification of adverse reactions to medications and contraindications.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

♥ EMSP 2420 | Cardiology

Cardiology is a deep introduction to prehospital cardiac assessment and treatment for ALS providers. Topics include cardiac anatomy and basic physiology, electrophysiology, calculating rates, vectors and the basic beat, 12-lead ECGs, electrocardiography and arrhythmia recognition, rhythm strip interpretation, normal sinus rhythm, sinus bradycardia, sinus tachycardia, sinus arrhythmia, sinus blocks, etc. Emphasis is given to accurate identification of arrhythmia in a broad variety of contexts.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330

Corequisite:

If you are completing the Advanced EMT Program you do not need to complete this course.

Credit

Total Credit	4
Lecture	4
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1340 | Trauma Management and Life Support**

Trauma Management and Life Support provides the student with an opportunity to apply ALS assessment and treatment requirements to the management of both simple and complex trauma emergencies. The course emphasizes the understanding of mechanism of injury, bleeding, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic trauma, and environmental emergencies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310, EMSP 1320, EMSP 1330, EMSP 2420 (if in Paramedic Program)

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1350 | Special Populations**

Special Populations addresses the special medical and trauma assessment techniques needed to best serve pediatric, geriatric, obstetric and special-needs patients. The course emphasizes physiological differentiation and appropriate treatment strategies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0

Total Credit	3
Capstone Internship	0


EMSP 2410 | Medical Emergencies

Medical Emergencies provides a student with an overview of a variety of medical emergencies. The student will be expected to apply ALS assessment and treatment techniques to the management of both simple and complex medical emergencies.

Topics include respiratory emergencies, cardiovascular emergencies, neurological emergencies, diseases of the eyes, ears, nose, and throat, abdominal and gastrointestinal, genitourinary and renal emergencies, gynecologic emergencies, endocrine emergencies, hematologic emergencies, immunologic emergencies, infectious diseases, and toxicology.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	4
Lecture	4
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0


EMSP 2330 | EMS Operations

EMS Operations will serve as a review of the operations side of Emergency Medical Services that the student would have gained at the EMT provider level. Emphasis will include ALS leadership for operational decision-making.

Topics include transport operations, incident management, mass-casualty incidents, vehicle extrication and special rescue, hazardous materials, terrorism response, disaster response, and crime scene awareness.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 2140 | Assessment Based Management**

Assessment Based Management is designed to allow the student to demonstrate competency through high-fidelity simulations. Students will maintain enrollment in this course for the duration of the program and may, therefore, be concurrently enrolled in this course and others prior to enrollment in EMSP 2250 Capstone Field Experience. Students will engage in increasingly complex scenarios that require them to demonstrate the comprehension of course material, psychomotor skills, and behavior required to manage a successful patient encounter.

Prerequisites: BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 – May be concurrent with non-prerequisite courses.

Credit

Total Credit	1
Lecture	0
Lab	1

Total Credit	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 2145 | Career Lab

Career Lab provides students with intensive study opportunities to prepare for and complete the Paramedic Program Readiness Exam, which subsequently prepares them for the National Registry of Emergency Medical Technicians Paramedic Cognitive Examination. Additionally, students are required to obtain the American Heart Association Advanced Cardiovascular Life Support card and the American Heart Association Pediatric Advance Life Support card. Students will attempt the Paramedic Program Readiness Exam multiple times. Based on student performance, remedial exercises may be assigned.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program), EMSP 2330, EMSP 2140

Corequisite: EMSP 2250. This course may be concurrent continuous enrollment with EMSP 2250.

Note: Portions of the requirements for this course (ACLS & PALS) may be completed through third-party American Heart Association providers at the student's expense.

Credit

Total Credit	1
Lecture	0
Lab	1
Clinical Experience	0
Field Experience	0

Total Credit	1
Capstone Internship	0

EMSP 2250 | Capstone Field Internship

The Capstone Field Internship will serve to allow the student/paramedic candidate to operate in the role of a lead paramedic on a working ambulance operating in a 911/emergency setting. Students will continue to demonstrate and document competencies, which include skills performed or interpreted across a variety of patient ages, differential diagnoses, or complaints, but as a part of the Capstone Field Internship, will focus on completing and documenting a specific number of team leads representing a variety of skills. It is impossible to predict the frequency or mix of live-patient encounters that may occur during a given field internship experience.

- **As a result, it is impossible to specify in advance the number of hours that may be required to complete the Capstone Field Internship. The requirements for the course presume a nominal face-to-face involvement of at least 120 hours. Students are responsible for scheduling and completing a sufficient number of field internship hours necessary to obtain the minimum number of 120 hours and 20 team leads that are transported to the emergency department.**
- **The Paramedic candidate can only count team leads for our program that are initiated through the 911 System, or as an emergency transfer for higher level of care from a facility to an emergency department.**

Definitions

- **911/Emergency Setting:**
 - Any emergency response that is initiated by a call to the emergency dispatch center. They may also include transfers from stand-alone emergency departments, nursing homes, assisted living facilities, or urgent care clinics; so long as the patient is being transported to a higher level of care. These do not include interfacility transfers where the end destination is not an emergency department, unless transport is from a lower level of care to a higher level of care.
- **Team Lead:**
 - The Paramedic student must conduct a comprehensive assessment, establish a field impression, determine patient acuity, formulate a treatment plan, direct the treatment, and direct and participate in the transport of the patient to a medical facility, transfer of care to a higher level of medical authority, or termination of care in the field (cardiac arrest patients only).
- **Facility:**
 - Any health care facility providing long-term care, specialized nursing, acute, urgent care, primary care, or radiological services.
- **Emergency Department:**

- Department or room within a hospital as determined by federal or state law for the provision of emergency health care services. This does not include freestanding emergency medical care facilities.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program), EMSP 2330, EMSP 2140

Corequisite:

Credit

Total Credit	2
Lecture	0
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	2

 Paramedic Required Course Materials | Textbook(s)

Nancy Caroline's Emergency Care in the Streets (9th Edition) Bundle ISBN13: 9781284219364

The bundle contains 1) Caroline Premier Digital (includes FISDAP Scheduler and FISDAP Skills Tracker), 2) FISDAP assessment package paramedic, and 3) Arrhythmia Recognition book + companion website.

Introduction to Basic Cardiac Dysrhythmias, 5th Edition, ISBN 978-1-284-13968-6 (Atwood, Sandra; Stanton, Cheryl; Storey-Davenport, Jenny (The book is included in tuition, and you will receive it during Skills Lab.

 Paramedic Required Course Materials | Software

Access to electronic patient recording software (provided by enrollment) Access to Canvas Learning Management System (LMS) [provided by enrollment].

 **Course/Program Format and Assignments**

This course is presented in an online learning format. A general overview of course assignments is included in this syllabus. Specific and detailed information about all assignments is included in the Learning Management System (LMS). Students who perform poorly on a particular activity may be required to repeat the activity or may be assigned remedial work.

There is no exact schedule for this course. Students are encouraged to move through the course as quickly as they are able; however, the course must be completed by the deadline established by the Maximum Course Duration described below.

Course progress may be judged by

- 1.) whether the student is meeting the Minimum Activity Policy for the entire program described elsewhere in this syllabus and
- 2.) whether the Teaching Team believes the student is completing the work in a timeframe which will allow the student to complete the entire program within the Maximum Course Duration described elsewhere in this syllabus.

In all cases, if the Teaching Team determines that a student is struggling, then it has the authority to prescribe deadlines for specific assignments or the entire course.

 **Program/Course Outline**

While the list included here is intended to be comprehensive, the exact scope and sequence of this course will be dictated by the assignments presented in the LMS. Unless noted otherwise, all prescribed assignments within each chapter must be completed.

- ✓ [Helpful Student Resources \(https://axoneducation.instructure.com/courses/260/modules/7309\)](https://axoneducation.instructure.com/courses/260/modules/7309)
- ✓ [Get Started Here \(https://axoneducation.instructure.com/courses/260/modules/7310\)](https://axoneducation.instructure.com/courses/260/modules/7310)
- ✓ [Module | Introduction \(https://axoneducation.instructure.com/courses/260/modules/7311\)](https://axoneducation.instructure.com/courses/260/modules/7311)
- ✓ [Access eBook | Nancy Caroline's Emergency Care in the Streets 9th Edition \(https://axoneducation.instructure.com/courses/260/modules/7458\)](https://axoneducation.instructure.com/courses/260/modules/7458)
- ✓ [Modules 1 - 6 | Syllabus | Introduction to Advanced Practice and Public Health Unit | EMSP 1310 \(https://axoneducation.instructure.com/courses/260/modules/7312\)](https://axoneducation.instructure.com/courses/260/modules/7312)
- ✓ [Module 1 | EMS Systems | Chapter 1 | EMSP 1310 \(https://axoneducation.instructure.com/courses/260/modules/7313\)](https://axoneducation.instructure.com/courses/260/modules/7313)
- ✓ [Module 2 | Workforce Safety and Wellness | Chapter 2 | EMSP 1310 \(https://axoneducation.instructure.com/courses/260/modules/7314\)](https://axoneducation.instructure.com/courses/260/modules/7314)

- ✓ [Module 3 | Public Health | Chapter 3 | EMSP 1310](https://axoneducation.instructure.com/courses/260/modules/7316)
(<https://axoneducation.instructure.com/courses/260/modules/7316>)
- ✓ [Module 4 | Medical, Legal, and Ethical Issues | Chapter 4 | EMSP 1310](https://axoneducation.instructure.com/courses/260/modules/7317)
(<https://axoneducation.instructure.com/courses/260/modules/7317>)
- ✓ [Module 4A | Compliance Module](https://axoneducation.instructure.com/courses/260/modules/7318)
(<https://axoneducation.instructure.com/courses/260/modules/7318>)
- ✓ [Module 5 | Communications | Chapter 5 | EMSP 1310](https://axoneducation.instructure.com/courses/260/modules/7319)
(<https://axoneducation.instructure.com/courses/260/modules/7319>)
- ✓ [Module 6 | Documentation | Chapter 6 | EMSP 1310](https://axoneducation.instructure.com/courses/260/modules/7320)
(<https://axoneducation.instructure.com/courses/260/modules/7320>)
- ✓ [EMSP 1310 | Introduction to Advanced Practice and Public Health | Course Completion Module](https://axoneducation.instructure.com/courses/260/modules/11242) (<https://axoneducation.instructure.com/courses/260/modules/11242>)
- ✓ [Module 7 | Syllabus | Clinical and Field Portfolio Unit | EMSP 2355](https://axoneducation.instructure.com/courses/260/modules/7321)
(<https://axoneducation.instructure.com/courses/260/modules/7321>)
- ✓ [Modules 8 - 12 | Syllabus | Anatomy and Physiology Unit | BIOL 2401](https://axoneducation.instructure.com/courses/260/modules/7323)
(<https://axoneducation.instructure.com/courses/260/modules/7323>)
- ✓ [Module 8 | HIPAA Compliance in Pre-hospital Care](https://axoneducation.instructure.com/courses/260/modules/7322)
(<https://axoneducation.instructure.com/courses/260/modules/7322>)
- ✓ [Module 9 | Medical Terminology | Chapter 7 | BIOL 2401](https://axoneducation.instructure.com/courses/260/modules/7324)
(<https://axoneducation.instructure.com/courses/260/modules/7324>)
- ✓ [Module 10 | Anatomy and Physiology | Chapter 8 | BIOL 2401](https://axoneducation.instructure.com/courses/260/modules/7325)
(<https://axoneducation.instructure.com/courses/260/modules/7325>)
- ✓ [Module 11 | Pathophysiology | Chapter 9 | BIOL 2401](https://axoneducation.instructure.com/courses/260/modules/7326)
(<https://axoneducation.instructure.com/courses/260/modules/7326>)
- ✓ [Module 12 | Life Span Development | Chapter 10 | BIOL 2401](https://axoneducation.instructure.com/courses/260/modules/7327)
(<https://axoneducation.instructure.com/courses/260/modules/7327>)
- ✓ [BIOL 2401 | Anatomy and Physiology | Course Completion Module](https://axoneducation.instructure.com/courses/260/modules/11244)
(<https://axoneducation.instructure.com/courses/260/modules/11244>)
- ✓ [Pocket Prep | Syllabus](https://axoneducation.instructure.com/courses/260/modules/11936) (<https://axoneducation.instructure.com/courses/260/modules/11936>)
- ✓ [Modules 13 - 16 | Syllabus | Patient Assessment and Airway Management Unit | EMSP 1320](https://axoneducation.instructure.com/courses/260/modules/7328)
(<https://axoneducation.instructure.com/courses/260/modules/7328>)
- ✓ [Module 13 | Patient Assessment | Chapter 11 | EMSP 1320](https://axoneducation.instructure.com/courses/260/modules/7329)
(<https://axoneducation.instructure.com/courses/260/modules/7329>)
- ✓ [Module 14 | Critical Thinking and Clinical Decision Making | Chapter 12 | EMSP 1320](https://axoneducation.instructure.com/courses/260/modules/7330)
(<https://axoneducation.instructure.com/courses/260/modules/7330>)

- ✓ [Module 15 | Airway Management | Chapter 16 | EMSP 1320](https://axoneducation.instructure.com/courses/260/modules/7331)
(<https://axoneducation.instructure.com/courses/260/modules/7331>)
- ✓ [Module 16 | Respiratory Emergencies | Chapter 17 | EMSP 1320](https://axoneducation.instructure.com/courses/260/modules/7332)
(<https://axoneducation.instructure.com/courses/260/modules/7332>)
- ✓ [EMSP 1320 | Patient Assessment and Airway Management | Course Completion Module](https://axoneducation.instructure.com/courses/260/modules/11245)
(<https://axoneducation.instructure.com/courses/260/modules/11245>)
- ✓ [Modules 17 - 19 | Syllabus | Pharmacology Unit | EMSP 1330](https://axoneducation.instructure.com/courses/260/modules/7334)
(<https://axoneducation.instructure.com/courses/260/modules/7334>)
- ✓ [Module 17 | Principles of Pharmacology | Chapter 13 | EMSP 1330](https://axoneducation.instructure.com/courses/260/modules/7335)
(<https://axoneducation.instructure.com/courses/260/modules/7335>)
- ✓ [Module 18 | Medication Administration | Chapter 14 | EMSP 1330](https://axoneducation.instructure.com/courses/260/modules/7336)
(<https://axoneducation.instructure.com/courses/260/modules/7336>)
- ✓ [Module 19 | Emergency Medications | Chapter 15 | EMSP 1330](https://axoneducation.instructure.com/courses/260/modules/7337)
(<https://axoneducation.instructure.com/courses/260/modules/7337>)
- ✓ [EMSP 1330 | Pharmacology | Course Completion Module](https://axoneducation.instructure.com/courses/260/modules/11246)
(<https://axoneducation.instructure.com/courses/260/modules/11246>)
- ✓ [Modules 20 - 32 | Syllabus | Cardiology Unit | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7338)
(<https://axoneducation.instructure.com/courses/260/modules/7338>)
- ✓ [Module 20 | Cardiovascular Emergencies | Chapter 18 | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7370)
(<https://axoneducation.instructure.com/courses/260/modules/7370>)
- ✓ [Module 21 | Anatomy and Basic Physiology | Chapter 1 | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7339)
(<https://axoneducation.instructure.com/courses/260/modules/7339>)
- ✓ [Module 22 | Monitoring and Telemetry | Cardiology Chapter 2 | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7340)
(<https://axoneducation.instructure.com/courses/260/modules/7340>)
- ✓ [Module 23 | Sinus and Atrial Dysrhythmias | Cardiology Chapter 3 | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7341)
(<https://axoneducation.instructure.com/courses/260/modules/7341>)
- ✓ [Module 24 | Junctional Dysrhythmias | Cardiology Chapter 4 | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7342)
(<https://axoneducation.instructure.com/courses/260/modules/7342>)
- ✓ [Module 25 | Heart Blocks | Cardiology Chapter 5 | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7343)
(<https://axoneducation.instructure.com/courses/260/modules/7343>)
- ✓ [Module 26 | Ventricular Dysrhythmias | Cardiology Chapter 6 | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7344)
(<https://axoneducation.instructure.com/courses/260/modules/7344>)
- ✓ [Module 27 | Funny Looking Beats and Pacemaker Rhythms | Cardiology Chapter 7 | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7345)
(<https://axoneducation.instructure.com/courses/260/modules/7345>)

- ✓ [Module 28 | Dysrhythmia Review | Cardiology Chapter 8 | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7346)
(<https://axoneducation.instructure.com/courses/260/modules/7346>)
- ✓ [Module 29 | Medication Review and Adult Treatment Guidelines | Cardiology Chapter 9 | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7347)
(<https://axoneducation.instructure.com/courses/260/modules/7347>)
- ✓ [Module 30 | Dysrhythmia Interpretation Practice | Cardiology Chapter 10 | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7348)
(<https://axoneducation.instructure.com/courses/260/modules/7348>)
- ✓ [Module 31 | Case Studies | Cardiology Chapter 11 | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7349)
(<https://axoneducation.instructure.com/courses/260/modules/7349>)
- ✓ [Module 32 | Introduction to Basic 12-Lead ECG Interpretation | Cardiology Chapter 12 | EMSP 2420](https://axoneducation.instructure.com/courses/260/modules/7350)
(<https://axoneducation.instructure.com/courses/260/modules/7350>)
- ✓ [EMSP 2420 | Cardiology | Course Completion Module](https://axoneducation.instructure.com/courses/260/modules/11249)
(<https://axoneducation.instructure.com/courses/260/modules/11249>)
- ✓ [Modules 33 - 42 | Syllabus | Trauma Management and Life Support Unit | EMSP 1340](https://axoneducation.instructure.com/courses/260/modules/7352)
(<https://axoneducation.instructure.com/courses/260/modules/7352>)
- ✓ [Module 33 | Trauma Systems and Mechanism of Injury | Chapter 30 | EMSP 1340](https://axoneducation.instructure.com/courses/260/modules/7353)
(<https://axoneducation.instructure.com/courses/260/modules/7353>)
- ✓ [Module 34 | Bleeding | Chapter 31 | EMSP 1340](https://axoneducation.instructure.com/courses/260/modules/7354)
(<https://axoneducation.instructure.com/courses/260/modules/7354>)
- ✓ [Module 35 | Soft-Tissue Trauma | Chapter 32 | EMSP 1340](https://axoneducation.instructure.com/courses/260/modules/7355)
(<https://axoneducation.instructure.com/courses/260/modules/7355>)
- ✓ [Module 36 | Burns | Chapter 33 | EMSP 1340](https://axoneducation.instructure.com/courses/260/modules/7356)
(<https://axoneducation.instructure.com/courses/260/modules/7356>)
- ✓ [Module 37 | Face and Neck Trauma | Chapter 34 | EMSP 1340](https://axoneducation.instructure.com/courses/260/modules/7357)
(<https://axoneducation.instructure.com/courses/260/modules/7357>)
- ✓ [Module 38 | Head and Spine Trauma | Chapter 35 | EMSP 1340](https://axoneducation.instructure.com/courses/260/modules/7358)
(<https://axoneducation.instructure.com/courses/260/modules/7358>)
- ✓ [Module 39 | Chest Trauma | Chapter 36 | EMSP 1340](https://axoneducation.instructure.com/courses/260/modules/7359)
(<https://axoneducation.instructure.com/courses/260/modules/7359>)
- ✓ [Module 40 | Abdominal and Genitourinary Trauma | Chapter 37 | EMSP 1340](https://axoneducation.instructure.com/courses/260/modules/7360)
(<https://axoneducation.instructure.com/courses/260/modules/7360>)
- ✓ [Module 41 | Orthopaedic Trauma | Chapter 38 | EMSP 1340](https://axoneducation.instructure.com/courses/260/modules/7361)
(<https://axoneducation.instructure.com/courses/260/modules/7361>)
- ✓ [Module 42 | Environmental Emergencies | Chapter 39 | EMSP 1340](https://axoneducation.instructure.com/courses/260/modules/7362)
(<https://axoneducation.instructure.com/courses/260/modules/7362>)

- ✓ [EMSP 1340 | Trauma Management and Life Support | Course Completion Module](https://axoneducation.instructure.com/courses/260/modules/11248)
(<https://axoneducation.instructure.com/courses/260/modules/11248>)
- ✓ [Modules 43 - 47 | Syllabus | Special Populations Unit | EMSP 1350](https://axoneducation.instructure.com/courses/260/modules/7363)
(<https://axoneducation.instructure.com/courses/260/modules/7363>)
- ✓ [Module 43 | Obstetrics | Chapter 42 | EMSP 1350](https://axoneducation.instructure.com/courses/260/modules/7364)
(<https://axoneducation.instructure.com/courses/260/modules/7364>)
- ✓ [Module 44 | Neonatal Care | Chapter 43 | EMSP 1350](https://axoneducation.instructure.com/courses/260/modules/7365)
(<https://axoneducation.instructure.com/courses/260/modules/7365>)
- ✓ [Module 45 | Pediatric Emergencies | Chapter 44 | EMSP 1350](https://axoneducation.instructure.com/courses/260/modules/7366)
(<https://axoneducation.instructure.com/courses/260/modules/7366>)
- ✓ [Module 46 | Geriatric Emergencies | Chapter 45 | EMSP 1350](https://axoneducation.instructure.com/courses/260/modules/7367)
(<https://axoneducation.instructure.com/courses/260/modules/7367>)
- ✓ [Module 47 | Special Populations | Chapter 46 | EMSP 1350](https://axoneducation.instructure.com/courses/260/modules/7368)
(<https://axoneducation.instructure.com/courses/260/modules/7368>)
- ✓ [EMSP 1350 | Special Populations | Course Completion Module](https://axoneducation.instructure.com/courses/260/modules/11247)
(<https://axoneducation.instructure.com/courses/260/modules/11247>)
- ✓ [Modules 48 - 58 | Syllabus | Medical Emergencies Unit | EMSP 2410](https://axoneducation.instructure.com/courses/260/modules/7369)
(<https://axoneducation.instructure.com/courses/260/modules/7369>)
- ✓ [Module 48 | Neurologic Emergencies | Chapter 19 | EMSP 2410](https://axoneducation.instructure.com/courses/260/modules/7371)
(<https://axoneducation.instructure.com/courses/260/modules/7371>)
- ✓ [Module 49 | Diseases of the Eyes, Ears, Nose, and Throat | Chapter 20 | EMSP 2410](https://axoneducation.instructure.com/courses/260/modules/7372)
(<https://axoneducation.instructure.com/courses/260/modules/7372>)
- ✓ [Module 50 | Abdominal and Gastrointestinal Emergencies | Chapter 21 | EMSP 2410](https://axoneducation.instructure.com/courses/260/modules/7373)
(<https://axoneducation.instructure.com/courses/260/modules/7373>)
- ✓ [Module 51 | Genitourinary and Renal Emergencies | Chapter 22 | EMSP 2410](https://axoneducation.instructure.com/courses/260/modules/7374)
(<https://axoneducation.instructure.com/courses/260/modules/7374>)
- ✓ [Module 52 | Gynecologic Emergencies | Chapter 23 | EMSP 2410](https://axoneducation.instructure.com/courses/260/modules/7375)
(<https://axoneducation.instructure.com/courses/260/modules/7375>)
- ✓ [Module 53 | Endocrine Emergencies | Chapter 24 | EMSP 2410](https://axoneducation.instructure.com/courses/260/modules/7376)
(<https://axoneducation.instructure.com/courses/260/modules/7376>)
- ✓ [Module 54 | Hematologic Emergencies | Chapter 25 | EMSP 2410](https://axoneducation.instructure.com/courses/260/modules/7377)
(<https://axoneducation.instructure.com/courses/260/modules/7377>)
- ✓ [Module 55 | Immunologic Emergencies | Chapter 26 | EMSP 2410](https://axoneducation.instructure.com/courses/260/modules/7378)
(<https://axoneducation.instructure.com/courses/260/modules/7378>)

- ✓ [Module 56 | Infectious Diseases | Chapter 27 | EMSP 2410](https://axoneducation.instructure.com/courses/260/modules/7379)
(<https://axoneducation.instructure.com/courses/260/modules/7379>)
- ✓ [Module 57 | Toxicology | Chapter 28 | EMSP 2410](https://axoneducation.instructure.com/courses/260/modules/7380)
(<https://axoneducation.instructure.com/courses/260/modules/7380>)
- ✓ [Module 58 | Psychiatric Emergencies | Chapter 29 | EMSP 2410](https://axoneducation.instructure.com/courses/260/modules/7381)
(<https://axoneducation.instructure.com/courses/260/modules/7381>)
- ✓ [EMSP 2410 | Medical Emergencies | Course Completion Module](https://axoneducation.instructure.com/courses/260/modules/11256)
(<https://axoneducation.instructure.com/courses/260/modules/11256>)
- ✓ [Modules 59 - 65 | Syllabus | EMS Operations Unit | EMSP 2330](https://axoneducation.instructure.com/courses/260/modules/7382)
(<https://axoneducation.instructure.com/courses/260/modules/7382>)
- ✓ [Module 59 | Transport Operations | Chapter 47 | EMSP 2330](https://axoneducation.instructure.com/courses/260/modules/7383)
(<https://axoneducation.instructure.com/courses/260/modules/7383>)
- ✓ [Module 60 | Incident Management and Mass-Casualty Incidents | Chapter 48 | EMSP 2330](https://axoneducation.instructure.com/courses/260/modules/7384)
(<https://axoneducation.instructure.com/courses/260/modules/7384>)
- ✓ [Module 61 | Vehicle Extrication and Special Rescue | Chapter 49 | EMSP 2330](https://axoneducation.instructure.com/courses/260/modules/7385)
(<https://axoneducation.instructure.com/courses/260/modules/7385>)
- ✓ [Module 62 | Hazardous Materials | Chapter 50 | EMSP 2330](https://axoneducation.instructure.com/courses/260/modules/7386)
(<https://axoneducation.instructure.com/courses/260/modules/7386>)
- ✓ [Module 63 | Terrorism Response | Chapter 51 | EMSP 2330](https://axoneducation.instructure.com/courses/260/modules/7387)
(<https://axoneducation.instructure.com/courses/260/modules/7387>)
- ✓ [Module 64 | Disaster Response | Chapter 52 | EMSP 2330](https://axoneducation.instructure.com/courses/260/modules/7388)
(<https://axoneducation.instructure.com/courses/260/modules/7388>)
- ✓ [Module 65 | Crime Scene Awareness | Chapter 53 | EMSP 2330](https://axoneducation.instructure.com/courses/260/modules/7389)
(<https://axoneducation.instructure.com/courses/260/modules/7389>)
- ✓ [EMSP 2330 | EMS Operations | Course Completion Module](https://axoneducation.instructure.com/courses/260/modules/11252)
(<https://axoneducation.instructure.com/courses/260/modules/11252>)
- ✓ [Modules 66 - 68 | Syllabus | Assessment Based Management Unit | EMSP 2140](https://axoneducation.instructure.com/courses/260/modules/7390)
(<https://axoneducation.instructure.com/courses/260/modules/7390>)
- ✓ [Module 66 | Responding to the Field Code | Chapter 40 | EMSP 2140](https://axoneducation.instructure.com/courses/260/modules/7391)
(<https://axoneducation.instructure.com/courses/260/modules/7391>)
- ✓ [Module 67 | Management and Resuscitation of the Critical Patient | Chapter 41 | EMSP 2140](https://axoneducation.instructure.com/courses/260/modules/7392)
(<https://axoneducation.instructure.com/courses/260/modules/7392>)
- ✓ [Module 68 | Paramedic Readiness Exam on FISDAP](https://axoneducation.instructure.com/courses/260/modules/8802)
(<https://axoneducation.instructure.com/courses/260/modules/8802>)

- ✓ [Module 69 | Syllabus | Career Lab Unit | EMSP 2145](https://axoneducation.instructure.com/courses/260/modules/7393)
(<https://axoneducation.instructure.com/courses/260/modules/7393>)
- ✓ [EMSP 2145 | Career Lab | Course Completion Module](https://axoneducation.instructure.com/courses/260/modules/11254)
(<https://axoneducation.instructure.com/courses/260/modules/11254>)
- ✓ [Module 70 | Syllabus | Capstone Lead Internship Unit | EMSP 2250](https://axoneducation.instructure.com/courses/260/modules/7394)
(<https://axoneducation.instructure.com/courses/260/modules/7394>)
- ✓ [Paramedic Discussions](https://axoneducation.instructure.com/courses/260/modules/7399) (<https://axoneducation.instructure.com/courses/260/modules/7399>)
- ✓ [Appendix: Career Development](https://axoneducation.instructure.com/courses/260/modules/7457)
(<https://axoneducation.instructure.com/courses/260/modules/7457>)
- ✓ [TestPrep](https://axoneducation.instructure.com/courses/260/modules/7401) (<https://axoneducation.instructure.com/courses/260/modules/7401>)
- ✓ [Simulations](https://axoneducation.instructure.com/courses/260/modules/7402) (<https://axoneducation.instructure.com/courses/260/modules/7402>)
- ✓ [Virtual Ride -Alongs](https://axoneducation.instructure.com/courses/260/modules/7403) (<https://axoneducation.instructure.com/courses/260/modules/7403>)

Learning Activities

Textbook Chapters– Every student has access to the e-books. Students will need to access the e-books through the LMS. Students are encouraged to use the e-books where possible to take advantage of any additional resources that may be presented during their reading.

Formative Tests– Chapter Quiz grades will be averaged together to provide you with a "quiz" grade.

Chapter Assessments– The LMS allows you to attempt a Chapter Assessment after completing all other chapter components. This will be an overall assessment of all critical knowledge within the chapter.

Mastery Quizzes- These quizzes will assess overall mastery of concepts covered related to our course and the curriculum.

EMTalk– An audio or video podcast from your instructors and guest speakers to introduce material, address student questions, and to promote student success. EMTalk will include supplemental material rather than presentation of the material presented in your text(s). These will be available at different times throughout the course. Look out for them and make sure to participate when they become available.

Subjective Assessment by Instructor– Instructors, in conjunction with the course coordinator, medical director, or other involved personnel, will provide a portion of your

grade based on their own judgment. This grade may reflect your on-time attendance at labs, clinical/field internships and willingness to assist other students in the learning process, etc.

Simulations and "Ride-Alongs"

These are specific homework assignments within Canvas that will guide students through scenarios giving them direction on how they should respond within the scope of practice of Paramedic in the field. Students will be required to use their critical thinking skills in order to follow along and make decisions as the provider throughout these homework assignments. These assignments are included in the "homework" grade issued within Canvas.

Documenting Field, Lab, and Clinical Internships


The institution mandates that every student who attends a clinical or field internship write a Patient Care Report, herein referred to as a PCR, for each patient they come into contact with. Each PCR must include completion of the required checkboxes and form selections, as well as a comprehensive narrative in CHART format, as described in the course content.

*Towards the end of each clinical and field experience, the student must prompt their preceptor to complete the end-of-shift evaluation requirements, as described in course content, and a preceptor sign-off before leaving the facility on that date. Failure to do so will require the student to complete another clinical/field experience to replace that shift date. The institution will not reach out to the site on the student's behalf to obtain those documents after the fact. **The student is prohibited from reaching out to the site on their own, as doing so would put the student at risk for administrative removal from the program.***

*The institution recognizes that students may not be able to write detailed PCRs while on their clinical or field internships due to reasons including, but not limited to a busy shift. **That being said, students will have up to 48 hours from shift end time to write their PCRs for that date and complete the required evaluations for which they are responsible.***

Program Critical Criteria

This course contains several Critical Criteria that, if unmet, could result in the issuance of a failing final grade for the course, regardless of the student's success or performance in other aspects of the course.


- **Critical Criterion #1 – Compliance Deadline Criterion** [\[02.04.002\]](#) 
[\[https://policy.axoneducation.com/detail/02.04.002\]](https://policy.axoneducation.com/detail/02.04.002)
 - **Students will be given 30 days beyond their cohort start date to submit all required compliance documents and achieve Full Enrollment.**

- **Critical Criterion #2 – Minimum Activity Criterion** [\[02.08.001 ↗\]](https://policy.axoneducation.com/detail/02.08.001)
[\[https://policy.axoneducation.com/detail/02.08.001.\]](https://policy.axoneducation.com/detail/02.08.001)
 - A student's minimum activity is evaluated each Monday for the preceding seven days (Monday through Sunday). Minimum activity includes:
 1. That the student is not behind on any course deadline, AND
 2. Any one or more of the following:
 - a. The student has logged in to the Learning Management System.
 - b. The student has attended a face-to-face session such as a Skills Lab.
 - c. The student has participated in a Field Experience and completed the necessary documentation for the experience.
 - d. The student has participated in a Clinical Experience and completed the necessary documentation for the experience.
 - e. The student has participated in a tutoring session.
 - f. The student has participated in a documented Student Success Call.
 - g. The student has attempted a Readiness Exam (FISDAP)

- **Critical Criterion #3 – Student Responsiveness Criterion**
 - The Teaching Team may establish that an individual has failed to achieve the Student Responsiveness Criterion by evaluating their pattern of communication. Students are expected to respond to institutional inquiries in a timely manner adequately. A student's adequate and timely responses to written inquiries, text messages, voicemails, and other means of communication from institutional representatives are considered mandatory elements of course progress, even when such inquiries are not directly related to academic performance.

- **Critical Criterion #4 – Positive Affect Criterion** [\[02.02.003 ↗\]](https://policy.axoneducation.com/detail/02.02.003)
[\[https://policy.axoneducation.com/detail/02.02.003.\]](https://policy.axoneducation.com/detail/02.02.003)
 - The Teaching Team may establish that an individual has failed to achieve the Positive Affect Criterion if a student exhibits ongoing or acutely disruptive affect or unprofessional behavior to fellow students, institutional personnel, clinical partner personnel, or other stakeholders. Satisfactory student progress in this regard is established, among other means, by demonstrating a willingness to work as a productive team member with other students, and especially with clinical partners. This includes dressing, speaking, and acting professionally while in school contexts.

Momentum Score

 Momentum Scores are calculated and distributed to students routinely during the Instructional Period.

Momentum Scores are expressed as a percentage, and students are awarded badges at various times during the instructional period if they have achieved a Momentum Score above 100%. The Momentum Score is not intended to predict overall student success, nor is it explicitly used in the assignment of any course grade.

Momentum Scores encourage self-evaluation and self-regulation related to your course activity. You are encouraged to monitor your Momentum Score to evaluate your progress, adjust your activity based on your appreciation of your progress, and seek help if necessary.

Paramedic Maximum Instructional Deadline (MID)

The **Maximum Instructional Deadline (MID)** for this course is **70 weeks**. Students will have 70 weeks from the cohort start date to complete all online assignments and complete at least one attempt at the Field Internship Student Data Acquisition Project (FISDAP) Comprehensive Readiness Exam.

Students must schedule their Readiness Exam before 30 days before their MID. Furthermore, Students must complete an initial attempt at the Readiness Exam before their MID.

Paramedic Maximum Course Duration

The **Maximum Course Duration (MCD)** for this course is **78 weeks**. The teaching team may extend the MCD at its sole discretion. The decision will be based on the student's demonstration of overall course progress, furloughs awarded due to special life circumstances, scheduled holidays, etc.

Students wishing to seek an extension should formally request an extension by submitting a FLEX Request through the link on the Student Resources Page. Extensions will only be considered if requested before the MCD deadline.

Students who remain in the course after the Maximum Instructional Deadline but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon courses each have a Maximum Course Duration, the courses employ adaptive learning technologies and are, therefore, highly personalized for each student. Students may complete the course as rapidly as they are able to meet all requirements

Because this course is based upon a Flexible Time Schedule, a student may be assigned a failing grade for the course prior to the end of the Maximum Instructional Deadline or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug- screening, failure to meet compliance deadlines for documentation related to enrollment requirements, dismissal, or other reasons articulated in the course syllabus

Attendance Policy


This course is competency-based and is presented in an online format. There are no mandatory weekly sessions. Instead, students may move through the curriculum as quickly as they are able within a set of parameters (See Maximum Course Duration). There are mandatory face-to-face sessions or electronic meetings that must be attended; however, most of these sessions will be scheduled by the student. Attendance at skills labs, clinical internships, field internships, and scheduled tutoring sessions will be tracked, and students failing to appear or who arrive late for participation will be required to make up all sessions or missed content.

Attendance Policy Specific to Skills Labs

Students are required to attend at least three [3] face-to-face Immersive Skills Labs. Skills Labs generally last two days. Students will learn and practice hands-on skills during these labs and ultimately prepare for psychomotor skills evaluation. Students may be required to attend an additional Skills Lab if they have not demonstrated competency in the clinical/field setting.

Skills Labs are conducted regularly at the Abilene and Houston class locations. Students must schedule their first Skills Lab within 60 days of their official cohort start date and, when able, based on current offerings, all Skills Labs. Students are encouraged to sign up for the Skills Labs as early in the course as possible to ensure that they are able to attend sessions that are convenient to them in terms of timing.

Finally, students are encouraged to get away from routine responsibilities such as other schooling, work, family obligations, etc., during Skills Labs due to the need to focus intently on the lab instruction.

Students may register online by visiting <https://www.axoneducation.com/skills/>.  [\(https://www.axoneducation.com/skills/\)](https://www.axoneducation.com/skills/). Students should also arrange travel and sleeping accommodations as soon as possible after registering for their desired session dates.

Attendance Policy Specific to Clinical/Field Internships

Students must initiate the scheduling of their clinics **within 30 days of the completion of their final Skills Lab. Late arrival to, or failure to attend, a scheduled clinical experience or field experience without notifying Axon in advance will be treated as unprofessional behavior and may result in a breach of Critical Criterion #4 – Positive Affect (see below), and it could result in the student failing the course.**

It is understood that in rare cases, emergencies happen that could prevent a student from notifying Axon of the late arrival or cancellation in advance. Still, pre-notification of late arrival or cancellation is expected in all cases. All missed clinical internships, or field internships must be made up. The Teaching Team may also assign remedial work or additional shifts in cases where shifts or portions of shifts were missed.

Grading

This course is offered to fulfill the requirements of the Paramedic Certification Program. A final grade will be issued for the program after completion of all courses. There are two crucial characteristics of course grades that the student needs to consider:

1. While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry Cognitive Examination. Students may not expect articulation of individual course credits without success in the entire certification program.
2. There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency-based overall, which allows students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as often as necessary to achieve a satisfactory grade or as often as desired to improve or enhance competency. In most cases, assignments are considered "open-book," which means the student is encouraged to use all tools at their disposal to demonstrate success in the task. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed or limitations on the tools or resources that may be used as a part of the effort.

Skills Labs Grading

Skills Labs are graded on a pass/fail basis. Students may be precluded from proceeding to next steps in this course if they have not demonstrated competency in particular psychomotor skills.

Proctored Assignments

Specific assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations that provide student proctoring. In such a case, the student will be responsible for paying for the proctoring session. At their sole discretion, the Axon Teaching Team may require that an assignment for a particular student be proctored, even if proctoring is not required for the same or similar assignment for all other students.

Standardized Examinations

Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment where the exam will be conducted. Unless otherwise indicated, Axon will allow students one attempt at the nationally standardized examinations without additional costs to students on the first attempt. Students will also be required to show satisfactory progress within this product. The student will have three additional attempts at no cost to the student. The Teaching Team can assign an alternative exam if needed.

FISDAP Readiness Exams and Individual Unit Exams

The institution permits a maximum of 4 attempts on any Readiness Exam and a maximum of 6 attempts on Unit Exams. Nevertheless, there are instances where the Teaching Team may exercise discretion to grant additional attempts to students who have demonstrated the appropriate attitude, aptitude, and academic diligence, indicating a genuine commitment to completing the Paramedic Program in its entirety.

At its discretion, the Teaching Team may grant alternative exams to students who meet the specified criteria at no additional cost to the student.

- The student must have exhausted all six attempts on a single unit exam and four attempts on a Readiness Exam from the Paramedic curriculum.
- The student must express their desire to continue in the program to the Student Support Department or the Instructional Support Department.

The standard passing score for all FISDAP exams is set at 70%. However, a score below this threshold may be considered acceptable based on a thorough evaluation of the student's

academic performance, including factors such as overall progress in the program, demonstration of consistent effort, improvement over time, and other relevant criteria. This decision will be made at the discretion of the Teaching Team on a case-by-case basis.

Final Exams

This course will include a final examination. The exam may or may not require proctoring, and specific requirements will be provided in the Learning Management System. The Teaching Team has the authority to require proctoring on any assignment, including final examinations.

Where appropriate, final examinations may be conducted using nationally standardized exams. These exams, which are administered to thousands of students each year, may provide a more rigorous experience and highly predictive results of student success.

The "Cut Score" is 70. This score is assigned for final examinations, dictating the minimum score a student must achieve to complete the course or program successfully.

Portfolio

Every paramedic student must complete the program-required portfolio of skills and patient care experiences before graduation. Each relevant skill and patient care encounter must be documented throughout the program. Students are encouraged to be vigilant in pursuing opportunities for skills and patient care experiences to achieve their totals. Students must complete 100% of their portfolio to complete the program successfully. All experiences must be documented appropriately as determined by the faculty.

Grade Calculation

The program-wide Grading Policy and the institution's Grading Scale are included in the Paramedic Program Common Syllabus Elements below. Students are encouraged to read these items carefully and should be aware that there are program-wide pass-fail elements referred to as Critical Criteria that, if breached, may cause a student to be issued a failing grade for the entire program. Grades for this individual course will be calculated as follows:

Description	Percentage
Examinations	
Final Course Exam	40%

Description	Percentage
Homework Syllabus Understanding Chapter Objectives Review Chapter Reading Assignments Lecture/Labs Test Taking Strategies Skill Drills Simulations Ride Alongs Cardiology Flashcards EMTalk	40%
Quizzes Ebook Quiz Chapter Assessments	20%
Affect	Pass/Fail

Pass/Fail Affect

There are several elements that are not used to calculate your grade but must be passed in order to achieve an overall passing grade. These include:

- o Critical Criteria Labs
- o Field Internships and Clinical Internships
- o Documentation of achievement of an American Heart Association BLS Card

 **Affective Grade**

The Axon Education Latin Motto is "**Primum Respectum Datur**" (**PREE-mum res-PECT-um DAH-tay**), which means "**first give respect.**" In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read **Critical Criterion #4 – Positive Affect Criterion** below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

 **Badges**

We use **badges** as a way to recognize and reward your accomplishments throughout the course. These digital credentials showcase your mastery of specific skills, completion of assignments, or achievement of milestones.

 **Exit Plan**

Once the student has completed most of the online coursework, the Teaching Team will move the student to an Exit Plan. While it is the student's responsibility to manage the completion of all course requirements before the Maximum Course Duration date, during the Exit Plan phase of the course, the Teaching Team may assign deadlines to students to complete various course requirements, including attempts at the Readiness Exam, completion of Clinical Internships, completion of Field Internships, remediation exercises, attempts at practice exams, etc.

 **ADA Statement**

At times, it may be necessary for students with special needs or disabilities to receive special or reasonable accommodation. Axon Education will make reasonable accommodations to meet the needs of students with disabilities. To request an accommodation, students should contact Student Support at support@axoneducation.com.

 **Syllabus Affirmation Requirement**

Each student must acknowledge receipt and understanding of all syllabi in the Canvas Learning Management System assignment.

 **Library Resources**

A substantial collection of Open-Access literature is available to allied health students via the Internet. Students are encouraged to conduct research using these and other materials.

The institution's LMS system includes direct links to journals, articles, and books that are assigned readings and links to resources that may be used in student research and self-study. These resources are credible and substantial resources, which include peer-reviewed journals, books, and institutional research monographs, among other items. This approach is significant for multiple reasons but is particularly valuable because it will include items published in very recent time frames as well as items published previously. This allows students to see historical changes in thought patterns and medical procedures in a historical context.

Students will be encouraged to engage in critical thinking skills to help identify items such as peer-reviewed content and compare it to popular writing or opinion. The institution believes that developing these skills while in an academic program can encourage graduates to become lifelong learners with the capacity to discriminate among informational options.

The institution will develop corporate accounts with open-access (free) providers, and where corporate accounts do not serve the purpose well, we will encourage students to register with providers for personal access. While the list below is in no way exhaustive, examples of these resources include:

SpringerOpen (<https://www.springeropen.com/>)

SpringerOpen publishes a wide selection of open-access books across various disciplines but has specific science, technology, and medicine content.

Biomed Central (<http://www.biomedcentral.com/>)

Biomed Central makes scientific research freely accessible and discoverable through partnerships, innovation, and collaboration with the scientific community. Dedicated to open research, Biomed publishes over 290 quality peer-reviewed journals in Biology, Clinical Medicine, and Health.

MedKnow (<http://www.medknow.com/journals.asp>)

MedKnow provides open access to the official publications of various societies and associations. Most publications are peer-reviewed.

PubMed Central® (PMC) (<https://www.ncbi.nlm.nih.gov/pmc/>)

PubMed Central® (PMC) is a free full-text archive of biomedical and life sciences journal literature at the U.S. National Institutes of Health's National Library of Medicine (NIH/NLM).

Highwire (<http://highwire.stanford.edu/lists/freeart.dtl/>)

Highwire is based out of Stanford University and is a significant resource for open-access full-text science and medical content.

World Health Organization (<https://archive.org/details/worldhealthorganization>)

The World Health Organization Book Archive provides digital full-text copies of complete books with an exceptional search interface.

Pocket Prep (<https://www.pocketprep.com/>)

Students are provided with access to Pocket Prep. Information about obtaining a code is provided in the course.

Student learning resources are available and appropriate to the level and scope of educational offerings via the information provided in the syllabi. Students have access to the above-mentioned resources, as well as additional resources we provide within the course, such as Pocket Prep. Pocket Prep is a test prep resource that uses formative competency-based learning to help students ensure their understanding of the required materials and that they are ready for the certification/licensing test.



Paramedic Accelerated



Paramedic Accelerated Course Syllabi





Welcome!


We care about your success! This syllabus is designed to provide you with all the information you need to navigate the course or program successfully.

If you need assistance, whether it's understanding course materials, meeting program requirements, or even scheduling time for tutoring or emotional support, please don't hesitate to reach out. You can contact us by email or phone, and we'll work with you to address your needs and support you every step of the way.

Getting Help

 Email: support@axoneducation.com

 Phone/Text: 325-218-4444

Schedule an audio or videoconference appointment: <https://axonedu.as.me> 
(<https://axonedu.as.me>)

Register for Skills Lab: <https://www.axoneducation.com/skills/> 
(<https://www.axoneducation.com/skills/>)

Student Resource Forms: www.axoneducation.com/student-resources 


(<http://www.axoneducation.com/student-resources>)

Register for Clinical/Field Internships <https://www.axoneducation.com/forms/clinical/> 

(<https://www.axoneducation.com/forms/clinical/>)

Make a payment or check on a payment:

www.tfcstudentinfo.com  (<http://www.tfcstudentinfo.com>) or

 800-872-9832

Mission

Our mission is to provide postsecondary healthcare education through an **effective, efficient, and student-centered** online learning experience.

Paramedic Accelerated Program Goal and Objectives

The following information pertains to all courses in the Paramedic program.

Paramedic Program Goal

To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

Paramedic Program Student Outcomes

- Graduates will be prepared to pass the National Registry of Paramedic Cognitive Examination.
- Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessments and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and develop strategies for self-directed, life-long learning.

Paramedic Accelerated Program Courses

The Paramedic Program consists of the following courses:

- EMSP 1310 | Introduction to Advanced Practice and Public Health
- BIOL 2401 | Anatomy and Physiology
- EMSP 2355 | Clinical and Field Portfolio
- EMSP 1320 | Patient Assessment Airway Management
- EMSP 1330 | Pharmacology
- EMSP 2420 | Cardiology
- EMSP 1340 | Trauma Management and Life Support
- EMSP 1350 | Special Populations
- EMSP 2410 | Medical Emergencies
- EMSP 2330 | EMS Operations
- EMSP 2140 | Assessment Based Management
- EMSP 2145 | Career Lab
- EMSP 2250 | Capstone Field Internship

Course information is listed below, and the module information is in the Program/Course Outline section.

 **EMSP 1310 | Introduction to Advanced Practice and Public Health**

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher

Prerequisite:

Corequisite:

Credit

Total Credit	3
Lecture	3

Total Credit	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

BIOL 2401 | Anatomy and Physiology

Anatomy and Physiology provides an overview of anatomy and physiology appropriate for individuals entering an allied-medical field of study. This course gives students the knowledge needed to conduct emergency medical assessments of illnesses and injuries. Topics include medical terminology, anatomy, physiology, pathophysiology, and life-span development.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

NOTE: If you have submitted proof of completion of a similar or higher-level Anatomy and Physiology Course which you received credit for, you may not be required to complete this course. Please check with the School to ensure you are completing what is required.

Prerequisite: EMSP 1310

Corequisite: None

Credit

Total Credit	4
Lecture	3
Lab	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0


EMSP 2355 | Clinical and Field Portfolio

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

Credit

Total Credit	3
Lecture	0
Lab	0
Clinical Experience	1.5
Field Experience	1.5
Capstone Internship	0


Pocket Prep

DESCRIPTION

Pocket Prep is an exciting tool for you to use as you prepare to take the NREMT at the end of your program. The functionality that Pocket Prep currently uses will help you to become more familiar with the types of questions you may encounter when you take the NREMT (National Registry of Emergency Medical Technicians) Cognitive Exam.

Pocket Prep allows you to take a quick 10-question quiz, answer a daily question, create a quiz based on the desired categories and number of questions, or take a mock exam with up to 150 questions. The questions can be broken down into the normal categories that the NREMT

Cognitive Exam evaluates. The following categories represent the current categories in Pocket Prep: Medical; Obstetrics & Gynecology; Airway, Respiration & Ventilation; Cardiology & Resuscitation; Trauma; EMS (Emergency Medical Services) Operations; and EKG Monitoring (Paramedic students only).

REQUIRED MATERIALS

Pocket Prep Test App
 Available in the App Store/Google Play

EXPECTATIONS

Students are expected to complete the majority of the questions in the question bank offered by Pocket Prep. The student will be given assignments in their learning management software (LMS) that directs them to complete quizzes based on the course material they are currently studying or their relationship to the end of the course. The student must report their completion of the quizzes in their course assignments honestly and accurately. Failure to honestly report the students' progress will result in a deduction of the student's Affect score and/or dismissal from the program for dishonesty.

 **EMSP 1320 | Patient Assessment and Airway**

Patient Assessment and Airway Management will guide the student through the development of critical thinking skills related to the practice of essential and standardized medical and trauma assessment techniques in an ALS prehospital environment. The course emphasizes airway management, advanced clinical decision-making, identification and treatment of life threats, and advanced assessment techniques.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401

Corequisite: EMSP 2140

This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises that may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0

Total Credit	3
Clinical Experience	0
Field Experience	0
Capstone Internship	0

Rx EMSP 1330 | Pharmacology

Pharmacology provides a base-level understanding of the chemistry, classification, and regulation of pharmaceuticals. Special emphasis is given to identification and use of medications used in the prehospital setting. Students study the impact of pharmaceuticals on medical and trauma assessment and the clinical decision-making process. The role of medical direction is discussed, as well as the optimal use of medication and the identification of adverse reactions to medications and contraindications.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

📍 EMSP 2420 | Cardiology

Cardiology is a deep introduction to prehospital cardiac assessment and treatment for ALS providers. Topics include cardiac anatomy and basic physiology, electrophysiology, calculating rates, vectors and the basic beat, 12-lead ECGs, electrocardiography and arrhythmia recognition, rhythm strip interpretation, normal sinus rhythm, sinus bradycardia, sinus tachycardia, sinus arrhythmia, sinus blocks, etc. Emphasis is given to accurate identification of arrhythmia in a broad variety of contexts.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330

Corequisite:

If you are completing the Advanced EMT Program you do not need to complete this course.

Credit

Total Credit	4
Lecture	4
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1340 | Trauma Management and Life Support**

Trauma Management and Life Support provides the student with an opportunity to apply ALS assessment and treatment requirements to the management of both simple and complex trauma emergencies. The course emphasizes the understanding of mechanism of injury, bleeding, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic trauma, and environmental emergencies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310, EMSP 1320, EMSP 1330, EMSP 2420 (if in Paramedic Program)

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1350 | Special Populations**

Special Populations addresses the special medical and trauma assessment techniques needed to best serve pediatric, geriatric, obstetric and special-needs patients. The course emphasizes physiological differentiation and appropriate treatment strategies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0

Total Credit	3
Capstone Internship	0


EMSP 2410 | Medical Emergencies

Medical Emergencies provides a student with an overview of a variety of medical emergencies. The student will be expected to apply ALS assessment and treatment techniques to the management of both simple and complex medical emergencies.

Topics include respiratory emergencies, cardiovascular emergencies, neurological emergencies, diseases of the eyes, ears, nose, and throat, abdominal and gastrointestinal, genitourinary and renal emergencies, gynecologic emergencies, endocrine emergencies, hematologic emergencies, immunologic emergencies, infectious diseases, and toxicology.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	4
Lecture	4
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0


EMSP 2330 | EMS Operations

EMS Operations will serve as a review of the operations side of Emergency Medical Services that the student would have gained at the EMT provider level. Emphasis will include ALS leadership for operational decision-making.

Topics include transport operations, incident management, mass-casualty incidents, vehicle extrication and special rescue, hazardous materials, terrorism response, disaster response, and crime scene awareness.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 2140 | Assessment Based Management**

Assessment Based Management is designed to allow the student to demonstrate competency through high-fidelity simulations. Students will maintain enrollment in this course for the duration of the program and may, therefore, be concurrently enrolled in this course and others prior to enrollment in EMSP 2250 Capstone Field Experience. Students will engage in increasingly complex scenarios that require them to demonstrate the comprehension of course material, psychomotor skills, and behavior required to manage a successful patient encounter.

Students will attend a minimum of 3 two-day skills lab sessions culminating in lab experiences that mimic the National Registry of Emergency Medical Technicians (NREMT) - Paramedic Examinations. Because the course is competency-based, students may be required to attend more than the minimum number of skills-lab sessions in order to achieve course success.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite:

Corequisite: This course may require concurrent continuous enrollment with any and possibly all courses.

Credit

Total Credit	1
Lecture	0
Lab	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 2145 | Career Lab**

Career Lab provides students with intensive study opportunities to prepare for and complete the Paramedic Program Readiness Exam, which subsequently prepares them for the National Registry of Emergency Medical Technicians Paramedic Cognitive Examination. Additionally, students are required to obtain the American Heart Association Advanced Cardiovascular Life Support card and the American Heart Association Pediatric Advance Life Support card. Students will attempt the Paramedic Program Readiness Exam multiple times. Based on student performance, remedial exercises may be assigned.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program), EMSP 2330, EMSP 2140

Corequisite: EMSP 2250. This course may be concurrent continuous enrollment with EMSP 2250.

Note: Portions of the requirements for this course (ACLS & PALS) may be completed through third-party American Heart Association providers at the student's expense.

Credit

Total Credit	1
Lecture	0
Lab	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 2250 | Capstone Field Internship

The Capstone Field Internship will serve to allow the student/paramedic candidate to operate in the role of a lead paramedic on a working ambulance operating in a 911/emergency setting. Students will continue to demonstrate and document competencies, which include skills performed or interpreted across a variety of patient ages, differential diagnoses, or complaints, but as a part of the Capstone Field Internship, will focus on completing and documenting a specific number of team leads representing a variety of skills. It is impossible to predict the frequency or mix of live-patient encounters that may occur during a given field internship experience.

- **As a result, it is impossible to specify in advance the number of hours that may be required to complete the Capstone Field Internship. The requirements for the course presume a nominal face-to-face involvement of at least 120 hours. Students are responsible for scheduling and completing a sufficient number of field internship hours necessary to obtain the minimum number of 120 hours and 20 team leads that are transported to the emergency department.**
- **The Paramedic candidate can only count team leads for our program that are initiated through the 911 System, or as an emergency transfer for higher level of care from a facility to an emergency department.**

Definitions

- **911/Emergency Setting:**
 - Any emergency response that is initiated by a call to the emergency dispatch center. They may also include transfers from stand-alone emergency departments, nursing homes, assisted living facilities, or urgent care clinics; so long as the patient is being transported to a higher level of care. These do not include interfacility transfers where the end destination is not an emergency department, unless transport is from a lower level of care to a higher level of care.
- **Team Lead:**

- The Paramedic student must conduct a comprehensive assessment, establish a field impression, determine patient acuity, formulate a treatment plan, direct the treatment, and direct and participate in the transport of the patient to a medical facility, transfer of care to a higher level of medical authority, or termination of care in the field (cardiac arrest patients only).
- **Facility:**
 - Any health care facility providing long-term care, specialized nursing, acute, urgent care, primary care, or radiological services.
- **Emergency Department:**
 - Department or room within a hospital as determined by federal or state law for the provision of emergency health care services. This does not include freestanding emergency medical care facilities.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program), EMSP 2330, EMSP 2140

Corequisite:

Credit

Total Credit	2
Lecture	0
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	2

 **Paramedic Required Course Materials | Textbook(s)**

Nancy Caroline's Emergency Care in the Streets (9th Edition) Bundle ISBN13: 9781284219364

The bundle contains 1) Caroline Premier Digital (includes Fisdap Scheduler and Fisdap Skills Tracker), 2) Fisdap assessment package paramedic, and 3) Arrhythmia Recognition book + companion website

Introduction to Basic Cardiac Dysrhythmias, 5th Edition, ISBN 978-1-284-13968-6 (Atwood, Sandra; Stanton, Cheryl; Storey-Davenport, Jenny (The book is included in tuition, and you will receive it during Skills Lab.

Paramedic Required Course Materials | Software

Access to electronic patient recording software (provided by enrollment) Access to Canvas Learning Management System (LMS) [provided by enrollment].

Course/Program Format and Assignments

This course is presented in an online learning format. A general overview of course assignments is included in this syllabus. Specific and detailed information about all assignments is included in the Learning Management System (LMS). Students who perform poorly on a particular activity may be required to repeat the activity or may be assigned remedial work.

There is no exact schedule for this course. Students are encouraged to move through the course as quickly as they are able; however, the course must be completed by the deadline established by the Maximum Course Duration described below.

Course progress may be judged by

- 1.) whether the student is meeting the Minimum Activity Policy for the entire program described elsewhere in this syllabus and
- 2.) whether the Teaching Team believes the student is completing the work in a timeframe which will allow the student to complete the entire program within the Maximum Course Duration described elsewhere in this syllabus.

In all cases, if the Teaching Team determines that a student is struggling, then it has the authority to prescribe deadlines for specific assignments or the entire course.

Program/Course Outline

While the list included here is intended to be comprehensive, the exact scope and sequence of this course will be dictated by the assignments presented in the LMS. Unless noted otherwise, all prescribed assignments within each chapter must be completed.

Program/Course Outline

Learning Activities

Textbook Chapters– Every student has access to the e-books. Students will need to access the e-books through the LMS. Students are encouraged to use the e-books where possible to take advantage of any additional resources that may be presented during their reading.

Formative Tests– Chapter Quiz grades will be averaged together to provide you with a "quiz" grade.

Chapter Assessments– The LMS allows you to attempt a Chapter Assessment after completing all other chapter components. This will be an overall assessment of all critical knowledge within the chapter.

Mastery Quizzes- These quizzes will assess overall mastery of concepts covered related to our course and the curriculum.

EMTalk– An audio or video podcast from your instructors and guest speakers to introduce material, address student questions, and to promote student success. EMTalk will include supplemental material rather than presentation of the material presented in your text(s). These will be available at different times throughout the course. Look out for them and make sure to participate when they become available.

Subjective Assessment by Instructor– Instructors, in conjunction with the course coordinator, medical director, or other involved personnel, will provide a portion of your grade based on their own judgment. This grade may reflect your on-time attendance at labs, clinical/field internships and willingness to assist other students in the learning process, etc.

Simulations and "Ride-Alongs"

These are specific homework assignments within Canvas that will guide students through scenarios giving them direction on how they should respond within the scope of practice of Paramedic in the field. Students will be required to use their critical thinking skills in order to follow along and make decisions as the provider throughout these homework assignments. These assignments are included in the "homework" grade issued within Canvas.

Documenting Field, Lab, and Clinical Internships

The institution mandates that every student who attends a clinical or field internship write a Patient Care Report, herein referred to as a PCR, for each patient they come into contact with. Each PCR



must include completion of the required checkboxes and form selections, as well as a comprehensive narrative in CHART format, as described in the course content.

Towards the end of each clinical and field experience, the student must prompt their preceptor to complete the end-of-shift evaluation requirements, as described in course content, and a preceptor sign-off before leaving the facility on that date. Failure to do so will require the student to complete another clinical/field experience to replace that shift date. The institution will not reach out to the site on the student's behalf to obtain those documents after the fact. **The student is prohibited from reaching out to the site on their own, as doing so would put the student at risk for administrative removal from the program.**

The institution recognizes that students may not be able to write detailed PCRs while on their clinical or field internships due to reasons including, but not limited to a busy shift. **That being said, students will have up to 48 hours from shift end time to write their PCRs for that date and complete the required evaluations for which they are responsible.**

Program Critical Criteria

This course contains several Critical Criteria that, if unmet, could result in the issuance of a failing final grade for the course, regardless of the student's success or performance in other aspects of the course.

- **Critical Criterion #1 – Compliance Deadline Criterion** [\[02.04.002\]](https://policy.axoneducation.com/detail/02.04.002) 
[\[https://policy.axoneducation.com/detail/02.04.002\]](https://policy.axoneducation.com/detail/02.04.002)
 - **Students will be given 30 days beyond their cohort start date to submit all required compliance documents and achieve Full Enrollment.**
- **Critical Criterion #2 – Minimum Activity Criterion** [\[02.08.001\]](https://policy.axoneducation.com/detail/02.08.001) 
[\[https://policy.axoneducation.com/detail/02.08.001\]](https://policy.axoneducation.com/detail/02.08.001)
 - A student's minimum activity is evaluated each Monday for the preceding seven days (Monday through Sunday). Minimum activity includes:
 1. That the student is not behind on any course deadline, AND
 2. Any one or more of the following:
 - a. The student has logged in to the Learning Management System.
 - b. The student has attended a face-to-face session such as a Skills Lab.
 - c. The student has participated in a Field Experience and completed the necessary documentation for the experience.
 - d. The student has participated in a Clinical Experience and completed the necessary documentation for the experience.
 - e. The student has participated in a tutoring session.

- f. The student has participated in a documented Student Success Call.
- g. The student has attempted a Readiness Exam (FISDAP)

- **Critical Criterion #3 – Student Responsiveness Criterion**

- The Teaching Team may establish that an individual has failed to achieve the Student Responsiveness Criterion by evaluating their pattern of communication. Students are expected to respond to institutional inquiries in a timely manner adequately. A student's adequate and timely responses to written inquiries, text messages, voicemails, and other means of communication from institutional representatives are considered mandatory elements of course progress, even when such inquiries are not directly related to academic performance.

- **Critical Criterion #4 – Positive Affect Criterion [02.02.003 [↗](https://policy.axoneducation.com/detail/02.02.003)]**

- The Teaching Team may establish that an individual has failed to achieve the Positive Affect Criterion if a student exhibits ongoing or acutely disruptive affect or unprofessional behavior to fellow students, institutional personnel, clinical partner personnel, or other stakeholders. Satisfactory student progress in this regard is established, among other means, by demonstrating a willingness to work as a productive team member with other students, and especially with clinical partners. This includes dressing, speaking, and acting professionally while in school contexts.

Momentum Score

Momentum Scores are calculated and distributed to students routinely during the Instructional Period.

Momentum Scores are expressed as a percentage, and students are awarded badges at various times during the instructional period if they have achieved a Momentum Score above 100%. The Momentum Score is not intended to predict overall student success, nor is it explicitly used in the assignment of any course grade.

Momentum Scores encourage self-evaluation and self-regulation related to your course activity. You are encouraged to monitor your Momentum Score to evaluate your progress, adjust your activity based on your appreciation of your progress, and seek help if necessary.

Paramedic Accelerated Maximum Instructional Deadline (MID)

The **Maximum Instructional Deadline (MID)** for this course is **48 weeks**. Students will have **48** weeks from the cohort start date to complete all online assignments and complete at least one attempt at the Field Internship Student Data Acquisition Project (FISDAP) Comprehensive Readiness Exam.

Students must schedule their Readiness Exam before 30 days before their MID.

Furthermore, Students must complete an initial attempt at the Readiness Exam before their MID.

Paramedic Maximum Course Duration

The **Maximum Course Duration (MCD)** for this course is **52 weeks**. The teaching team may extend the MCD at its sole discretion. The decision will be based on the student's demonstration of overall course progress, furloughs awarded due to special life circumstances, scheduled holidays, etc.

Students wishing to seek an extension should formally request an extension by submitting a FLEX Request through the link on the Student Resources Page. Extensions will only be considered if requested before the MCD deadline.

Students who remain in the course after the Maximum Instructional Deadline but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon courses each have a Maximum Course Duration, the courses employ adaptive learning technologies and are, therefore, highly personalized for each student. Students may complete the course as rapidly as they are able to meet all requirements

Because this course is based upon a Flexible Time Schedule, a student may be assigned a failing grade for the course prior to the end of the Maximum Instructional Deadline or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug- screening, failure to meet compliance deadlines for documentation related to enrollment requirements, dismissal, or other reasons articulated in the course syllabus

Attendance Policy

This course is competency-based and is presented in an online format. There are no mandatory weekly sessions. Instead, students may move through the curriculum as quickly as they are able within a set of parameters (See Maximum Course Duration). There are mandatory face-to-face sessions or electronic meetings that must be attended; however, most of these sessions will be scheduled by the student. Attendance at skills labs, clinical internships, field internships, and


scheduled tutoring sessions will be tracked, and students failing to appear or who arrive late for participation will be required to make up all sessions or missed content.

Attendance Policy Specific to Skills Labs

Students are required to attend at least three [3] face-to-face Immersive Skills Labs. Skills Labs generally last two days. Students will learn and practice hands-on skills during these labs and ultimately prepare for psychomotor skills evaluation. Students may be required to attend an additional Skills Lab if they have not demonstrated competency in the clinical/field setting.

Skills Labs are conducted regularly at the Abilene and Houston class locations. Students must schedule their first Skills Lab within 60 days of their official cohort start date and, when able, based on current offerings, all Skills Labs. Students are encouraged to sign up for the Skills Labs as early in the course as possible to ensure that they are able to attend sessions that are convenient to them in terms of timing.

Finally, students are encouraged to get away from routine responsibilities such as other schooling, work, family obligations, etc., during Skills Labs due to the need to focus intently on the lab instruction.

Students may register online by visiting <https://www.axoneducation.com/skills/>.  (<https://www.axoneducation.com/skills/>). Students should also arrange travel and sleeping accommodations as soon as possible after registering for their desired session dates.

Attendance Policy Specific to Clinical/Field Internships

Students must initiate the scheduling of their clinics **within 30 days of the completion of their final Skills Lab. Late arrival to, or failure to attend, a scheduled clinical experience or field experience without notifying Axon in advance will be treated as unprofessional behavior and may result in a breach of Critical Criterion #4 – Positive Affect (see below), and it could result in the student failing the course.**

It is understood that in rare cases, emergencies happen that could prevent a student from notifying Axon of the late arrival or cancellation in advance. Still, pre-notification of late arrival or cancellation is expected in all cases. All missed clinical internships, or field internships must be made up. The Teaching Team may also assign remedial work or additional shifts in cases where shifts or portions of shifts were missed.

Grading

This course is offered to fulfill the requirements of the Paramedic Certification Program. A final grade will be issued for the program after completion of all courses. There are two crucial characteristics of course grades that the student needs to consider:

1. While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry Cognitive Examination. Students may not expect articulation of individual course credits without success in the entire certification program.
2. There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency-based overall, which allows students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as often as necessary to achieve a satisfactory grade or as often as desired to improve or enhance competency. In most cases, assignments are considered "open-book," which means the student is encouraged to use all tools at their disposal to demonstrate success in the task. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed or limitations on the tools or resources that may be used as a part of the effort.

Skills Labs Grading

Skills Labs are graded on a pass/fail basis. Students may be precluded from proceeding to next steps in this course if they have not demonstrated competency in particular psychomotor skills.

Proctored Assignments

Specific assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations that provide student proctoring. In such a case, the student will be responsible for paying for the proctoring session. At their sole discretion, the Axon Teaching Team may require that an assignment for a particular student be proctored, even if proctoring is not required for the same or similar assignment for all other students.

Standardized Examinations

Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment where the exam will be conducted. Unless otherwise indicated, Axon will allow students one attempt at the nationally standardized examinations without additional costs to students on the first attempt. Students will also be required to show satisfactory progress within this product. The student will have three additional attempts at no cost to the student. The Teaching Team can assign an alternative exam if needed.

FISDAP Readiness Exams and Individual Unit Exams

The institution permits a maximum of 4 attempts on any Readiness Exam and a maximum of 6 attempts on Unit Exams. Nevertheless, there are instances where the Teaching Team may exercise discretion to grant additional attempts to students who have demonstrated the appropriate attitude, aptitude, and academic diligence, indicating a genuine commitment to completing the Paramedic Program in its entirety.

At its discretion, the Teaching Team may grant alternative exams to students who meet the specified criteria at no additional cost to the student.

- The student must have exhausted all six attempts on a single unit exam and four attempts on a Readiness Exam from the Paramedic curriculum.
- The student must express their desire to continue in the program to the Student Support Department or the Instructional Support Department.

The standard passing score for all FISDAP exams is set at 70%. However, a score below this threshold may be considered acceptable based on a thorough evaluation of the student's academic performance, including factors such as overall progress in the program, demonstration of consistent effort, improvement over time, and other relevant criteria. This decision will be made at the discretion of the Teaching Team on a case-by-case basis.

Final Exams

This course will include a final examination. The exam may or may not require proctoring, and specific requirements will be provided in the Learning Management System. The Teaching Team has the authority to require proctoring on any assignment, including final examinations.

Where appropriate, final examinations may be conducted using nationally standardized exams. These exams, which are administered to thousands of students each year, may provide a more rigorous experience and highly predictive results of student success.

The “Cut Score” is 70. This score is assigned for final examinations, dictating the minimum score a student must achieve to complete the course or program successfully.

E Portfolio

Every paramedic student must complete the program-required portfolio of skills and patient care experiences before graduation. Each relevant skill and patient care encounter must be documented throughout the program. Students are encouraged to be vigilant in pursuing opportunities for skills and patient care experiences to achieve their totals. Students must complete 100% of their portfolio to complete the program successfully. All experiences must be documented appropriately as determined by the faculty.

F Grade Calculation

The program-wide Grading Policy and the institution’s Grading Scale are included in the Paramedic Program Common Syllabus Elements below. Students are encouraged to read these items carefully and should be aware that there are program-wide pass-fail elements referred to as Critical Criteria that, if breached, may cause a student to be issued a failing grade for the entire program. Grades for this individual course will be calculated as follows:

Description	Percentage
Examinations	
Final Course Exam	40%
Homework	40%
Syllabus Understanding	
Chapter Objectives Review	
Chapter Reading Assignments	
Lecture/Labs	
Test Taking Strategies	

Description	Percentage
Skill Drills Simulations Ride Alongs Cardiology Flashcards EMTalk	
Quizzes EBook Quiz Chapter Assessments	20%
Affect	Pass/Fail

Pass/Fail Affect

There are several elements that are not used to calculate your grade but must be passed in order to achieve an overall passing grade. These include:

- o Critical Criteria Labs
- o Field Internships and Clinical Internships
- o Documentation of achievement of an American Heart Association BLS Card

Affective Grade

The Axon Education Latin Motto is "**Primum Respectum Date**" (**PREE-mum res-PECT-um DAH-tay**), which means "**first give respect.**" In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read **Critical Criterion #4 – Positive Affect Criterion** below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Badges

We use **badges** as a way to recognize and reward your accomplishments throughout the course. These digital credentials showcase your mastery of specific skills, completion of assignments, or achievement of milestones.

Exit Plan

Once the student has completed most of the online coursework, the Teaching Team will move the student to an Exit Plan. While it is the student's responsibility to manage the completion of all course requirements before the Maximum Course Duration date, during the Exit Plan phase of the course, the Teaching Team may assign deadlines to students to complete various course requirements, including attempts at the Readiness Exam, completion of Clinical Internships, completion of Field Internships, remediation exercises, attempts at practice exams, etc.

ADA Statement

At times, it may be necessary for students with special needs or disabilities to receive special or reasonable accommodation. Axon Education will make reasonable accommodations to meet the needs of students with disabilities. To request an accommodation, students should contact Student Support at support@axoneducation.com.

Syllabus Affirmation Requirement

Each student must acknowledge receipt and understanding of all syllabi in the Canvas Learning Management System assignment.

Library Resources

A substantial collection of Open-Access literature is available to allied health students via the Internet. Students are encouraged to conduct research using these and other materials.

The institution's LMS system includes direct links to journals, articles, and books that are assigned readings and links to resources that may be used in student research and self-study. These resources are credible and substantial resources, which include peer-reviewed journals, books, and institutional research monographs, among other items. This approach is significant for multiple reasons but is particularly valuable because it will include items published in very recent time frames as well as items published previously. This allows students to see historical changes in thought patterns and medical procedures in a historical context.

Students will be encouraged to engage in critical thinking skills to help identify items such as peer-reviewed content and compare it to popular writing or opinion. The institution believes that developing these skills while in an academic program can encourage graduates to become lifelong learners with the capacity to discriminate among informational options.

The institution will develop corporate accounts with open-access (free) providers, and where corporate accounts do not serve the purpose well, we will encourage students to register with providers for personal access. While the list below is in no way exhaustive, examples of these resources include:

SpringerOpen (<https://www.springeropen.com/>)

SpringerOpen publishes a wide selection of open-access books across various disciplines but has specific science, technology, and medicine content.

Biomed Central (<http://www.biomedcentral.com/>)

Biomed Central makes scientific research freely accessible and discoverable through partnerships, innovation, and collaboration with the scientific community. Dedicated to open research, Biomed publishes over 290 quality peer-reviewed journals in Biology, Clinical Medicine, and Health.

MedKnow (<http://www.medknow.com/journals.asp>)

MedKnow provides open access to the official publications of various societies and associations. Most publications are peer-reviewed.

PubMed Central® (PMC) (<https://www.ncbi.nlm.nih.gov/pmc/>)

PubMed Central® (PMC) is a free full-text archive of biomedical and life sciences journal literature at the U.S. National Institutes of Health's National Library of Medicine (NIH/NLM).

Highwire (<http://highwire.stanford.edu/lists/freeart.dtl/>)

Highwire is based out of Stanford University and is a significant resource for open-access full-text science and medical content.

[World Health Organization](https://archive.org/details/worldhealthorganization) (<https://archive.org/details/worldhealthorganization>)

The World Health Organization Book Archive provides digital full-text copies of complete books with an exceptional search interface.

[Pocket Prep](https://www.pocketprep.com/) (<https://www.pocketprep.com/>)

Students are provided with access to Pocket Prep. Information about obtaining a code is provided in the course.

Student learning resources are available and appropriate to the level and scope of educational offerings via the information provided in the syllabi. Students have access to the above-mentioned resources, as well as additional resources we provide within the course, such as Pocket Prep. Pocket Prep is a test prep resource that uses formative competency-based learning to help students ensure their understanding of the required materials and that they are ready for the certification/licensing test.

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Paramedic Bridge



Paramedic Bridge Course Syllabi



Welcome!


We care about your success! This syllabus is designed to provide you with all the information you need to navigate the course or program successfully.

If you need assistance, whether it's understanding course materials, meeting program requirements, or even scheduling time for tutoring or emotional support, please don't hesitate to reach out. You can contact us by email or phone, and we'll work with you to address your needs and support you every step of the way.

Getting Help

 Email: support@axoneducation.com

 Phone/Text: 325-218-4444

Schedule an audio or videoconference appointment: <https://axonedu.as.me> 
(<https://axonedu.as.me>)

Register for Skills Lab: <https://www.axoneducation.com/skills/> 

(<https://www.axoneducation.com/skills/>)

Student Resource Forms: www.axoneducation.com/student-resources 


(<http://www.axoneducation.com/student-resources>)

Register for Clinical/Field Internships <https://www.axoneducation.com/forms/clinical/> 

(<https://www.axoneducation.com/forms/clinical/>)

Make a payment or check on a payment:

www.tfcstudentinfo.com  (<http://www.tfcstudentinfo.com>) or

 800-872-9832

Mission

Our mission is to provide postsecondary healthcare education through an **effective, efficient, and student-centered** online learning experience.

Paramedic Program Goal and Outcomes

The following information pertains to all courses in the Paramedic program.

Paramedic Program Goal

To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

Paramedic Program Student Outcomes

- Graduates will be prepared to pass the National Registry of Paramedics Cognitive Examination.
- Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessments and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and develop strategies for self-directed, life-long learning.

Paramedic Bridge Program Courses

The Paramedic Program consists of the following courses:

- BIOL 2401 | Anatomy and Physiology
- EMSP 2355 | Clinical and Field Portfolio
- EMSP 1330 | Pharmacology
- Pocket Prep
- EMSP 2420 | Cardiology
- EMSP 2410 | Medical Emergencies
- EMSP 2330 | EMS Operations
- EMSP 2140 | Assessment Based Management
- EMSP 2145 | Career Lab
- EMSP 2250 | Capstone Field Internship
- EMSP 1310 | Introduction to Advanced Practice and Public Health
- EMSP 1320 | Patient Assessment Airway Management
- EMSP 1340 | Trauma Management and Life Support
- EMSP 1350 | Special Populations

Course information is listed below and the module information is in the section, Program/Course Outline.

BIOL 2401 | Anatomy and Physiology

Anatomy and Physiology provides an overview of anatomy and physiology appropriate for individuals entering an allied-medical field of study. This course gives students the knowledge needed to conduct emergency medical assessments of illnesses and injuries. Topics include medical terminology, anatomy, physiology, pathophysiology, and life-span development.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

NOTE: If you have submitted proof of completion of a similar or higher-level Anatomy and Physiology Course which you received credit for, you may not be required to complete this course. Please check with the School to ensure you are completing what is required.

Prerequisite: EMSP 1310

Corequisite: None

Credit

Total Credit	4
Lecture	3
Lab	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 2355 | Clinical and Field Portfolio**

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises that may be pertinent to this class.

Credit

Total Credit	3
Lecture	0
Lab	0
Clinical Experience	1.5
Field Experience	1.5
Capstone Internship	0

 **EMSP 1330 | Pharmacology**

Pharmacology provides a base-level understanding of the chemistry, classification, and regulation of pharmaceuticals. Special emphasis is given to identification and use of medications used in the prehospital setting. Students study the impact of pharmaceuticals on medical and trauma assessment and the clinical decision-making process. The role of medical direction is discussed, as well as the optimal use of medication and the identification of adverse reactions to medications and contraindications.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 2420 | Cardiology**

Cardiology is a deep introduction to prehospital cardiac assessment and treatment for ALS providers. Topics include cardiac anatomy and basic physiology, electrophysiology, calculating rates, vectors and the basic beat, 12-lead ECGs, electrocardiography and arrhythmia recognition, rhythm strip interpretation, normal sinus rhythm, sinus bradycardia, sinus tachycardia, sinus arrhythmia, sinus blocks, etc. Emphasis is given to accurate identification of arrhythmia in a broad variety of contexts.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330

Corequisite:

If you are completing the Advanced EMT Program you do not need to complete this course.

Credit

Total Credit	4
Lecture	4
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1310 | Introduction to Advanced Practice and Public Health**

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher

Prerequisite:

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1320 | Patient Assessment and Airway**

Patient Assessment and Airway Management will guide the student through the development of critical thinking skills related to the practice of essential and standardized medical and trauma

assessment techniques in an ALS prehospital environment. The course emphasizes airway management, advanced clinical decision-making, identification and treatment of life threats, and advanced assessment techniques.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401

Corequisite: EMSP 2140

This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises that may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1340 | Trauma Management and Life Support**

Trauma Management and Life Support provides the student with an opportunity to apply ALS assessment and treatment requirements to the management of both simple and complex trauma emergencies. The course emphasizes the understanding of the mechanism of injury, bleeding, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic trauma, and environmental emergencies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310, EMSP 1320, EMSP 1330, EMSP 2420 (if in Paramedic Program)

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises that may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 2410 | Medical Emergencies**

Medical Emergencies provides a student with an overview of a variety of medical emergencies. The student will be expected to apply ALS assessment and treatment techniques to the management of both simple and complex medical emergencies.

Topics include respiratory emergencies, cardiovascular emergencies, neurological emergencies, diseases of the eyes, ears, nose, and throat, abdominal and gastrointestinal, genitourinary and renal emergencies, gynecologic emergencies, endocrine emergencies, hematologic emergencies, immunologic emergencies, infectious diseases, and toxicology.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	4
Lecture	4
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 2330 | EMS Operations**

EMS Operations will serve as a review of the operations side of Emergency Medical Services that the student would have gained at the EMT provider level. Emphasis will include ALS leadership for

operational decision-making.

Topics include transport operations, incident management, mass-casualty incidents, vehicle extrication and special rescue, hazardous materials, terrorism response, disaster response, and crime scene awareness.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 2140 | Assessment Based Management**

Assessment Based Management is designed to allow the student to demonstrate competency through high-fidelity simulations. Students will maintain enrollment in this course for the duration of the program and may, therefore, be concurrently enrolled in this course and others prior to enrollment in EMSP 2250 Capstone Field Experience. Students will engage in increasingly complex scenarios that require them to demonstrate the comprehension of course material, psychomotor skills, and behavior required to manage a successful patient encounter.

Students will attend a minimum of 3 two-day skills lab sessions culminating in lab experiences that mimic the National Registry of Emergency Medical Technicians (NREMT) - Paramedic Examinations. Because the course is competency-based, students may be required to attend more than the minimum number of skills-lab sessions in order to achieve course success.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite:

Corequisite: This course may require concurrent continuous enrollment with any and possibly all courses.

Credit

Total Credit	1
Lecture	0
Lab	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 2145 | Career Lab**

Career Lab provides students with intensive study opportunities to prepare for and complete the Paramedic Program Readiness Exam, which subsequently prepares the student for the National Registry of Emergency Medical Technicians Paramedic Cognitive Examination. Additionally, students are required to achieve the American Heart Association—Advanced Cardiovascular Life Support card and the American Heart Association—Pediatric Advance Life Support card. Students will attempt the Paramedic Program Readiness Exam multiple times. Based on student performance, remedial exercises may be assigned.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program), EMSP 2330, EMSP 2140

Corequisite: EMSP 2250. This course may be concurrent continuous enrollment with EMSP 2250.

Note: Portions of the requirements for this course (ACLS & PALS) may be completed through third-party American Heart Association providers at the student's expense.

Credit

Total Credit	1
Lecture	0
Lab	1
Clinical Experience	0

Total Credit	1
Field Experience	0
Capstone Internship	0

EMSP 1350 | Special Populations

Special Populations addresses the special medical and trauma assessment techniques needed to best serve pediatric, geriatric, obstetric and special-needs patients. The course emphasizes physiological differentiation and appropriate treatment strategies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 2250 | Capstone Field Internship

The Capstone Field Internship will serve to allow the student/paramedic candidate to operate in the role of a lead paramedic on a working ambulance operating in a 911/emergency setting. Students will continue to demonstrate and document competencies, which include skills performed or interpreted across a variety of patient ages, differential diagnoses, or complaints, but as a part of the Capstone Field Internship, will focus on completing and documenting a specific number of team leads representing a variety of skills. It is impossible to predict the frequency or mix of live-patient encounters that may occur during a given field internship experience.

- **As a result, it is impossible to specify in advance the number of hours that may be required to complete the Capstone Field Internship. The requirements for the course presume a nominal face-to-face involvement of at least 120 hours. Students are responsible for scheduling and completing a sufficient number of field internship**

hours necessary to obtain the minimum number of 120 hours and 20 team leads that are transported to the emergency department.

- The Paramedic candidate can only count team leads for our program that are initiated through the 911 System, or as an emergency transfer for higher level of care from a facility to an emergency department.

Definitions

- **911/Emergency Setting:**
 - Any emergency response that is initiated by a call to the emergency dispatch center. They may also include transfers from stand-alone emergency departments, nursing homes, assisted living facilities, or urgent care clinics; so long as the patient is being transported to a higher level of care. These do not include interfacility transfers where the end destination is not an emergency department, unless transport is from a lower level of care to a higher level of care.
- **Team Lead:**
 - The Paramedic student must conduct a comprehensive assessment, establish a field impression, determine patient acuity, formulate a treatment plan, direct the treatment, and direct and participate in the transport of the patient to a medical facility, transfer of care to a higher level of medical authority, or termination of care in the field (cardiac arrest patients only).
- **Facility:**
 - Any health care facility that provides long-term care, specialized nursing services, acute urgent care, primary care, or radiological services.
- **Emergency Department:**
 - Department or room within a hospital as determined by federal or state law for the provision of emergency health care services. This does not include freestanding emergency medical care facilities.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program), EMSP 2330, EMSP 2140

Corequisite:

Credit

Total Credit	2
Lecture	0

Total Credit	2
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	2

Paramedic Required Course Materials | Textbook(s)

Nancy Caroline's Emergency Care in the Streets (9th Edition) Bundle ISBN13: 9781284219364

The bundle contains 1) Caroline Premier Digital (includes Fisdap Scheduler and Fisdap Skills Tracker), 2) Fisdap assessment package paramedic, and 3) Arrhythmia Recognition book + companion website.

Introduction to Basic Cardiac Dysrhythmias, 5th Edition, ISBN 978-1-284-13968-6 (Atwood, Sandra; Stanton, Cheryl; Storey-Davenport, Jenny (The book is included in tuition, and you will receive it during Skills Lab.

Paramedic Required Course Materials | Software

Access to electronic patient recording software (provided by enrollment) Access to Canvas Learning Management System (LMS) [provided by enrollment].

Course/Program Format and Assignments

This course is presented in an online learning format. A general overview of course assignments is included in this syllabus. Specific and detailed information about all assignments is included in the Learning Management System (LMS). Students who perform poorly on a particular activity may be required to repeat the activity or may be assigned remedial work.

There is no exact schedule for this course. Students are encouraged to move through the course as quickly as they are able; however, the course must be completed by the deadline established by the Maximum Course Duration described below.

Course progress may be judged by

- 1.) whether the student is meeting the Minimum Activity Policy for the entire program described elsewhere in this syllabus and
- 2.) whether the Teaching Team believes the student is completing the work in a timeframe which will allow the student to complete the entire program within the Maximum Course

Duration described elsewhere in this syllabus.

In all cases, if the Teaching Team determines that a student is struggling, then it has the authority to prescribe deadlines for specific assignments or the entire course.

Program/Course Outline

While the list included here is intended to be comprehensive, the exact scope and sequence of this course will be dictated by the assignments presented in the LMS. Unless noted otherwise, all prescribed assignments within each chapter are to be completed.

- ✓ [Helpful Student Resources \(https://axoneducation.instructure.com/courses/277/modules/8549\)](https://axoneducation.instructure.com/courses/277/modules/8549)
- ✓ [Get Started Here! \(https://axoneducation.instructure.com/courses/277/modules/8550\)](https://axoneducation.instructure.com/courses/277/modules/8550)
- ✓ [Introduction Module \(https://axoneducation.instructure.com/courses/277/modules/8551\)](https://axoneducation.instructure.com/courses/277/modules/8551)
- ✓ [Access eBook: Nancy Caroline's Emergency Care in the Streets 9th Edition \(https://axoneducation.instructure.com/courses/277/modules/8552\)](https://axoneducation.instructure.com/courses/277/modules/8552)
- ✓ [Modules 1 - 4 | Syllabus | Anatomy and Physiology Unit | BIOL 2401 \(https://axoneducation.instructure.com/courses/277/modules/8553\)](https://axoneducation.instructure.com/courses/277/modules/8553)
- ✓ [Module 1 | Medical Terminology | Chapter 7 | BIOL 2401 \(https://axoneducation.instructure.com/courses/277/modules/8554\)](https://axoneducation.instructure.com/courses/277/modules/8554)
- ✓ [Module 2 | Anatomy and Physiology | Chapter 8 | BIOL 2401 \(https://axoneducation.instructure.com/courses/277/modules/8555\)](https://axoneducation.instructure.com/courses/277/modules/8555)
- ✓ [Module 3 | Pathophysiology | Chapter 9 | BIOL 2401 \(https://axoneducation.instructure.com/courses/277/modules/8560\)](https://axoneducation.instructure.com/courses/277/modules/8560)
- ✓ [Module 4 | Life Span Development | Chapter 10 | BIOL 2401 \(https://axoneducation.instructure.com/courses/277/modules/8564\)](https://axoneducation.instructure.com/courses/277/modules/8564)
- ✓ [BIOL 2401 | Anatomy and Physiology | Course Completion Module \(https://axoneducation.instructure.com/courses/277/modules/11272\)](https://axoneducation.instructure.com/courses/277/modules/11272)
- ✓ [Module 5 | Syllabus | Clinical and Field Portfolio | EMSP 2355 \(https://axoneducation.instructure.com/courses/277/modules/8567\)](https://axoneducation.instructure.com/courses/277/modules/8567)
- ✓ [EMSP 2355 | Clinical and Field Portfolio \(https://axoneducation.instructure.com/courses/277/modules/11273\)](https://axoneducation.instructure.com/courses/277/modules/11273)
- ✓ [Modules 6 - 9 | Syllabus | Pharmacology Unit | EMSP 1330 \(https://axoneducation.instructure.com/courses/277/modules/8571\)](https://axoneducation.instructure.com/courses/277/modules/8571)
- ✓ [Module 6A | HIPAA Compliance in Pre-hospital Care \(https://axoneducation.instructure.com/courses/277/modules/8568\)](https://axoneducation.instructure.com/courses/277/modules/8568)

- ✓ [Module 6B | Compliance Module](https://axoneducation.instructure.com/courses/277/modules/8570)
(<https://axoneducation.instructure.com/courses/277/modules/8570>)
- ✓ [Pocket Prep | Syllabus](https://axoneducation.instructure.com/courses/277/modules/12255) (<https://axoneducation.instructure.com/courses/277/modules/12255>)
- ✓ [Module 7 | Principles of Pharmacology | Chapter 13 | EMSP 1330](https://axoneducation.instructure.com/courses/277/modules/8573)
(<https://axoneducation.instructure.com/courses/277/modules/8573>)
- ✓ [Module 8 | Medication Administration | Chapter 14 | EMSP 1330](https://axoneducation.instructure.com/courses/277/modules/8578)
(<https://axoneducation.instructure.com/courses/277/modules/8578>)
- ✓ [Module 9 | Emergency Medications | Chapter 15 | EMSP 1330](https://axoneducation.instructure.com/courses/277/modules/8582)
(<https://axoneducation.instructure.com/courses/277/modules/8582>)
- ✓ [EMSP 1330 | Pharmacology | Course Completion Module](https://axoneducation.instructure.com/courses/277/modules/11275)
(<https://axoneducation.instructure.com/courses/277/modules/11275>)
- ✓ [Modules 10 - 22 | Syllabus | Cardiology Unit | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8584)
(<https://axoneducation.instructure.com/courses/277/modules/8584>)
- ✓ [Module 10 | Cardiovascular Emergencies | Chapter 18 | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8602)
(<https://axoneducation.instructure.com/courses/277/modules/8602>)
- ✓ [Module 11 | Cardiology | Anatomy and Basic Physiology | Chapter 1 | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8585)
(<https://axoneducation.instructure.com/courses/277/modules/8585>)
- ✓ [Module 12 | Cardiology | Monitoring and Telemetry | Chapter 2 | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8586)
(<https://axoneducation.instructure.com/courses/277/modules/8586>)
- ✓ [Module 13 | Cardiology | Sinus and Atrial Dysrhythmias | Chapter 3 | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8587)
(<https://axoneducation.instructure.com/courses/277/modules/8587>)
- ✓ [Module 14 | Cardiology | Junctional Dysrhythmias | Chapter 4 | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8589)
(<https://axoneducation.instructure.com/courses/277/modules/8589>)
- ✓ [Module 15 | Cardiology | Heart Blocks | Chapter 5 | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8590)
(<https://axoneducation.instructure.com/courses/277/modules/8590>)
- ✓ [Module 16 | Cardiology | Ventricular Dysrhythmias | Chapter 6 | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8591)
(<https://axoneducation.instructure.com/courses/277/modules/8591>)
- ✓ [Module 17 | Cardiology | Funny Looking Beats and Pacemaker Rhythms | Chapter 7 | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8592) (<https://axoneducation.instructure.com/courses/277/modules/8592>)
- ✓ [Module 18 | Cardiology | Dysrhythmia Review | Chapter 8 | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8594)
(<https://axoneducation.instructure.com/courses/277/modules/8594>)
- ✓ [Module 19 | Cardiology | Medication Review and Adult Treatment Guidelines | Chapter 9 | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8595) (<https://axoneducation.instructure.com/courses/277/modules/8595>)
- ✓ [Module 20 | Cardiology | Dysrhythmia Interpretation Practice | Chapter 10 | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8596)
(<https://axoneducation.instructure.com/courses/277/modules/8596>)

- ✓ [Module 21 | Cardiology | Case Studies | Chapter 11 | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8597)
(<https://axoneducation.instructure.com/courses/277/modules/8597>)
- ✓ [Module 22 | Cardiology | Introduction to Basic 12-Lead ECG Interpretation | Chapter 12 | EMSP 2420](https://axoneducation.instructure.com/courses/277/modules/8598)
(<https://axoneducation.instructure.com/courses/277/modules/8598>)
- ✓ [EMSP 2420 | Cardiology | Course Completion Module](https://axoneducation.instructure.com/courses/277/modules/17801)
(<https://axoneducation.instructure.com/courses/277/modules/17801>)
- ✓ [Modules 23 - 33 | Syllabus | Medical Emergencies Unit | EMSP 2410](https://axoneducation.instructure.com/courses/277/modules/8600)
(<https://axoneducation.instructure.com/courses/277/modules/8600>)
- ✓ [Module 23 | Neurologic Emergencies | Chapter 19 | EMSP 2410](https://axoneducation.instructure.com/courses/277/modules/8604)
(<https://axoneducation.instructure.com/courses/277/modules/8604>)
- ✓ [Module 24 | Diseases of the Eyes, Ears, Nose, and Throat | Chapter 20 | EMSP 2410](https://axoneducation.instructure.com/courses/277/modules/8605)
(<https://axoneducation.instructure.com/courses/277/modules/8605>)
- ✓ [Module 25 | Abdominal and Gastrointestinal Emergencies | Chapter 21 | EMSP 2410](https://axoneducation.instructure.com/courses/277/modules/8607)
(<https://axoneducation.instructure.com/courses/277/modules/8607>)
- ✓ [Module 26 | Genitourinary and Renal Emergencies | Chapter 22 | EMSP 2410](https://axoneducation.instructure.com/courses/277/modules/8609)
(<https://axoneducation.instructure.com/courses/277/modules/8609>)
- ✓ [Module 27 | Gynecologic Emergencies | Chapter 23 | EMSP 2410](https://axoneducation.instructure.com/courses/277/modules/8610)
(<https://axoneducation.instructure.com/courses/277/modules/8610>)
- ✓ [Module 28 | Endocrine Emergencies | Chapter 24 | EMSP 2410](https://axoneducation.instructure.com/courses/277/modules/8612)
(<https://axoneducation.instructure.com/courses/277/modules/8612>)
- ✓ [Module 29 | Hematologic Emergencies | Chapter 25 | EMSP 2410](https://axoneducation.instructure.com/courses/277/modules/8614)
(<https://axoneducation.instructure.com/courses/277/modules/8614>)
- ✓ [Module 30 | Immunologic Emergencies | Chapter 26 | EMSP 2410](https://axoneducation.instructure.com/courses/277/modules/8616)
(<https://axoneducation.instructure.com/courses/277/modules/8616>)
- ✓ [Module 31 | Infectious Diseases | Chapter 27 | EMSP 2410](https://axoneducation.instructure.com/courses/277/modules/8618)
(<https://axoneducation.instructure.com/courses/277/modules/8618>)
- ✓ [Module 32 | Toxicology | Chapter 28 | EMSP 2410](https://axoneducation.instructure.com/courses/277/modules/8620)
(<https://axoneducation.instructure.com/courses/277/modules/8620>)
- ✓ [Module 33 | Psychiatric Emergencies | Chapter 29 | EMSP 2410](https://axoneducation.instructure.com/courses/277/modules/8622)
(<https://axoneducation.instructure.com/courses/277/modules/8622>)
- ✓ [EMSP 2410 | Medical Emergencies | Course Completion Module](https://axoneducation.instructure.com/courses/277/modules/17803)
(<https://axoneducation.instructure.com/courses/277/modules/17803>)
- ✓ [Modules 34 - 40 | Syllabus | EMS Operations Unit | EMSP 2330](https://axoneducation.instructure.com/courses/277/modules/8624)
(<https://axoneducation.instructure.com/courses/277/modules/8624>)

- ✓ [Module 34 | Transport Operations | Chapter 47 | EMSP 2330](https://axoneducation.instructure.com/courses/277/modules/8625)
(<https://axoneducation.instructure.com/courses/277/modules/8625>)
- ✓ [Module 35 | Incident Management and Mass-Casualty Incidents | Chapter 48 | EMSP 2330](https://axoneducation.instructure.com/courses/277/modules/8627)
(<https://axoneducation.instructure.com/courses/277/modules/8627>)
- ✓ [Module 36 | Vehicle Extrication and Special Rescue | Chapter 49 | EMSP 2330](https://axoneducation.instructure.com/courses/277/modules/8630)
(<https://axoneducation.instructure.com/courses/277/modules/8630>)
- ✓ [Module 37 | Hazardous Materials | Chapter 50 | EMSP 2330](https://axoneducation.instructure.com/courses/277/modules/8632)
(<https://axoneducation.instructure.com/courses/277/modules/8632>)
- ✓ [Module 38 | Terrorism Response | Chapter 51 | EMSP 2330](https://axoneducation.instructure.com/courses/277/modules/8634)
(<https://axoneducation.instructure.com/courses/277/modules/8634>)
- ✓ [Module 39 | Disaster Response | Chapter 52 | EMSP 2330](https://axoneducation.instructure.com/courses/277/modules/8636)
(<https://axoneducation.instructure.com/courses/277/modules/8636>)
- ✓ [Module 40 | Crime Scene Awareness | Chapter 53 | EMSP 2330](https://axoneducation.instructure.com/courses/277/modules/8639)
(<https://axoneducation.instructure.com/courses/277/modules/8639>)
- ✓ [EMSP 2330 | EMS Operations | Course Completion Module](https://axoneducation.instructure.com/courses/277/modules/17806)
(<https://axoneducation.instructure.com/courses/277/modules/17806>)
- ✓ [Modules 41 - 43 | Syllabus | Assessment Based Management Unit | EMSP 2140](https://axoneducation.instructure.com/courses/277/modules/8644)
(<https://axoneducation.instructure.com/courses/277/modules/8644>)
- ✓ [Module 41 | Responding to the Field Code | Chapter 40 | EMSP 2140](https://axoneducation.instructure.com/courses/277/modules/8645)
(<https://axoneducation.instructure.com/courses/277/modules/8645>)
- ✓ [Module 42 | Management and Resuscitation of the Critical Patient | Chapter 41 | EMSP 2140](https://axoneducation.instructure.com/courses/277/modules/8650)
(<https://axoneducation.instructure.com/courses/277/modules/8650>)
- ✓ [Module 43 | Paramedic Readiness Exam on FISDAP](https://axoneducation.instructure.com/courses/277/modules/11302)
(<https://axoneducation.instructure.com/courses/277/modules/11302>)
- ✓ [Module 44 | Career Lab | EMSP 2145](https://axoneducation.instructure.com/courses/277/modules/8653)
(<https://axoneducation.instructure.com/courses/277/modules/8653>)
- ✓ [EMSP 2145 | Career Lab | Course Completion Module](https://axoneducation.instructure.com/courses/277/modules/11281)
(<https://axoneducation.instructure.com/courses/277/modules/11281>)
- ✓ [Module 45 | Capstone Lead Internship | EMSP 2250](https://axoneducation.instructure.com/courses/277/modules/8655)
(<https://axoneducation.instructure.com/courses/277/modules/8655>)
- ✓ [Final Course Completion Request](https://axoneducation.instructure.com/courses/277/modules/11932)
(<https://axoneducation.instructure.com/courses/277/modules/11932>)
- ✓ [Paramedic Discussions](https://axoneducation.instructure.com/courses/277/modules/8663) (<https://axoneducation.instructure.com/courses/277/modules/8663>)
- ✓ [Appendix: Career Development](https://axoneducation.instructure.com/courses/277/modules/8657)
(<https://axoneducation.instructure.com/courses/277/modules/8657>)

- ✓ [TestPrep \(https://axoneducation.instructure.com/courses/277/modules/8659\)](https://axoneducation.instructure.com/courses/277/modules/8659)
- ✓ [Simulations \(https://axoneducation.instructure.com/courses/277/modules/8660\)](https://axoneducation.instructure.com/courses/277/modules/8660)
- ✓ [Virtual Ride -Alongs \(https://axoneducation.instructure.com/courses/277/modules/8661\)](https://axoneducation.instructure.com/courses/277/modules/8661)
- ✓ [AEMT Course Reference Material \(https://axoneducation.instructure.com/courses/277/modules/8664\)](https://axoneducation.instructure.com/courses/277/modules/8664)
- ✓ [Modules 46 - 51 | Syllabus | Introduction to Advanced Practice and Public Health Unit | EMSP 1310 \(https://axoneducation.instructure.com/courses/277/modules/8665\)](https://axoneducation.instructure.com/courses/277/modules/8665)
- ✓ [Module 46 | EMS Systems | Chapter 1 | EMSP 1310 \(https://axoneducation.instructure.com/courses/277/modules/8666\)](https://axoneducation.instructure.com/courses/277/modules/8666)
- ✓ [Module 47 | Workforce Safety and Wellness | Chapter 2 | EMSP 1310 \(https://axoneducation.instructure.com/courses/277/modules/8672\)](https://axoneducation.instructure.com/courses/277/modules/8672)
- ✓ [Module 48 | Public Health | Chapter 3 | EMSP 1310 \(https://axoneducation.instructure.com/courses/277/modules/8675\)](https://axoneducation.instructure.com/courses/277/modules/8675)
- ✓ [Module 49 | Medical, Legal, and Ethical Issues | Chapter 4 | EMSP 1310 \(https://axoneducation.instructure.com/courses/277/modules/8677\)](https://axoneducation.instructure.com/courses/277/modules/8677)
- ✓ [Module 50 | Communications | Chapter 5 | EMSP 1310 \(https://axoneducation.instructure.com/courses/277/modules/8680\)](https://axoneducation.instructure.com/courses/277/modules/8680)
- ✓ [Module 51 | Documentation | Chapter 6 | EMSP 1310 \(https://axoneducation.instructure.com/courses/277/modules/8685\)](https://axoneducation.instructure.com/courses/277/modules/8685)
- ✓ [EMSP 1310 | Introduction to Advanced Practice and Public Health | Course Completion Module \(https://axoneducation.instructure.com/courses/277/modules/11283\)](https://axoneducation.instructure.com/courses/277/modules/11283)
- ✓ [Modules 52 - 56 | Syllabus | Patient Assessment and Airway Management Unit | EMSP 1320 \(https://axoneducation.instructure.com/courses/277/modules/8691\)](https://axoneducation.instructure.com/courses/277/modules/8691)
- ✓ [Module 52 | Patient Assessment | Chapter 11 | EMSP 1320 \(https://axoneducation.instructure.com/courses/277/modules/8692\)](https://axoneducation.instructure.com/courses/277/modules/8692)
- ✓ [Module 53 | Critical Thinking and Clinical Decision Making | Chapter 12 | EMSP 1320 \(https://axoneducation.instructure.com/courses/277/modules/8700\)](https://axoneducation.instructure.com/courses/277/modules/8700)
- ✓ [Module 54 | Airway Management | Chapter 16 | EMSP 1320 \(https://axoneducation.instructure.com/courses/277/modules/8705\)](https://axoneducation.instructure.com/courses/277/modules/8705)
- ✓ [Module 55 | Respiratory Emergencies | Chapter 17 | EMSP 1320 \(https://axoneducation.instructure.com/courses/277/modules/8711\)](https://axoneducation.instructure.com/courses/277/modules/8711)
- ✓ [Module 56 | EMSP 1320 | FIDAP Airway and Breathing Unit Exam | Course Completion Module \(https://axoneducation.instructure.com/courses/277/modules/8714\)](https://axoneducation.instructure.com/courses/277/modules/8714)

- ✓ [Modules 57 - 66 | Syllabus | Trauma Management and Life Support Unit | EMSP 1340](https://axoneducation.instructure.com/courses/277/modules/8715)
(<https://axoneducation.instructure.com/courses/277/modules/8715>)
- ✓ [Module 57 | Trauma Systems and Mechanism of Injury | Chapter 30 | EMSP 1340](https://axoneducation.instructure.com/courses/277/modules/8716)
(<https://axoneducation.instructure.com/courses/277/modules/8716>)
- ✓ [Module 58 | Bleeding | Chapter 31 | EMSP 1340](https://axoneducation.instructure.com/courses/277/modules/8720)
(<https://axoneducation.instructure.com/courses/277/modules/8720>)
- ✓ [Module 59 | Soft-Tissue Trauma | Chapter 32 | EMSP 1340](https://axoneducation.instructure.com/courses/277/modules/8723)
(<https://axoneducation.instructure.com/courses/277/modules/8723>)
- ✓ [Module 60 | Burns | Chapter 33 | EMSP 1340](https://axoneducation.instructure.com/courses/277/modules/8727)
(<https://axoneducation.instructure.com/courses/277/modules/8727>)
- ✓ [Module 61 | Face and Neck Trauma | Chapter 34 | EMSP 1340](https://axoneducation.instructure.com/courses/277/modules/8733)
(<https://axoneducation.instructure.com/courses/277/modules/8733>)
- ✓ [Module 62 | Head and Spine Trauma | Chapter 35 | EMSP 1340](https://axoneducation.instructure.com/courses/277/modules/8737)
(<https://axoneducation.instructure.com/courses/277/modules/8737>)
- ✓ [Module 63 | Chest Trauma | Chapter 36 | EMSP 1340](https://axoneducation.instructure.com/courses/277/modules/8739)
(<https://axoneducation.instructure.com/courses/277/modules/8739>)
- ✓ [Module 64 | Abdominal and Genitourinary Trauma | Chapter 37 | EMSP 1340](https://axoneducation.instructure.com/courses/277/modules/8741)
(<https://axoneducation.instructure.com/courses/277/modules/8741>)
- ✓ [Module 65 | Orthopaedic Trauma | Chapter 38 | EMSP 1340](https://axoneducation.instructure.com/courses/277/modules/8744)
(<https://axoneducation.instructure.com/courses/277/modules/8744>)
- ✓ [Module 66 | Environmental Emergencies | Chapter 39 | EMSP 1340](https://axoneducation.instructure.com/courses/277/modules/8746)
(<https://axoneducation.instructure.com/courses/277/modules/8746>)
- ✓ [EMSP 1340 | Trauma Management and Life Support | Course Completion Module](https://axoneducation.instructure.com/courses/277/modules/11285)
(<https://axoneducation.instructure.com/courses/277/modules/11285>)
- ✓ [Modules 67 - 71 | Syllabus | Special Populations Unit | EMSP 1350](https://axoneducation.instructure.com/courses/277/modules/8748)
(<https://axoneducation.instructure.com/courses/277/modules/8748>)
- ✓ [Module 67 | Obstetrics | Chapter 42 | EMSP 1350](https://axoneducation.instructure.com/courses/277/modules/8749)
(<https://axoneducation.instructure.com/courses/277/modules/8749>)
- ✓ [Module 68 | Neonatal Care | Chapter 43 | EMSP 1350](https://axoneducation.instructure.com/courses/277/modules/8752)
(<https://axoneducation.instructure.com/courses/277/modules/8752>)
- ✓ [Module 69 | Pediatric Emergencies | Chapter 44 | EMSP 1350](https://axoneducation.instructure.com/courses/277/modules/8754)
(<https://axoneducation.instructure.com/courses/277/modules/8754>)
- ✓ [Module 70 | Geriatric Emergencies | Chapter 45 | EMSP 1350](https://axoneducation.instructure.com/courses/277/modules/8758)
(<https://axoneducation.instructure.com/courses/277/modules/8758>)

- ✓ [Module 71 | Patients With Special Challenges | Chapter 46 | EMSP 1350](https://axoneducation.instructure.com/courses/277/modules/8760)
(<https://axoneducation.instructure.com/courses/277/modules/8760>)
- ✓ [EMSP 1350 | Special Populations | Course Completion Module](https://axoneducation.instructure.com/courses/277/modules/11286)
(<https://axoneducation.instructure.com/courses/277/modules/11286>)

Learning Activities

Textbook Chapters– Every student has access to the e-books. Students will need to access the e-books through the LMS. Students are encouraged to use the e-books where possible to take advantage of any additional resources that may be presented during their reading.

Formative Tests– Chapter Quiz grades will be averaged together to provide you with a "quiz" grade.

Chapter Assessments– The LMS allows you to attempt a Chapter Assessment after completing all other chapter components. This will be an overall assessment of all critical knowledge within the chapter.

Mastery Quizzes– These quizzes will assess overall mastery of concepts covered related to our course and the curriculum.

EMTalk– An audio or video podcast from your instructors and guest speakers to introduce material, address student questions, and to promote student success. EMTalk will include supplemental material rather than presentation of the material presented in your text(s). These will be available at different times throughout the course. Look out for them and make sure to participate when they become available.

Subjective Assessment by Instructor– Instructors, in conjunction with the course coordinator, medical director, or other involved personnel, will provide a portion of your grade based on their own judgment. This grade may reflect your on-time attendance at labs, clinical/field internships and willingness to assist other students in the learning process, etc.

Simulations and "Ride-Alongs"

These are specific homework assignments within Canvas that will guide students through scenarios giving them direction on how they should respond within the scope of practice of Paramedic in the field. Students will be required to use their critical thinking skills in order to follow along and make decisions as the provider throughout these homework assignments. These assignments are included in the "homework" grade issued within Canvas.

Documenting Field, Lab, and Clinical Internships



The institution mandates that every student who attends a clinical or field internship write a Patient Care Report, herein referred to as a PCR, for each patient they come into contact with. Each PCR must include completion of the required checkboxes and form selections, as well as a comprehensive narrative in CHART format, as described in the course content.

*Towards the end of each clinical and field experience, the student must prompt their preceptor to complete the end-of-shift evaluation requirements, as described in course content, and a preceptor sign-off before leaving the facility on that date. Failure to do so will require the student to complete another clinical/field experience to replace that shift date. The institution will not reach out to the site on the student's behalf to obtain those documents after the fact. **The student is prohibited from reaching out to the site on their own, as doing so would put the student at risk for administrative removal from the program.***

*The institution recognizes that students may not be able to write detailed PCRs while on their clinical or field internships due to reasons including, but not limited to a busy shift. **That being said, students will have up to 48 hours from shift end time to write their PCRs for that date and complete the required evaluations for which they are responsible.***

Program Critical Criteria

This course contains several Critical Criteria that, if unmet, could result in the issuance of a failing final grade for the course, regardless of the student's success or performance in other aspects of the course.

- **Critical Criterion #1 – Compliance Deadline Criterion** [[02.04.002](#) ] (<https://policy.axoneducation.com/detail/02.04.002>)
 - **Students will be given 30 days beyond their cohort start date to submit all required compliance documents and achieve Full Enrollment.**
- **Critical Criterion #2 – Minimum Activity Criterion** [[02.08.001](#) ] (<https://policy.axoneducation.com/detail/02.08.001>)
 - A student's minimum activity is evaluated each Monday for the preceding seven days (Monday through Sunday). Minimum activity includes:
 1. That the student is not behind on any course deadline, AND
 2. Any one or more of the following:
 - a. The student has logged in to the Learning Management System.
 - b. The student has attended a face-to-face session such as a Skills Lab.
 - c. The student has participated in a Field Experience and completed the necessary

- documentation for the experience.
- d. The student has participated in a Clinical Experience and completed the necessary documentation for the experience.
- e. The student has participated in a tutoring session.
- f. The student has participated in a documented Student Success Call.
- g. The student has attempted a Readiness Exam (FISDAP)

- **Critical Criterion #3 – Student Responsiveness Criterion**

- The Teaching Team may establish that an individual has failed to achieve the Student Responsiveness Criterion by evaluating their pattern of communication. Students are expected to respond to institutional inquiries in a timely manner adequately. A student's adequate and timely responses to written inquiries, text messages, voicemails, and other means of communication from institutional representatives are considered mandatory elements of course progress, even when such inquiries are not directly related to academic performance.

- **Critical Criterion #4 – Positive Affect Criterion [02.02.003 [↗](#)**

[\[https://policy.axoneducation.com/detail/02.02.003\]](https://policy.axoneducation.com/detail/02.02.003)

- The Teaching Team may establish that an individual has failed to achieve the Positive Affect Criterion if a student exhibits ongoing or acutely disruptive affect or unprofessional behavior to fellow students, institutional personnel, clinical partner personnel, or other stakeholders. Satisfactory student progress in this regard is established, among other means, by demonstrating a willingness to work as a productive team member with other students, and especially with clinical partners. This includes dressing, speaking, and acting professionally while in school contexts.

Momentum Score

Momentum Scores are calculated and distributed to students routinely during the Instructional Period.

Momentum Scores are expressed as a percentage, and students are awarded badges at various times during the instructional period if they have achieved a Momentum Score above 100%. The Momentum Score is not intended to predict overall student success, nor is it explicitly used in the assignment of any course grade.

Momentum Scores encourage self-evaluation and self-regulation related to your course activity. You are encouraged to monitor your Momentum Score to evaluate your progress, adjust your

activity based on your appreciation of your progress, and seek help if necessary

Paramedic Bridge Maximum Instructional Deadline (MID)

The **Maximum Instructional Deadline (MID)** for this course is **70 weeks**. Students will have 70 weeks from the cohort start date to complete all online assignments and complete at least one attempt at the Field Internship Student Data Acquisition Project (FISDAP) Comprehensive Readiness Exam.

Students must schedule their Readiness Exam before 30 days before their MID.

Furthermore, Students must complete an initial attempt at the Readiness Exam before their MID.

Paramedic Bridge Maximum Course Duration

The **Maximum Course Duration (MCD)** for this course is **78 weeks**. The teaching team may extend the MCD at its sole discretion. The decision will be based on the student's demonstration of overall course progress, furloughs awarded due to special life circumstances, scheduled holidays, etc.

Students wishing to seek an extension should formally request an extension by submitting a FLEX Request through the link on the Student Resources Page. Extensions will only be considered if requested before the MCD deadline.

Students who remain in the course after the Maximum Instructional Deadline but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon courses each have a Maximum Course Duration, the courses employ adaptive learning technologies and are, therefore, highly personalized for each student. Students may complete the course as rapidly as they are able to meet all requirements

Because this course is based upon a Flexible Time Schedule, a student may be assigned a failing grade for the course prior to the end of the Maximum Instructional Deadline or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug- screening, failure to meet compliance deadlines for documentation related to enrollment requirements, dismissal, or other reasons articulated in the course syllabus

Attendance Policy

This course is competency-based and is presented in an online format. There are no mandatory weekly sessions. Instead, students may move through the curriculum as quickly as they are able within a set of parameters (See Maximum Course Duration). There are mandatory face-to-face sessions or electronic meetings that must be attended; however, most of these sessions will be scheduled by the student. Attendance at skills labs, clinical internships, field internships, and scheduled tutoring sessions will be tracked, and students failing to appear or who arrive late for participation will be required to make up all sessions or missed content.

Attendance Policy Specific to Skills Labs

Students are required to attend at least three [3] face-to-face Immersive Skills Labs. Skills Labs generally last two days. Students will learn and practice hands-on skills during these labs and ultimately prepare for psychomotor skills evaluation. Students may be required to attend an additional Skills Lab if they have not demonstrated competency in the clinical/field setting.

Skills Labs are conducted regularly at the Abilene and Houston class locations. Students must schedule their first Skills Lab within 60 days of their official cohort start date and, when able, based on current offerings, all Skills Labs. Students are encouraged to sign up for the Skills Labs as early in the course as possible to ensure that they are able to attend sessions that are convenient to them in terms of timing.

Finally, students are encouraged to get away from routine responsibilities such as other schooling, work, family obligations, etc., during Skills Labs due to the need to focus intently on the lab instruction.

Students may register online by visiting <https://www.axoneducation.com/skills/>.  (<https://www.axoneducation.com/skills/>). Students should also arrange travel and sleeping accommodations as soon as possible after registering for their desired session dates.

Attendance Policy Specific to Clinical/Field Internships

Students must initiate the scheduling of their clinics **within 30 days of the completion of their final Skills Lab. Late arrival to, or failure to attend, a scheduled clinical experience or field experience without notifying Axon in advance will be treated as unprofessional behavior and may result in a breach of Critical Criterion #4 – Positive Affect (see below), and it could result in the student failing the course.**

It is understood that in rare cases, emergencies happen that could prevent a student from notifying Axon of the late arrival or cancellation in advance. Still, pre-notification of late arrival or cancellation is expected in all cases. All missed clinical internships, or field internships must be made up. The

Teaching Team may also assign remedial work or additional shifts in cases where shifts or portions of shifts were missed.

Grading

This course is offered to fulfill the requirements of the Paramedic Certification Program. A final grade will be issued for the program after completion of all courses. There are two crucial characteristics of course grades that the student needs to consider:

1. While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry Cognitive Examination. Students may not expect articulation of individual course credits without success in the entire certification program.
2. There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency-based overall, which allows students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as often as necessary to achieve a satisfactory grade or as often as desired to improve or enhance competency. In most cases, assignments are considered "open-book," which means the student is encouraged to use all tools at their disposal to demonstrate success in the task. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed or limitations on the tools or resources that may be used as a part of the effort.

Skills Labs Grading

Skills Labs are graded on a pass/fail basis. Students may be precluded from proceeding to next steps in this course if they have not demonstrated competency in particular psychomotor skills.

Proctored Assignments

Specific assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations that provide student proctoring. In such a case, the student will be responsible for paying for the

proctoring session. At their sole discretion, the Axon Teaching Team may require that an assignment for a particular student be proctored, even if proctoring is not required for the same or similar assignment for all other students.

Standardized Examinations

Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment where the exam will be conducted. Unless otherwise indicated, Axon will allow students one attempt at the nationally standardized examinations without additional costs to students on the first attempt. Students will also be required to show satisfactory progress within this product. The student will have three additional attempts at no cost to the student. The Teaching Team can assign an alternative exam if needed.

FISDAP Readiness Exams and Individual Unit Exams

The institution permits a maximum of 4 attempts on any Readiness Exam and a maximum of 6 attempts on Unit Exams. Nevertheless, there are instances where the Teaching Team may exercise discretion to grant additional attempts to students who have demonstrated the appropriate attitude, aptitude, and academic diligence, indicating a genuine commitment to completing the Paramedic Program in its entirety.

At its discretion, the Teaching Team may grant alternative exams to students who meet the specified criteria at no additional cost to the student.

- The student must have exhausted all six attempts on a single unit exam and four attempts on a Readiness Exam from the Paramedic curriculum.
- The student must express their desire to continue in the program to the Student Support Department or the Instructional Support Department.

The standard passing score for all FISDAP exams is set at 70%. However, a score below this threshold may be considered acceptable based on a thorough evaluation of the student's academic performance, including factors such as overall progress in the program, demonstration of consistent effort, improvement over time, and other relevant criteria. This decision will be made at the discretion of the Teaching Team on a case-by-case basis.

Final Exams

This course will include a final examination. The exam may or may not require proctoring, and specific requirements will be provided in the Learning Management System. The Teaching Team

has the authority to require proctoring on any assignment, including final examinations.

Where appropriate, final examinations may be conducted using nationally standardized exams. These exams, which are administered to thousands of students each year, may provide a more rigorous experience and highly predictive results of student success.

The "Cut Score" is 70. This score is assigned for final examinations, dictating the minimum score a student must achieve to complete the course or program successfully.

Portfolio

Every paramedic student must complete the program-required portfolio of skills and patient care experiences before graduation. Each relevant skill and patient care encounter must be documented throughout the program. Students are encouraged to be vigilant in pursuing opportunities for skills and patient care experiences to achieve their totals. Students must complete 100% of their portfolio to complete the program successfully. All experiences must be documented appropriately as determined by the faculty.

Grade Calculation

The program-wide Grading Policy and the institution's Grading Scale are included in the Paramedic Program Common Syllabus Elements below. Students are encouraged to read these items carefully and should be aware that there are program-wide pass-fail elements referred to as Critical Criteria that, if breached, may cause a student to be issued a failing grade for the entire program. Grades for this individual course will be calculated as follows:

Description	Percentage
Examinations	
Final Course Exam	40%
Homework	40%
Syllabus Understanding	
Chapter Objectives Review	
Chapter Reading Assignments	

Description	Percentage
Lecture/Labs Test Taking Strategies Skill Drills Simulations Ride Alongs Cardiology Flashcards EMTalk	
Quizzes EBook Quiz Chapter Assessments	20%
Affect	Pass/Fail

Pass/Fail Affect

There are several elements that are not used to calculate your grade but must be passed in order to achieve an overall passing grade. These include:

- o Critical Criteria Labs
- o Field Internships and Clinical Internships
- o Documentation of achievement of an American Heart Association BLS Card

Affective Grade

The Axon Education Latin Motto is "**Primum Respectum Date**" (**PREE-mum res-PECT-um DAH-tay**), which means "**first give respect.**" In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read **Critical Criterion #4 – Positive Affect Criterion** below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all

educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Badges

We use **badges** as a way to recognize and reward your accomplishments throughout the course. These digital credentials showcase your mastery of specific skills, completion of assignments, or achievement of milestones.

Exit Plan

Once the student has completed most of the online coursework, the Teaching Team will move the student to an Exit Plan. While it is the student's responsibility to manage the completion of all course requirements before the Maximum Course Duration date, during the Exit Plan phase of the course, the Teaching Team may assign deadlines to students to complete various course requirements, including attempts at the Readiness Exam, completion of Clinical Internships, completion of Field Internships, remediation exercises, attempts at practice exams, etc.

ADA Statement

At times, it may be necessary for students with special needs or disabilities to receive special or reasonable accommodation. Axon Education will make reasonable accommodations to meet the needs of students with disabilities. To request an accommodation, students should contact Student Support at support@axoneducation.com.

Syllabus Affirmation Requirement

Each student must acknowledge receipt and understanding of all syllabi in the Canvas Learning Management System assignment.

Library Resources

A substantial collection of Open-Access literature is available to allied health students via the Internet. Students are encouraged to conduct research using these and other materials.

The institution's LMS system includes direct links to journals, articles, and books that are assigned readings and links to resources that may be used in student research and self-study. These resources are credible and substantial resources, which include peer-reviewed journals, books, and institutional research monographs, among other items. This approach is significant for multiple reasons but is particularly valuable because it will include items published in very recent time frames as well as items published previously. This allows students to see historical changes in thought patterns and medical procedures in a historical context.

Students will be encouraged to engage in critical thinking skills to help identify items such as peer-reviewed content and compare it to popular writing or opinion. The institution believes that developing these skills while in an academic program can encourage graduates to become lifelong learners with the capacity to discriminate among informational options.

The institution will develop corporate accounts with open-access (free) providers, and where corporate accounts do not serve the purpose well, we will encourage students to register with providers for personal access. While the list below is in no way exhaustive, examples of these resources include:

SpringerOpen (<https://www.springeropen.com/>)

SpringerOpen publishes a wide selection of open-access books across various disciplines but has specific science, technology, and medicine content.

Biomed Central (<http://www.biomedcentral.com/>)

Biomed Central makes scientific research freely accessible and discoverable through partnerships, innovation, and collaboration with the scientific community. Dedicated to open research, Biomed publishes over 290 quality peer-reviewed journals in Biology, Clinical Medicine, and Health.

MedKnow (<http://www.medknow.com/journals.asp>)

MedKnow provides open access to the official publications of various societies and associations. Most publications are peer-reviewed.

PubMed Central® (PMC) (<https://www.ncbi.nlm.nih.gov/pmc/>)

PubMed Central® (PMC) is a free full-text archive of biomedical and life sciences journal literature at the U.S. National Institutes of Health's National Library of Medicine (NIH/NLM).

Highwire (<http://highwire.stanford.edu/lists/freeart.dtl/>)

Highwire is based out of Stanford University and is a significant resource for open-access full-text science and medical content.

World Health Organization (<https://archive.org/details/worldhealthorganization>)

The World Health Organization Book Archive provides digital full-text copies of complete books with an exceptional search interface.

Pocket Prep (<https://www.pocketprep.com/>)

Students are provided with access to Pocket Prep. Information about obtaining a code is provided in the course.

Student learning resources are available and appropriate to the level and scope of educational offerings via the information provided in the syllabi. Students have access to the above-mentioned resources, as well as additional resources we provide within the course, such as Pocket Prep. Pocket Prep is a test prep resource that uses formative competency-based learning to help students ensure their understanding of the required materials and that they are ready for the certification/licensing test.

Paramedic Bridge Accelerated



Axon Education
Consortium



Paramedic Bridge Accelerated Course Syllabi



🎯 Mission

Our mission is to provide postsecondary healthcare education through an **effective, efficient, and student-centered** online learning experience.

🎯 Paramedic Program Goal and Outcomes

The following information pertains to all courses in the Paramedic program.

Paramedic Program Goal

To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

Paramedic Program Student Outcomes

- Graduates will be prepared to pass the National Registry of Paramedics Cognitive Examination.

- Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessments and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and develop strategies for self-directed, life-long learning.

Paramedic Bridge Program Courses

The Paramedic Program consists of the following courses:

- BIOL 2401 | Anatomy and Physiology
- EMSP 2355 | Clinical and Field Portfolio
- EMSP 1330 | Pharmacology
- Pocket Prep
- EMSP 2420 | Cardiology
- EMSP 2410 | Medical Emergencies
- EMSP 2330 | EMS Operations
- EMSP 2140 | Assessment Based Management
- EMSP 2145 | Career Lab
- EMSP 2250 | Capstone Field Internship
- EMSP 1310 | Introduction to Advanced Practice and Public Health
- EMSP 1320 | Patient Assessment Airway Management
- EMSP 1340 | Trauma Management and Life Support
- EMSP 1350 | Special Populations

Course information is listed below and the module information is in the section, Program/Course Outline.

BIOL 2401 | Anatomy and Physiology

Anatomy and Physiology provides an overview of anatomy and physiology appropriate for individuals entering an allied-medical field of study. This course gives students the knowledge needed to conduct emergency medical assessments of illnesses and injuries. Topics include medical terminology, anatomy, physiology, pathophysiology, and life-span development.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

NOTE: If you have submitted proof of completion of a similar or higher-level Anatomy and Physiology Course which you received credit for, you may not be required to complete this course. Please check with the School to ensure you are completing what is required.

Prerequisite: EMSP 1310

Corequisite: None

Credit

Total Credit	4
Lecture	3
Lab	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 2355 | Clinical and Field Portfolio**

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises that may be pertinent to this class.

Credit

Total Credit	3
Lecture	0
Lab	0
Clinical Experience	1.5
Field Experience	1.5
Capstone Internship	0

EMSP 1330 | Pharmacology

Pharmacology provides a base-level understanding of the chemistry, classification, and regulation of pharmaceuticals. Special emphasis is given to identification and use of medications used in the prehospital setting. Students study the impact of pharmaceuticals on medical and trauma assessment and the clinical decision-making process. The role of medical direction is discussed, as well as the optimal use of medication and the identification of adverse reactions to medications and contraindications.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 2420 | Cardiology

Cardiology is a deep introduction to prehospital cardiac assessment and treatment for ALS providers. Topics include cardiac anatomy and basic physiology, electrophysiology, calculating rates, vectors and the basic beat, 12-lead ECGs, electrocardiography and arrhythmia recognition, rhythm strip interpretation, normal sinus rhythm, sinus bradycardia, sinus tachycardia, sinus arrhythmia, sinus blocks, etc. Emphasis is given to accurate identification of arrhythmia in a broad variety of contexts.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330

Corequisite:

If you are completing the Advanced EMT Program you do not need to complete this course.

Credit

Total Credit	4
Lecture	4
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1310 | Introduction to Advanced Practice and Public Health**

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher

Prerequisite:

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1320 | Patient Assessment and Airway**

Patient Assessment and Airway Management will guide the student through the development of critical thinking skills related to the practice of essential and standardized medical and trauma assessment techniques in an ALS prehospital environment. The course emphasizes airway management, advanced clinical decision-making, identification and treatment of life threats, and advanced assessment techniques.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401

Corequisite: EMSP 2140

This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises that may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1340 | Trauma Management and Life Support**

Trauma Management and Life Support provides the student with an opportunity to apply ALS assessment and treatment requirements to the management of both simple and complex trauma emergencies. The course emphasizes the understanding of the mechanism of injury, bleeding, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic trauma, and environmental emergencies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310, EMSP 1320, EMSP 1330, EMSP 2420 (if in Paramedic Program)

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises that may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 2410 | Medical Emergencies**

Medical Emergencies provides a student with an overview of a variety of medical emergencies. The student will be expected to apply ALS assessment and treatment techniques to the management of both simple and complex medical emergencies.

Topics include respiratory emergencies, cardiovascular emergencies, neurological emergencies, diseases of the eyes, ears, nose, and throat, abdominal and gastrointestinal, genitourinary and renal emergencies, gynecologic emergencies, endocrine emergencies, hematologic emergencies, immunologic emergencies, infectious diseases, and toxicology.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2420 (If in the Paramedic Program)

Corequisite:
Credit

Total Credit	4
Lecture	4
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0


EMSP 2330 | EMS Operations

EMS Operations will serve as a review of the operations side of Emergency Medical Services that the student would have gained at the EMT provider level. Emphasis will include ALS leadership for operational decision-making.

Topics include transport operations, incident management, mass-casualty incidents, vehicle extrication and special rescue, hazardous materials, terrorism response, disaster response, and crime scene awareness.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program)

Corequisite:
Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0


EMSP 2140 | Assessment Based Management

Assessment Based Management is designed to allow the student to demonstrate competency through high-fidelity simulations. Students will maintain enrollment in this course for the duration of the program and may, therefore, be concurrently enrolled in this course and others prior to enrollment in EMSP 2250 Capstone Field Experience. Students will engage in increasingly complex scenarios that require them to demonstrate the comprehension of course material, psychomotor skills, and behavior required to manage a successful patient encounter.

Students will attend a minimum of 3 two-day skills lab sessions culminating in lab experiences that mimic the National Registry of Emergency Medical Technicians (NREMT) - Paramedic Examinations. Because the course is competency-based, students may be required to attend more than the minimum number of skills-lab sessions in order to achieve course success.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite:

Corequisite: This course may require concurrent continuous enrollment with any and possibly all courses.

Credit

Total Credit	1
Lecture	0
Lab	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 2145 | Career Lab

Career Lab provides students with intensive study opportunities to prepare for and complete the Paramedic Program Readiness Exam, which subsequently prepares the student for the National Registry of Emergency Medical Technicians Paramedic Cognitive Examination. Additionally, students are required to achieve the American Heart Association—Advanced Cardiovascular Life Support card and the American Heart Association—Pediatric Advance Life Support card. Students will attempt the Paramedic Program Readiness Exam multiple times. Based on student performance, remedial exercises may be assigned.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program), EMSP 2330, EMSP 2140

Corequisite: EMSP 2250. This course may be concurrent continuous enrollment with EMSP 2250.

Note: Portions of the requirements for this course (ACLS & PALS) may be completed through third-party American Heart Association providers at the student's expense.

Credit

Total Credit	1
Lecture	0
Lab	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0

 **EMSP 1350 | Special Populations**

Special Populations addresses the special medical and trauma assessment techniques needed to best serve pediatric, geriatric, obstetric and special-needs patients. The course emphasizes physiological differentiation and appropriate treatment strategies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0

Total Credit	3
Capstone Internship	0

EMSP 2250 | Capstone Field Internship

The Capstone Field Internship will serve to allow the student/paramedic candidate to operate in the role of a lead paramedic on a working ambulance operating in a 911/emergency setting. Students will continue to demonstrate and document competencies, which include skills performed or interpreted across a variety of patient ages, differential diagnoses, or complaints, but as a part of the Capstone Field Internship, will focus on completing and documenting a specific number of team leads representing a variety of skills. It is impossible to predict the frequency or mix of live-patient encounters that may occur during a given field internship experience.

- **As a result, it is impossible to specify in advance the number of hours that may be required to complete the Capstone Field Internship. The requirements for the course presume a nominal face-to-face involvement of at least 120 hours. Students are responsible for scheduling and completing a sufficient number of field internship hours necessary to obtain the minimum number of 120 hours and 20 team leads that are transported to the emergency department.**
- **The Paramedic candidate can only count team leads for our program that are initiated through the 911 System, or as an emergency transfer for higher level of care from a facility to an emergency department.**

Definitions

- **911/Emergency Setting:**
 - Any emergency response that is initiated by a call to the emergency dispatch center. They may also include transfers from stand-alone emergency departments, nursing homes, assisted living facilities, or urgent care clinics; so long as the patient is being transported to a higher level of care. These do not include interfacility transfers where the end destination is not an emergency department, unless transport is from a lower level of care to a higher level of care.
- **Team Lead:**
 - The Paramedic student must conduct a comprehensive assessment, establish a field impression, determine patient acuity, formulate a treatment plan, direct the treatment, and direct and participate in the transport of the patient to a medical facility, transfer of care to a higher level of medical authority, or termination of care in the field (cardiac arrest patients only).
- **Facility:**
 - Any health care facility that provides long-term care, specialized nursing services, acute urgent care, primary care, or radiological services.
- **Emergency Department:**

- Department or room within a hospital as determined by federal or state law for the provision of emergency health care services. This does not include freestanding emergency medical care facilities.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program), EMSP 2330, EMSP 2140

Corequisite:

Credit

Total Credit	2
Lecture	0
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	2



Getting Help

Email: support@axoneducation.com

Phone/Text: 325-218-4444

Schedule an audio or videoconference appointment: <https://axonedu.as.me>

Register for Skills Lab: <https://www.axoneducation.com/skills/>

Student Resource Forms: www.axoneducation.com/student-resources

Register for Clinical/Field Experiences: <https://www.axoneducation.com/forms/clinical/>

Make a payment or check on a payment:
www.tfcstudentinfo.com (http://www.tfcstudentinfo.com) or

800-872-9832



Paramedic Required Course Materials | Textbook(s)

Nancy Caroline's Emergency Care in the Streets (9th Edition) Bundle ISBN13: 9781284219364

The bundle contains 1) Caroline Premier Digital (includes FISDAP Scheduler and FISDAP Skills Tracker), 2) FISDAP assessment package paramedic, and 3) Arrhythmia Recognition book + companion website.

Introduction to Basic Cardiac Dysrhythmias, 5th Edition, ISBN 978-1-284-13968-6 (Atwood, Sandra; Stanton, Cheryl; Storey-Davenport, Jenny (The book is included in tuition, and you will receive it during Skills Lab.

Paramedic Required Course Materials | Software

Access to electronic patient recording software (provided by enrollment) Access to Canvas Learning Management System (LMS) [provided by enrollment].

Program/Course Outline

While the list included here is intended to be comprehensive, the exact scope and sequence of this course will be dictated by the assignments presented in the LMS. Unless noted otherwise, all prescribed assignments within each chapter are to be completed.

- [🔗 **Helpful Student Resources** \(https://axoneducation.instructure.com/courses/278/modules/8641\)](https://axoneducation.instructure.com/courses/278/modules/8641)
- [🔗 **Get Started Here!** \(https://axoneducation.instructure.com/courses/278/modules/8642\)](https://axoneducation.instructure.com/courses/278/modules/8642)
- [🔗 **Introduction Module** \(https://axoneducation.instructure.com/courses/278/modules/8643\)](https://axoneducation.instructure.com/courses/278/modules/8643)
- [🔗 **Access eBook: Nancy Caroline's Emergency Care in the Streets 9th Edition** \(https://axoneducation.instructure.com/courses/278/modules/8646\)](https://axoneducation.instructure.com/courses/278/modules/8646)
- [🔗 **Modules 1 - 4 | Syllabus | Anatomy and Physiology Unit | BIOL 2401** \(https://axoneducation.instructure.com/courses/278/modules/8647\)](https://axoneducation.instructure.com/courses/278/modules/8647)
- [🔗 **Module 1 | Medical Terminology | Chapter 7 | BIOL 2401** \(https://axoneducation.instructure.com/courses/278/modules/8649\)](https://axoneducation.instructure.com/courses/278/modules/8649)
- [🔗 **Module 2 | Anatomy and Physiology | Chapter 8 | BIOL 2401** \(https://axoneducation.instructure.com/courses/278/modules/8651\)](https://axoneducation.instructure.com/courses/278/modules/8651)
- [🔗 **Module 3 | Pathophysiology | Chapter 9 | BIOL 2401** \(https://axoneducation.instructure.com/courses/278/modules/8656\)](https://axoneducation.instructure.com/courses/278/modules/8656)
- [🔗 **Module 4 | Life Span Development | Chapter 10 | BIOL 2401** \(https://axoneducation.instructure.com/courses/278/modules/8662\)](https://axoneducation.instructure.com/courses/278/modules/8662)
- [🔗 **BIOL 2401 | Anatomy and Physiology | Course Completion Module** \(https://axoneducation.instructure.com/courses/278/modules/11287\)](https://axoneducation.instructure.com/courses/278/modules/11287)

- ✚ [Modules 5 | Syllabus | Clinical and Field Portfolio | EMSP 2355](https://axoneducation.instructure.com/courses/278/modules/8668)
(<https://axoneducation.instructure.com/courses/278/modules/8668>)
- ✚ [EMSP 2355 | Clinical and Field Portfolio](https://axoneducation.instructure.com/courses/278/modules/11288)
(<https://axoneducation.instructure.com/courses/278/modules/11288>)
- ✚ [Modules 6 - 9 | Syllabus | Pharmacology Unit | EMSP 1330](https://axoneducation.instructure.com/courses/278/modules/8671)
(<https://axoneducation.instructure.com/courses/278/modules/8671>)
- ✚ [Module 6A | HIPAA Compliance in Pre-hospital Care](https://axoneducation.instructure.com/courses/278/modules/8669)
(<https://axoneducation.instructure.com/courses/278/modules/8669>)
- ✚ [Module 6B | Compliance Module](https://axoneducation.instructure.com/courses/278/modules/8670)
(<https://axoneducation.instructure.com/courses/278/modules/8670>)
- ✚ [Pocket Prep | Syllabus](https://axoneducation.instructure.com/courses/278/modules/12256) (<https://axoneducation.instructure.com/courses/278/modules/12256>)
- ✚ [Module 7 | Principles of Pharmacology | Chapter 13 | EMSP 1330](https://axoneducation.instructure.com/courses/278/modules/8673)
(<https://axoneducation.instructure.com/courses/278/modules/8673>)
- ✚ [Module 8 | Medication Administration | Chapter 14 | EMSP 1330](https://axoneducation.instructure.com/courses/278/modules/8676)
(<https://axoneducation.instructure.com/courses/278/modules/8676>)
- ✚ [Module 9 | Emergency Medications | Chapter 15 | EMSP 1330](https://axoneducation.instructure.com/courses/278/modules/8679)
(<https://axoneducation.instructure.com/courses/278/modules/8679>)
- ✚ [EMSP 1330 | Pharmacology | Course Completion Module](https://axoneducation.instructure.com/courses/278/modules/11289)
(<https://axoneducation.instructure.com/courses/278/modules/11289>)
- ✚ [Modules 10 - 22 | Syllabus | Cardiology Unit | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8681)
(<https://axoneducation.instructure.com/courses/278/modules/8681>)
- ✚ [Module 10 | Cardiovascular Emergencies | Chapter 18 | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8704)
(<https://axoneducation.instructure.com/courses/278/modules/8704>)
- ✚ [Module 11 | Cardiology | Anatomy and Basic Physiology | Chapter 1 | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8682)
(<https://axoneducation.instructure.com/courses/278/modules/8682>)
- ✚ [Module 12 | Cardiology | Monitoring and Telemetry | Chapter 2 | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8683)
(<https://axoneducation.instructure.com/courses/278/modules/8683>)
- ✚ [Module 13 | Cardiology | Sinus and Atrial Dysrhythmias | Chapter 3 | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8687)
(<https://axoneducation.instructure.com/courses/278/modules/8687>)
- ✚ [Module 14 | Cardiology | Junctional Dysrhythmias | Chapter 4 | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8688)
(<https://axoneducation.instructure.com/courses/278/modules/8688>)
- ✚ [Module 15 | Cardiology | Heart Blocks | Chapter 5 | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8689)
(<https://axoneducation.instructure.com/courses/278/modules/8689>)
- ✚ [Module 16 | Cardiology | Ventricular Dysrhythmias | Chapter 6 | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8690)
(<https://axoneducation.instructure.com/courses/278/modules/8690>)

- [🔗 Module 17 | Cardiology | Funny Looking Beats and Pacemaker Rhythms | Chapter 7 | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8694) (<https://axoneducation.instructure.com/courses/278/modules/8694>)
- [🔗 Module 18 | Cardiology | Dysrhythmia Review | Chapter 8 | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8695) (<https://axoneducation.instructure.com/courses/278/modules/8695>)
- [🔗 Module 19 | Cardiology | Medication Review and Adult Treatment Guidelines | Chapter 9 | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8696) (<https://axoneducation.instructure.com/courses/278/modules/8696>)
- [🔗 Module 20 | Cardiology | Dysrhythmia Interpretation Practice | Chapter 10 | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8697) (<https://axoneducation.instructure.com/courses/278/modules/8697>)
- [🔗 Module 21 | Cardiology | Case Studies | Chapter 11 | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8698) (<https://axoneducation.instructure.com/courses/278/modules/8698>)
- [🔗 Module 22 | Cardiology | Introduction to Basic 12-Lead ECG Interpretation | Chapter 12 | EMSP 2420](https://axoneducation.instructure.com/courses/278/modules/8699) (<https://axoneducation.instructure.com/courses/278/modules/8699>)
- [🔗 EMSP 2420 | Cardiology | Course Completion Module](https://axoneducation.instructure.com/courses/278/modules/17802) (<https://axoneducation.instructure.com/courses/278/modules/17802>)
- [🔗 Modules 23 - 33 | Syllabus | Medical Emergencies Unit | EMSP 2410](https://axoneducation.instructure.com/courses/278/modules/8703) (<https://axoneducation.instructure.com/courses/278/modules/8703>)
- [🔗 Module 23 | Neurologic Emergencies | Chapter 19 | EMSP 2410](https://axoneducation.instructure.com/courses/278/modules/8707) (<https://axoneducation.instructure.com/courses/278/modules/8707>)
- [🔗 Module 24 | Diseases of the Eyes, Ears, Nose, and Throat | Chapter 20 | EMSP 2410](https://axoneducation.instructure.com/courses/278/modules/8709) (<https://axoneducation.instructure.com/courses/278/modules/8709>)
- [🔗 Module 25 | Abdominal and Gastrointestinal Emergencies | Chapter 21 | EMSP 2410](https://axoneducation.instructure.com/courses/278/modules/8712) (<https://axoneducation.instructure.com/courses/278/modules/8712>)
- [🔗 Module 26 | Genitourinary and Renal Emergencies | Chapter 22 | EMSP 2410](https://axoneducation.instructure.com/courses/278/modules/8717) (<https://axoneducation.instructure.com/courses/278/modules/8717>)
- [🔗 Module 27 | Gynecologic Emergencies | Chapter 23 | EMSP 2410](https://axoneducation.instructure.com/courses/278/modules/8721) (<https://axoneducation.instructure.com/courses/278/modules/8721>)
- [🔗 Module 28 | Endocrine Emergencies | Chapter 24 | EMSP 2410](https://axoneducation.instructure.com/courses/278/modules/8724) (<https://axoneducation.instructure.com/courses/278/modules/8724>)
- [🔗 Module 29 | Hematologic Emergencies | Chapter 25 | EMSP 2410](https://axoneducation.instructure.com/courses/278/modules/8725) (<https://axoneducation.instructure.com/courses/278/modules/8725>)
- [🔗 Module 30 | Immunologic Emergencies | Chapter 26 | EMSP 2410](https://axoneducation.instructure.com/courses/278/modules/8731) (<https://axoneducation.instructure.com/courses/278/modules/8731>)
- [🔗 Module 31 | Infectious Diseases | Chapter 27 | EMSP 2410](https://axoneducation.instructure.com/courses/278/modules/8736) (<https://axoneducation.instructure.com/courses/278/modules/8736>)

- [🔗 Module 32 | Toxicology | Chapter 28 | EMSP 2410](https://axoneducation.instructure.com/courses/278/modules/8738)
(<https://axoneducation.instructure.com/courses/278/modules/8738>)
- [🔗 Module 33 | Psychiatric Emergencies | Chapter 29 | EMSP 2410](https://axoneducation.instructure.com/courses/278/modules/8740)
(<https://axoneducation.instructure.com/courses/278/modules/8740>)
- [🔗 EMSP 2410 | Medical Emergencies | Course Completion Module](https://axoneducation.instructure.com/courses/278/modules/17804)
(<https://axoneducation.instructure.com/courses/278/modules/17804>)
- [🔗 Modules 34- 40 | Syllabus | EMS Operations Unit | EMSP 2330](https://axoneducation.instructure.com/courses/278/modules/8742)
(<https://axoneducation.instructure.com/courses/278/modules/8742>)
- [🔗 Module 34 | Transport Operations | Chapter 47 | EMSP 2330](https://axoneducation.instructure.com/courses/278/modules/8743)
(<https://axoneducation.instructure.com/courses/278/modules/8743>)
- [🔗 Module 35 | Incident Management and Mass-Casualty Incidents | Chapter 48 | EMSP 2330](https://axoneducation.instructure.com/courses/278/modules/8745)
(<https://axoneducation.instructure.com/courses/278/modules/8745>)
- [🔗 Module 36 | Vehicle Extrication and Special Rescue | Chapter 49 | EMSP 2330](https://axoneducation.instructure.com/courses/278/modules/8747)
(<https://axoneducation.instructure.com/courses/278/modules/8747>)
- [🔗 Module 37 | Hazardous Materials | Chapter 50 | EMSP 2330](https://axoneducation.instructure.com/courses/278/modules/8750)
(<https://axoneducation.instructure.com/courses/278/modules/8750>)
- [🔗 Module 38 | Terrorism Response | Chapter 51 | EMSP 2330](https://axoneducation.instructure.com/courses/278/modules/8751)
(<https://axoneducation.instructure.com/courses/278/modules/8751>)
- [🔗 Module 39 | Disaster Response | Chapter 52 | EMSP 2330](https://axoneducation.instructure.com/courses/278/modules/8753)
(<https://axoneducation.instructure.com/courses/278/modules/8753>)
- [🔗 Module 40 | Crime Scene Awareness | Chapter 53 | EMSP 2330](https://axoneducation.instructure.com/courses/278/modules/8755)
(<https://axoneducation.instructure.com/courses/278/modules/8755>)
- [🔗 EMSP 2330 | EMS Operations | Course Completion Module](https://axoneducation.instructure.com/courses/278/modules/17805)
(<https://axoneducation.instructure.com/courses/278/modules/17805>)
- [🔗 Modules 41 - 43 | Syllabus | Assessment Based Management Unit | EMSP 2140](https://axoneducation.instructure.com/courses/278/modules/8756)
(<https://axoneducation.instructure.com/courses/278/modules/8756>)
- [🔗 Module 41 | Responding to the Field Code | Chapter 40 | EMSP 2140](https://axoneducation.instructure.com/courses/278/modules/8757)
(<https://axoneducation.instructure.com/courses/278/modules/8757>)
- [🔗 Module 42 | Management and Resuscitation of the Critical Patient | Chapter 41 | EMSP 2140](https://axoneducation.instructure.com/courses/278/modules/8759)
(<https://axoneducation.instructure.com/courses/278/modules/8759>)
- [🔗 Module 43 | Paramedic Readiness Exam on FISDAP](https://axoneducation.instructure.com/courses/278/modules/17807)
(<https://axoneducation.instructure.com/courses/278/modules/17807>)
- [🔗 Module 44 | Career Lab | EMSP 2145](https://axoneducation.instructure.com/courses/278/modules/8761)
(<https://axoneducation.instructure.com/courses/278/modules/8761>)

- ✚ [EMSP 2145 | Career Lab | Course Completion Module](https://axoneducation.instructure.com/courses/278/modules/11295)
(<https://axoneducation.instructure.com/courses/278/modules/11295>)
- ✚ [Module 45 | Capstone Lead Internship | EMSP 2250](https://axoneducation.instructure.com/courses/278/modules/8762)
(<https://axoneducation.instructure.com/courses/278/modules/8762>)
- ✚ [Final Course Completion Request](https://axoneducation.instructure.com/courses/278/modules/11933)
(<https://axoneducation.instructure.com/courses/278/modules/11933>)
- ✚ [Paramedic Discussions](https://axoneducation.instructure.com/courses/278/modules/8767) (<https://axoneducation.instructure.com/courses/278/modules/8767>)
- ✚ [Appendix: Career Development](https://axoneducation.instructure.com/courses/278/modules/8763)
(<https://axoneducation.instructure.com/courses/278/modules/8763>)
- ✚ [TestPrep](https://axoneducation.instructure.com/courses/278/modules/8764) (<https://axoneducation.instructure.com/courses/278/modules/8764>)
- ✚ [Simulations](https://axoneducation.instructure.com/courses/278/modules/8765) (<https://axoneducation.instructure.com/courses/278/modules/8765>)
- ✚ [Virtual Ride -Alongs](https://axoneducation.instructure.com/courses/278/modules/8766) (<https://axoneducation.instructure.com/courses/278/modules/8766>)
- ✚ [AEMT Course Reference Material](https://axoneducation.instructure.com/courses/278/modules/8768)
(<https://axoneducation.instructure.com/courses/278/modules/8768>)
- ✚ [Modules 46 - 51 | Syllabus | Introduction to Advanced Practice and Public Health Unit | EMSP 1310](https://axoneducation.instructure.com/courses/278/modules/8769) (<https://axoneducation.instructure.com/courses/278/modules/8769>)
- ✚ [Module 46 | EMS Systems | Chapter 1 | EMSP 1310](https://axoneducation.instructure.com/courses/278/modules/8770)
(<https://axoneducation.instructure.com/courses/278/modules/8770>)
- ✚ [Module 47 | Workforce Safety and Wellness | Chapter 2 | EMSP 1310](https://axoneducation.instructure.com/courses/278/modules/8771)
(<https://axoneducation.instructure.com/courses/278/modules/8771>)
- ✚ [Module 48 | Public Health | Chapter 3 | EMSP 1310](https://axoneducation.instructure.com/courses/278/modules/8772)
(<https://axoneducation.instructure.com/courses/278/modules/8772>)
- ✚ [Module 49 | Medical, Legal, and Ethical Issues | Chapter 4 | EMSP 1310](https://axoneducation.instructure.com/courses/278/modules/8773)
(<https://axoneducation.instructure.com/courses/278/modules/8773>)
- ✚ [Module 50 | Communications | Chapter 5 | EMSP 1310](https://axoneducation.instructure.com/courses/278/modules/8774)
(<https://axoneducation.instructure.com/courses/278/modules/8774>)
- ✚ [Module 51 | Documentation | Chapter 6 | EMSP 1310](https://axoneducation.instructure.com/courses/278/modules/8775)
(<https://axoneducation.instructure.com/courses/278/modules/8775>)
- ✚ [EMSP 1310 | Introduction to Advanced Practice and Public Health | Course Completion Module](https://axoneducation.instructure.com/courses/278/modules/11297) (<https://axoneducation.instructure.com/courses/278/modules/11297>)
- ✚ [Modules 52 - 56 | Syllabus | Patient Assessment and Airway Management Unit | EMSP 1320](https://axoneducation.instructure.com/courses/278/modules/8776)
(<https://axoneducation.instructure.com/courses/278/modules/8776>)
- ✚ [Module 52 | Patient Assessment | Chapter 11 | EMSP 1320](https://axoneducation.instructure.com/courses/278/modules/8777)
(<https://axoneducation.instructure.com/courses/278/modules/8777>)

- [🔗 Module 53 | Critical Thinking and Clinical Decision Making | Chapter 12 | EMSP 1320](https://axoneducation.instructure.com/courses/278/modules/8778)
(<https://axoneducation.instructure.com/courses/278/modules/8778>)
- [🔗 Module 54 | Airway Management | Chapter 16 | EMSP 1320](https://axoneducation.instructure.com/courses/278/modules/8779)
(<https://axoneducation.instructure.com/courses/278/modules/8779>)
- [🔗 Module 55 | Respiratory Emergencies | Chapter 17 | EMSP 1320](https://axoneducation.instructure.com/courses/278/modules/8780)
(<https://axoneducation.instructure.com/courses/278/modules/8780>)
- [🔗 Module 56 | FISDAP Airway and Breathing Unit Exam Preparation](https://axoneducation.instructure.com/courses/278/modules/8781)
(<https://axoneducation.instructure.com/courses/278/modules/8781>)
- [🔗 Modules 57 - 66 | Syllabus | Trauma Management and Life Support Unit | EMSP 1340](https://axoneducation.instructure.com/courses/278/modules/8782)
(<https://axoneducation.instructure.com/courses/278/modules/8782>)
- [🔗 Module 57 | Trauma Systems and Mechanism of Injury | Chapter 30 | EMSP 1340](https://axoneducation.instructure.com/courses/278/modules/8783)
(<https://axoneducation.instructure.com/courses/278/modules/8783>)
- [🔗 Module 58 | Bleeding | Chapter 31 | EMSP 1340](https://axoneducation.instructure.com/courses/278/modules/8784)
(<https://axoneducation.instructure.com/courses/278/modules/8784>)
- [🔗 Module 59 | Soft-Tissue Trauma | Chapter 32 | EMSP 1340](https://axoneducation.instructure.com/courses/278/modules/8785)
(<https://axoneducation.instructure.com/courses/278/modules/8785>)
- [🔗 Module 60 | Burns | Chapter 33 | EMSP 1340](https://axoneducation.instructure.com/courses/278/modules/8786)
(<https://axoneducation.instructure.com/courses/278/modules/8786>)
- [🔗 Module 61 | Face and Neck Trauma | Chapter 34 | EMSP 1340](https://axoneducation.instructure.com/courses/278/modules/8787)
(<https://axoneducation.instructure.com/courses/278/modules/8787>)
- [🔗 Module 62 | Head and Spine Trauma | Chapter 35 | EMSP 1340](https://axoneducation.instructure.com/courses/278/modules/8788)
(<https://axoneducation.instructure.com/courses/278/modules/8788>)
- [🔗 Module 63 | Chest Trauma | Chapter 36 | EMSP 1340](https://axoneducation.instructure.com/courses/278/modules/8789)
(<https://axoneducation.instructure.com/courses/278/modules/8789>)
- [🔗 Module 64 | Abdominal and Genitourinary Trauma | Chapter 37 | EMSP 1340](https://axoneducation.instructure.com/courses/278/modules/8790)
(<https://axoneducation.instructure.com/courses/278/modules/8790>)
- [🔗 Module 65 | Orthopaedic Trauma | Chapter 38 | EMSP 1340](https://axoneducation.instructure.com/courses/278/modules/8791)
(<https://axoneducation.instructure.com/courses/278/modules/8791>)
- [🔗 Module 66 | Environmental Emergencies | Chapter 39 | EMSP 1340](https://axoneducation.instructure.com/courses/278/modules/8792)
(<https://axoneducation.instructure.com/courses/278/modules/8792>)
- [🔗 EMSP 1340 | Trauma Management and Life Support | Course Completion Module](https://axoneducation.instructure.com/courses/278/modules/11299)
(<https://axoneducation.instructure.com/courses/278/modules/11299>)
- [🔗 Modules 67 - 71 | Syllabus | Special Populations Unit | EMSP 1350](https://axoneducation.instructure.com/courses/278/modules/8793)
(<https://axoneducation.instructure.com/courses/278/modules/8793>)

- [🔗 Module 67 | Obstetrics | Chapter 42 | EMSP 1350](https://axoneducation.instructure.com/courses/278/modules/8794)
(<https://axoneducation.instructure.com/courses/278/modules/8794>)
- [🔗 Module 68 | Neonatal Care | Chapter 43 | EMSP 1350](https://axoneducation.instructure.com/courses/278/modules/8795)
(<https://axoneducation.instructure.com/courses/278/modules/8795>)
- [🔗 Module 69 | Pediatric Emergencies | Chapter 44 | EMSP 1350](https://axoneducation.instructure.com/courses/278/modules/8796)
(<https://axoneducation.instructure.com/courses/278/modules/8796>)
- [🔗 Module 70 | Geriatric Emergencies | Chapter 45 | EMSP 1350](https://axoneducation.instructure.com/courses/278/modules/8797)
(<https://axoneducation.instructure.com/courses/278/modules/8797>)
- [🔗 Module 71 | Patients With Special Challenges | Chapter 46 | EMSP 1350](https://axoneducation.instructure.com/courses/278/modules/8798)
(<https://axoneducation.instructure.com/courses/278/modules/8798>)
- [🔗 EMSP 1350 | Special Populations | Course Completion Module](https://axoneducation.instructure.com/courses/278/modules/11300)
(<https://axoneducation.instructure.com/courses/278/modules/11300>)

Syllabus Affirmation Requirement

Each student will be required to acknowledge his or her receipt and understanding of this entire syllabus in an assignment in the Canvas Learning Management System.

ADA Statement

At times, students with special needs or disabilities may need to receive special or reasonable accommodation. Axon Education will make reasonable accommodations to meet these needs. To request an accommodation, students should contact Student Support at support@axoneducation.com.

Course/Program Format and Assignments

This course is presented in an online learning format. A general overview of course assignments is included in this syllabus. Specific and detailed information about all assignments is included in the Learning Management System (LMS). Students who perform poorly on a particular activity may be required to repeat the activity or may be assigned remedial work.

There is no exact schedule for this course. Students are encouraged to move through it as quickly as they can; however, the course must be completed by the deadline established by the Maximum Course Duration described below.

Course progress may be judged by 1.) whether the student is meeting the Minimum Activity Policy for the entire program described elsewhere in this syllabus and 2.) whether the Teaching Team

believes the student is completing the work in a timeframe that will allow the student to complete the entire program within the Maximum Course Duration described elsewhere in this syllabus. In all cases, if the Teaching Team determines that a student is struggling, then it has the authority to prescribe deadlines for specific assignments or the entire course.

Paramedic Bridge Accelerated Maximum Instructional Deadline (MID)

Maximum Instructional Deadline (MID)

The Maximum Instructional Deadline for this course is 50 weeks. Students will have 50 weeks from the cohort start date to complete all online assignments and complete at least one attempt at the Field Internship Student Data Acquisition Project (FISDAP) Comprehensive Readiness Exam.

Students must schedule their Readiness Exam prior to 30 days before their MID. Furthermore, Students must complete an initial attempt at the Readiness Exam prior to their MID.

Paramedic Bridge Accelerated Maximum Course Duration

Maximum Course Duration (MCD)

The Maximum Course Duration for this course is **62 weeks**. The teaching team may extend the MCD at its sole discretion. The decision will be based on the student's demonstration of overall course progress, furloughs awarded due to special life circumstances, scheduled holidays, etc. Students wishing to seek an extension should formally request an extension by submitting a FLEX Request through the link on the Student Resources Page. Extensions will only be considered if requested in advance of the MCD deadline.

Students who remain in the course after the Maximum Instructional Deadline but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon courses each have a Maximum Course Duration, the courses employ adaptive learning technologies and are, therefore, highly personalized for each student. Students may complete the course as rapidly as they are able to meet all requirements.

Because this course is based upon a Flexible Time Schedule, it is possible that a student may be assigned a failing grade for the course prior to the end of the Maximum Instructional Deadline or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug- screening, failure to meet compliance deadlines for documentation related to enrollment requirements, dismissal, or other reasons articulated in the course syllabus.

Attendance Policy

This course is competency-based and is presented in an online format. There are no mandatory weekly sessions. Instead, students may move through the curriculum as quickly as they are able

within a set of parameters (See Maximum Course Duration). There are mandatory face-to-face sessions or electronic meetings that must be attended; however, most of these sessions will be scheduled by the student. Attendance at skills labs, clinical internships, field internships, and scheduled tutoring sessions will be tracked, and students failing to appear or who arrive late for participation will be required to make up all sessions or missed content.

Attendance Policy Specific to Skills Labs

Students are required to attend at least two [2] face-to-face Immersive Skills Labs. Skills Labs generally last two days. During these labs, students will learn and practice hands-on skills and ultimately prepare for psychomotor skills evaluation. Students may be required to attend an additional Skills Lab if they have not demonstrated competency in the clinical/field setting.

Skills Labs are conducted regularly at the Abilene and Houston class locations. Students must schedule their first Skills Lab within 60 days of their official cohort start date and, when able, based on current offerings, all Skills Labs. Students are encouraged to sign up for the Skills Labs as early in the course as possible to ensure that they are able to attend sessions that are convenient to them in terms of timing.

Finally, students are also encouraged to get away from routine responsibilities such as other schooling, work, family obligations, etc., during Skills Labs due to the need to focus intently on the lab instruction. Students may register online by visiting <https://www.axoneducation.com/skills/>.

Students should also arrange for travel and sleeping accommodations as soon as possible after they have registered for their desired session dates.

Attendance Policy Specific to Clinical/Field Internships

Students must initiate the scheduling of their clinics **within 30 days of the completion of their final Skills Lab. Late arrival to, or failure to attend, a scheduled clinical experience or field experience without notifying Axon in advance will be treated as unprofessional behavior and may result in a breach of Critical Criterion #4 – Positive Affect (see below), and it could result in the student failing the course.**

It is understood that in rare cases, emergencies happen that could prevent a student from notifying Axon of the late arrival or cancellation in advance. Still, pre-notification of late arrival or cancellation is expected in all cases. All missed clinical internships, or field internships, must be made up. The Teaching Team may also assign remedial work or additional shifts in cases where shifts or portions of shifts were missed.

Documenting Field, Lab, and Clinical Internships

The institution mandates that every student who attends a clinical or field internship write a patient care report, herein referred to as a PCR, for each patient they come into contact with. Each PCR must include completion of the required checkboxes and form selections, as well as a comprehensive narrative in CHART format, as described in the course content.

*Towards the end of each clinical and field experience, the student must prompt their preceptor to complete the end-of-shift evaluation requirements, as described in course content, and a preceptor sign-off before leaving the facility on that date. Failure to do so will require the student to complete another clinical/field experience to replace that shift date. The institution will not reach out to the site on the student's behalf to obtain those documents after the fact. **The student is prohibited from reaching out to the site on their own, as doing so would put the student at risk for administrative removal from the program.***

*The institution recognizes that students may not be able to write detailed PCRs while on their clinical or field internships due to reasons including, but not limited to a busy shift. **That being said, students will have up to 48 hours from shift end time to write their PCRs for that date and complete the required evaluations for which they are responsible.***

Grading

This course is offered to fulfill the requirements of the Paramedic Certification Program. A final grade will be issued for the program after completion of all courses. There are two crucial characteristics of course grades that the student needs to consider:

- 1.) While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry Cognitive Examination. Students may not expect articulation of individual course credits without success in the entire certification program.
- 2.) There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency-based overall, which allows students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as many times as necessary to achieve a satisfactory grade or as often as desired to improve a grade or enhance competency. In most cases, assignments are considered "open-book," which means that the student is encouraged to use all tools at their disposal to demonstrate success in the task at hand. In certain limited cases, assignments or examinations may be proctored and may

include specific limitations on the environment in which the activity is completed or limitations on the tools or resources that may be used as a part of the effort.

Proctored Assignments

Specific assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations that provide student proctoring. In such a case, the student will be responsible for paying for the proctoring session. At their sole discretion, the Axon Teaching Team may require that an assignment for a particular student be proctored even if proctoring is not required for the same or similar assignment for all other students.

Standardized Examinations

Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment in which the exam will be conducted. Unless otherwise indicated, Axon will allow students one attempt at the nationally standardized examinations without additional costs to students on the first attempt. They will also be required to show satisfactory progress within this product. The student will have three additional attempts at no cost to the student after they have purchased the study tools. Students who are in need of additional attempts beyond the initial four attempts for any reason will be required to pay an additional nominal fee for each pair of attempts.

Final Exams

This course will include a final examination. The exam may or may not require proctoring, and specific requirements will be provided in the Learning Management System. The Teaching Team has the authority to require proctoring on any assignment, including final examinations.

Where appropriate, final examinations may be conducted using nationally standardized exams. These exams, which are administered to thousands of students each year, may provide a more rigorous experience and highly predictive results of student success.

"Cut Scores" are often assigned for final examinations, dictating the minimum score a student must achieve to successfully complete the course or program.

Simulations and "Ride-Alongs"

These are specific homework assignments within Canvas that will guide students through scenarios giving them direction on how they should respond within the scope of practice of Paramedic in the field. Students will be required to use their critical thinking skills in order to follow along and make decisions as the provider throughout these homework assignments. These assignments are included in the "homework" grade issued within Canvas.

Skills Labs Grading

Skills Labs are graded on a pass/fail basis. Students may be precluded from proceeding to next steps in this course if they have not demonstrated competency in particular psychomotor skills.

Fisdap Readiness Exams and Individual Unit Exams

The institution's exam policy permits a maximum of 6 attempts on any single unit within the Paramedic curriculum. Nevertheless, there are instances where the Teaching Team may exercise discretion to grant additional attempts to certain students who have demonstrated the appropriate attitude, aptitude, and academic diligence, indicating a genuine commitment to completing the Paramedic Program in its entirety.

The Teaching Team may, at its discretion, grant extra unit exam attempts to students who meet the specified criteria at no additional cost to the student.

- The student must have exhausted all six attempts on a single unit from the Paramedic curriculum.
- The student must express their desire to continue in the program to the Student Support Department or the Instructional Support Department.
- The student must have completed multiple sessions with an Axon Education Tutor.

These additional attempts will be funded by the institution. The Teaching Team will provide the student with specific guidance regarding any requirements or stipulations determined at their discretion.

Portfolio

Every paramedic student must complete the program-required portfolio of skills and patient care experiences before graduation. Each relevant skill and patient care encounter must be documented throughout the program. Students are encouraged to be vigilant in pursuing opportunities for skills and patient care experiences to achieve their totals. Students must complete


100% of their portfolio to complete the program successfully. All experiences must be documented appropriately as determined by faculty.


Affective Grade

The Axon Education Latin Motto is "**Primum Respectum Date**" (**PREE-mum res-PECT-um DAH-tay**), which means "**first give respect.**" In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read **Critical Criterion #4 – Positive Affect Criterion** below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Program Critical Criteria

This course contains several Critical Criteria that, if unmet, could result in the issuance of a failing final grade for the course, regardless of the student's success or performance in other aspects of the course.

- **Critical Criterion #1 – Compliance Deadline Criterion** [[02.04.002](https://policy.axoneducation.com/detail/02.04.002)] 
[\[https://policy.axoneducation.com/detail/02.04.002\]](https://policy.axoneducation.com/detail/02.04.002)
 - Students must submit all necessary compliance documentation by the Compliance Date, which is 30 days from the date of their enrollment.

- **Critical Criterion #2 – Minimum Activity Criterion** [[02.08.001](https://policy.axoneducation.com/detail/02.08.001)] 
[\[https://policy.axoneducation.com/detail/02.08.001\]](https://policy.axoneducation.com/detail/02.08.001)
 - A student's minimum activity is evaluated each Monday for the preceding seven days (Monday through Sunday). Minimum activity includes:
 1. That the student is not behind on any course deadline, AND
 2. Any one or more of the following:
 - a. The student has logged in to the Learning Management System.
 - b. The student has attended a face-to-face session such as a Skills Lab.
 - c. The student has participated in a Field Experience and completed the necessary documentation for the experience.
 - d. The student has participated in a Clinical Experience and completed the necessary documentation for the experience.

- e. The student has participated in a tutoring session.
- f. The student has participated in a documented Student Success Call.
- g. The student has attempted a Readiness Exam (FISDAP)

- **Critical Criterion #3 – Student Responsiveness Criterion**

- The Teaching Team may establish that an individual has failed to achieve the Student Responsiveness Criterion by evaluating their pattern of communication. Students are expected to respond to institutional inquiries in a timely manner adequately. A student's adequate and timely responses to written inquiries, text messages, voicemails, and other means of communication from institutional representatives are considered mandatory elements of course progress, even when such inquiries are not directly related to academic performance.

- **Critical Criterion #4 – Positive Affect Criterion [02.02.003 **
[\[https://policy.axoneducation.com/detail/02.02.003\]](https://policy.axoneducation.com/detail/02.02.003)

- The Teaching Team may establish that an individual has failed to achieve the Positive Affect Criterion if a student exhibits ongoing or acutely disruptive affect or unprofessional behavior to fellow students, institutional personnel, clinical partner personnel, or other stakeholders. Satisfactory student progress in this regard is established, among other means, by demonstrating a willingness to work as a productive team member with other students, and especially with clinical partners. This includes dressing, speaking, and acting professionally while in school contexts.

ADA Statement

At times, it may be necessary for students with special needs or disabilities to receive special or reasonable accommodation. Axon Education will make reasonable accommodations to meet the needs of students with disabilities. To request an accommodation, students should contact Student Support at support@axoneducation.com.

Badges

We use **badges** as a way to recognize and reward your accomplishments throughout the course. These digital credentials showcase your mastery of specific skills, completion of assignments, or achievement of milestones.

Syllabus Affirmation Requirement

Each student must acknowledge receipt and understanding of all syllabi in the Canvas Learning Management System assignment.

A Note to Our Students

We care about your success! If you need help with the course or the program, please contact us by email or phone so that we can understand your needs and help you. If you need to schedule time for tutoring or emotional support, please do not hesitate to schedule an appointment.

Skills Lab Documents



QUIZ ONE

Complete before class starts and turn in to take part in a drawing! Answers will be displayed in the pre-class presentation.

Answer the following BEFORE CLASS BEGINS

Your Name: _____

1. Normal Adult Blood Pressure is ____/____.
2. Normal adult pulse or heart rate is between ____ and ____.
3. The "ABC"s of life threats stand for _____, _____ & _____.
4. If the patient is UNRESPONSIVE, instead of ABC the order should be _____.
5. The medical director for Texas EMS School is Dr. Colton _____, MD.

AxonEducation



National Registry of Emergency Medical Technicians®
 Emergency Medical Technician Psychomotor Examination

BLEEDING CONTROL/SHOCK MANAGEMENT

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Actual Time Started: _____	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Applies direct pressure to the wound	1	
<i>NOTE: The examiner must now inform candidate that the wound continues to bleed.</i>		
Applies tourniquet	1	
<i>NOTE: The examiner must now inform candidate that the patient is exhibiting signs and symptoms of hypoperfusion.</i>		
Properly positions the patient	1	
Administers high concentration oxygen	1	
Initiates steps to prevent heat loss from the patient	1	
Indicates the need for immediate transportation	1	
Actual Time Ended: _____	TOTAL	7

CRITICAL CRITERIA

- ___ Failure to take or verbalize appropriate PPE precautions
- ___ Failure to administer high concentration oxygen
- ___ Failure to control hemorrhage using correct procedures in a timely manner
- ___ Failure to indicate the need for immediate transportation
- ___ Failure to manage the patient as a competent EMT
- ___ Exhibits unacceptable affect with patient or other personnel
- ___ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.



National Registry of Emergency Medical Technicians®
Emergency Medical Technician Psychomotor Examination

OXYGEN ADMINISTRATION BY NON-REBREATHER MASK

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Actual Time Started: _____	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Gathers appropriate equipment	1	
Cracks valve on the oxygen tank	1	
Assembles the regulator to the oxygen tank	1	
Opens the oxygen tank valve	1	
Checks oxygen tank pressure	1	
Checks for leaks	1	
Attaches non-rebreather mask to correct port of regulator	1	
Turns on oxygen flow to prefill reservoir bag	1	
Adjusts regulator to assure oxygen flow rate of at least 10 L/minute	1	
Attaches mask to patient's face and adjusts to fit snugly	1	
Actual Time Ended: _____	TOTAL	11

CRITICAL CRITERIA

- ___ Failure to take or verbalize appropriate PPE precautions
- ___ Failure to assemble the oxygen tank and regulator without leaks
- ___ Failure to prefill the reservoir bag
- ___ Failure to adjust the oxygen flow rate to the non-rebreather mask of at least 10 L/minute
- ___ Failure to ensure a tight mask seal to patient's face
- ___ Failure to manage the patient as a competent EMT
- ___ Exhibits unacceptable affect with patient or other personnel
- ___ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.



National Registry of Emergency Medical Technicians®
 Emergency Medical Technician Psychomotor Examination

BVM VENTILATION OF AN APNEIC ADULT PATIENT

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Actual Time Started: _____	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Checks responsiveness	1	
Requests additional EMS assistance	1	
Checks breathing and pulse simultaneously	1	
<i>NOTE: After checking responsiveness, then checking breathing and pulse for no more than 10 seconds, examiner informs candidate, "The patient is unresponsive, apneic and has a weak pulse of 60."</i>		
Opens airway properly	1	
<i>NOTE: The examiner must now inform the candidate, "The mouth is full of secretions and vomitus."</i>		
Prepares rigid suction catheter	1	
Turns on power to suction device or retrieves manual suction device	1	
Inserts rigid suction catheter without applying suction	1	
Suctions the mouth and oropharynx	1	
<i>NOTE: The examiner must now inform the candidate, "The mouth and oropharynx are clear."</i>		
Opens the airway manually	1	
Inserts oropharyngeal airway	1	
<i>NOTE: The examiner must now inform the candidate, "No gag reflex is present and the patient accepts the airway adjunct."</i>		
**Ventilates the patient immediately using a BVM device unattached to oxygen [*Award this point if candidate elects to ventilate initially with BVM attached to reservoir and oxygen so long as first ventilation is delivered within 30 seconds.]	1	
<i>NOTE: The examiner must now inform the candidate that ventilation is being properly performed without difficulty.</i>		
Re-checks pulse for no more than 10 seconds	1	
Attaches the BVM assembly [mask, bag, reservoir] to oxygen [15 L/minute]	1	
Ventilates the patient adequately -Proper volume to cause visible chest rise (1 point) -Proper rate [10 – 12/minute (1 ventilation every 5 – 8 seconds)] (1 point)	2	
<i>Note: The examiner must now ask the candidate, "How would you know if you are delivering appropriate volumes with each ventilation?"</i>		
Actual Time Ended: _____	TOTAL	16

CRITICAL CRITERIA

- ___ After suctioning the patient, failure to initiate ventilations within 30 seconds or interrupts ventilations for greater than 30 seconds at any time
- ___ Failure to take or verbalize appropriate PPE precautions
- ___ Failure to suction airway **before** ventilating the patient
- ___ Suctions the patient for an excessive and prolonged time
- ___ Failure to check responsiveness, then check breathing and pulse simultaneously for no more than 10 seconds
- ___ Failure to voice and ultimately provide high oxygen concentration [at least 85%]
- ___ Failure to ventilate the patient at a rate of 10 – 12/minute (1 ventilation every 5 – 8 seconds)
- ___ Failure to provide adequate volumes per breath [maximum 2 errors/minute permissible]
- ___ Insertion or use of any adjunct in a manner dangerous to the patient
- ___ Failure to manage the patient as a competent EMT
- ___ Exhibits unacceptable affect with patient or other personnel
- ___ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.



**National Registry of Emergency Medical Technicians®
 Emergency Medical Technician Psychomotor Examination**

CARDIAC ARREST MANAGEMENT / AED

Candidate: _____ Examiner: _____
 Date: _____ Signature: _____

Actual Time Started: _____	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Determines the scene/situation is safe	1	
Checks patient responsiveness	1	
Direct assistant to retrieve AED	1	
Requests additional EMS assistance	1	
Checks breathing and pulse simultaneously	1	
<i>NOTE: After checking responsiveness, then checking breathing and pulse for no more than 10 seconds, examiner informs candidate, "The patient is unresponsive, apneic and pulseless."</i>		
Immediately begins chest compressions [adequate depth and rate; allows the chest to recoil completely]	1	
Performs 2 minutes of high-quality, 1-rescuer adult CPR -Adequate depth and rate (1 point) -Correct compression-to-ventilation ratio (1 point) -Allows the chest to recoil completely (1 point) -Adequate volumes for each breath (1 point) -Minimal interruptions of no more than 10 seconds throughout (1 point)	5	
<i>NOTE: After 2 minutes (5 cycles), candidate assesses patient and second rescuer resumes compressions while candidate operates AED.</i>		
Turns on power to AED	1	
Follows prompts and correctly attaches AED to patient	1	
Stops CPR and ensures all individuals are clear of the patient during rhythm analysis	1	
Ensures that all individuals are clear of the patient and delivers shock from AED	1	
Immediately directs rescuer to resume chest compressions	1	
Actual Time Ended: _____	TOTAL	17

Critical Criteria

- ___ Failure to take or verbalize appropriate PPE precautions
- ___ Failure to check responsiveness, then check breathing and pulse simultaneously for no more than 10 seconds
- ___ Failure to immediately begin chest compressions as soon as pulselessness is confirmed
- ___ Failure to demonstrate acceptable high-quality, 1-rescuer adult CPR
- ___ Interrupts CPR for more than 10 seconds at any point
- ___ Failure to correctly attach the AED to the patient
- ___ Failure to operate the AED properly
- ___ Failure to deliver shock in a timely manner
- ___ Failure to ensure that all individuals are clear of patient during rhythm analysis and before delivering shock [verbalizes "All clear" and observes]
- ___ Failure to immediately resume compressions after shock delivered
- ___ Failure to manage the patient as a competent EMT
- ___ Exhibits unacceptable affect with patient or other personnel
- ___ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.



National Registry of Emergency Medical Technicians®
 Emergency Medical Technician Psychomotor Examination

PATIENT ASSESSMENT/MANAGEMENT – MEDICAL

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Scenario # _____

Actual Time Started: _____	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
SCENE SIZE-UP		
Determines the scene/situation is safe	1	
Determines the mechanism of injury/nature of illness	1	
Determines the number of patients	1	
Requests additional EMS assistance if necessary	1	
Considers stabilization of the spine	1	
PRIMARY SURVEY/RESUSCITATION		
Verbalizes the general impression of the patient	1	
Determines responsiveness/level of consciousness (AVPU)	1	
Determines chief complaint/apparent life-threats	1	
Assesses airway and breathing		
-Assessment (1 point) -Assures adequate ventilation (1 point) -Initiates appropriate oxygen therapy (1 point)	3	
Assesses circulation		
-Assesses/controls major bleeding (1 point) -Checks pulse (1 point)	3	
-Assesses skin [either skin color, temperature or condition] (1 point)		
Identifies patient priority and makes treatment/transport decision	1	
HISTORY TAKING		
History of the present illness		
-Onset (1 point) -Quality (1 point) -Severity (1 point)		
-Provocation (1 point) -Radiation (1 point) -Time (1 point)	8	
-Clarifying questions of associated signs and symptoms related to OPQRST (2 points)		
Past medical history		
-Allergies (1 point) -Past pertinent history (1 point) -Events leading to present illness (1 point)	5	
-Medications (1 point) -Last oral intake (1 point)		
SECONDARY ASSESSMENT		
Assesses affected body part/system		
-Cardiovascular -Neurological -Integumentary -Reproductive	5	
-Pulmonary -Musculoskeletal -GI/GU -Psychological/Social		
VITAL SIGNS		
-Blood pressure (1 point) -Pulse (1 point) -Respiratory rate and quality (1 point each)	4	
States field impression of patient	1	
Interventions [verbalizes proper interventions/treatment]	1	
REASSESSMENT		
Demonstrates how and when to reassess the patient to determine changes in condition	1	
Provides accurate verbal report to arriving EMS unit	1	
Actual Time Ended: _____	TOTAL	42

- CRITICAL CRITERIA**
- ___ Failure to initiate or call for transport of the patient within 15 minute time limit
 - ___ Failure to take or verbalize appropriate PPE precautions
 - ___ Failure to determine scene safety before approaching patient
 - ___ Failure to voice and ultimately provide appropriate oxygen therapy
 - ___ Failure to assess/provide adequate ventilation
 - ___ Failure to find or appropriately manage problems associated with airway, breathing, hemorrhage or shock
 - ___ Failure to differentiate patient's need for immediate transportation versus continued assessment or treatment at the scene
 - ___ Performs secondary examination before assessing and treating threats to airway, breathing and circulation
 - ___ Orders a dangerous or inappropriate intervention
 - ___ Failure to provide accurate report to arriving EMS unit
 - ___ Failure to manage the patient as a competent EMT
 - ___ Exhibits unacceptable affect with patient or other personnel
 - ___ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.



**National Registry of Emergency Medical Technicians®
 Emergency Medical Technician Psychomotor Examination**

PATIENT ASSESSMENT/MANAGEMENT – TRAUMA

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Scenario # _____

Actual Time Started: _____ Note: Areas denoted by “**” may be integrated within sequence of Primary Survey/Resuscitation

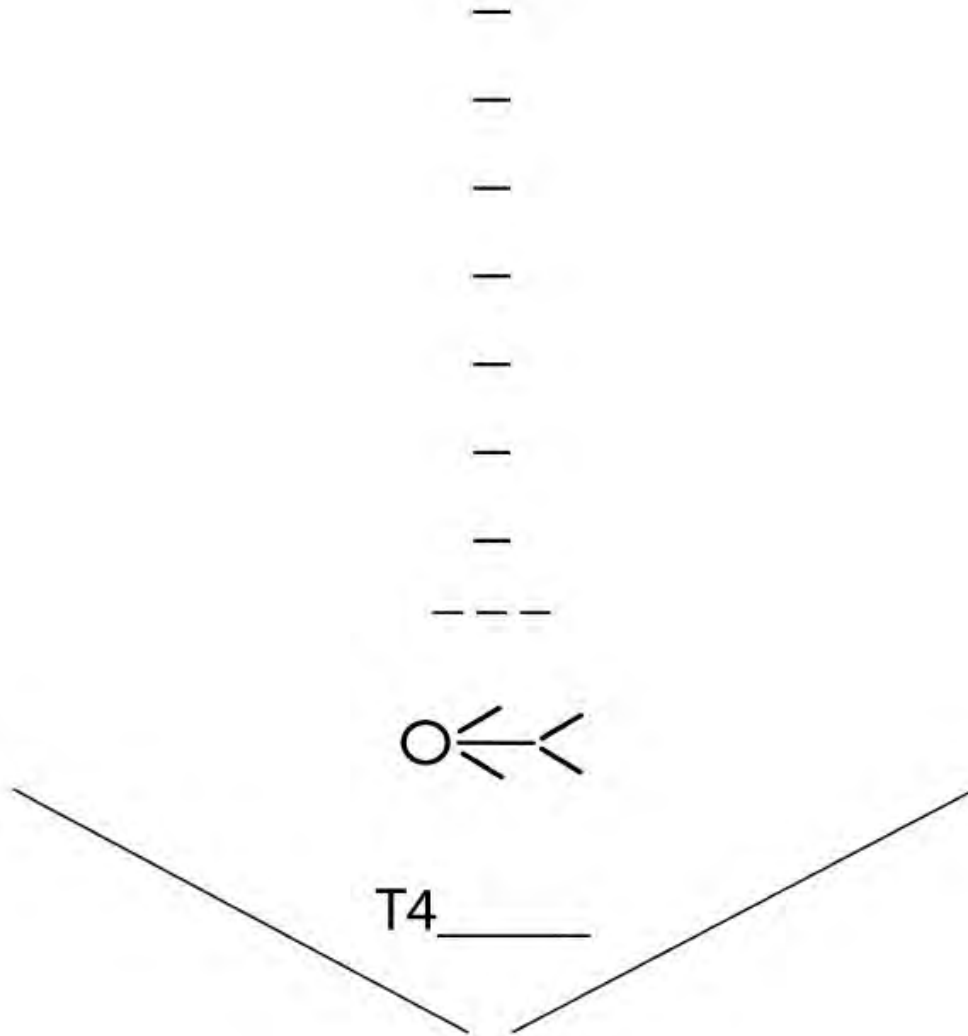
	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
SCENE SIZE-UP		
Determines the scene/situation is safe	1	
Determines the mechanism of injury/nature of illness	1	
Determines the number of patients	1	
Requests additional EMS assistance if necessary	1	
Considers stabilization of the spine	1	
PRIMARY SURVEY/RESUSCITATION		
Verbalizes general impression of the patient	1	
Determines responsiveness/level of consciousness	1	
Determines chief complaint/apparent life-threats	1	
Airway		
-Opens and assesses airway (1 point)	2	
-Inserts adjunct as indicated (1 point)		
Breathing		
-Assess breathing (1 point)	4	
-Initiates appropriate oxygen therapy (1 point)		
-Assures adequate ventilation (1 point)		
-Manages any injury which may compromise breathing/ventilation (1 point)		
Circulation		
-Checks pulse (1 point)	4	
-Assess skin [either skin color, temperature or condition] (1 point)		
-Assesses for and controls major bleeding if present (1 point)		
-Initiates shock management [positions patient properly, conserves body heat] (1 point)		
Identifies patient priority and makes treatment/transport decision (based upon calculated GCS)	1	
HISTORY TAKING		
Obtains baseline vital signs [must include BP, P and R] (1 point)	1	
Attempts to obtain SAMPLE history	1	
SECONDARY ASSESSMENT		
Head		
-Inspects and palpates scalp and ears (1 point) **	3	
-Assesses eyes (1 point)		
-Inspects mouth** , nose** and assesses facial area (1 point)		
Neck**		
-Checks position of trachea (1 point)	3	
-Checks jugular veins (1 point)		
-Palpates cervical spine (1 point)		
Chest**		
-Inspects chest (1 point)	3	
-Palpates chest (1 point)		
-Auscultates chest (1 point)		
Abdomen/pelvis**		
-Inspects and palpates abdomen (1 point)	3	
-Assesses pelvis (1 point)		
-Verbalizes assessment of genitalia/perineum as needed (1 point)		
Lower extremities**		
-Inspects, palpates and assesses motor, sensory and distal circulatory functions (1 point/leg)	2	
Upper extremities		
-Inspects, palpates and assesses motor, sensory and distal circulatory functions (1 point/arm)	2	
Posterior thorax, lumbar and buttocks**		
-Inspects and palpates posterior thorax (1 point)	2	
-Inspects and palpates lumbar and buttocks areas (1 point)		
Manages secondary injuries and wounds appropriately	1	
REASSESSMENT		
Demonstrates how and when to reassess the patient	1	
Actual Time Ended: _____	TOTAL	42

CRITICAL CRITERIA

- ___ Failure to initiate or call for transport of the patient within 10 minute time limit
- ___ Failure to take or verbalize appropriate PPE precautions
- ___ Failure to determine scene safety
- ___ Failure to assess for and provide spinal protection when indicated
- ___ Failure to voice and ultimately provide high concentration oxygen
- ___ Failure to assess/provide adequate ventilation
- ___ Failure to find or appropriately manage problems associated with airway, breathing, hemorrhage or shock
- ___ Failure to differentiate patient's need for immediate transportation versus continued assessment/treatment at the scene
- ___ Performs other assessment before assessing/treating threats to airway, breathing and circulation
- ___ Failure to manage the patient as a competent EMT
- ___ Exhibits unacceptable affect with patient or other personnel
- ___ Uses or orders a dangerous or inappropriate intervention

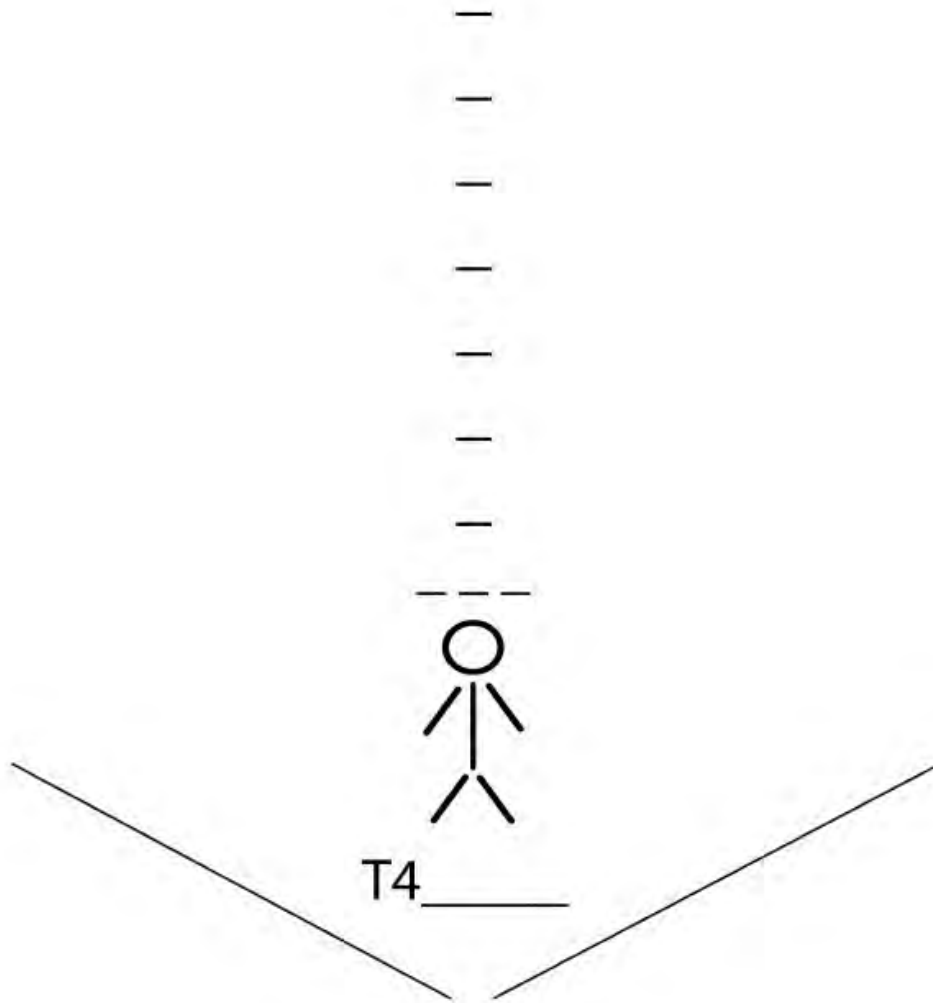
You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

Trauma Assessment Scene Size-Up and Primary Assessment
(Fill in the blanks and label the figure)



Medical Assessment Scene Size-Up and Primary Assessment

(Fill in the Blanks and Label the Figure)



OPQRST and SAMPLE

O _ _ _ _

P _ _ _ _ _ _ _ _

Q _ _ _ _ _

R _ _ _ _ / R _ _ _ _ _ _ _ _

S _ _ _ _ _ _

T _ _ _

S _ _ _ _ _

A _ _ _ _ _

M _ _ _ _ _ _ _ _

P _ _ _ _ _ M _ _ _ _ H _ _ _ _ _

L _ _ O _ _ I _ _ _ _

E _ _ _ _

PARAMEDIC SKILLS SESSION 1 LAB

Name: _____ Date: _____ City: _____

Observer(s): _____ / _____

Evaluator(s): _____ / _____

BASIC SKILLS PRACTICE**Insert NPA.**

Performed 1 _____

Insert OPA.

Performed 1 _____

Perform oral suctioning.

Performed 1 _____

Perform FBAO – adult.

Witness: Performed 1 _____

Perform FBAO – infant.

Performed 1 _____

Administer O2 by NC.

Performed 1 _____

Administer O2 by face mask.

Performed 1 _____

Ventilate an adult with BVM.

Performed 1 _____

Ventilate a pediatric with BVM.

Performed 1 _____

Ventilate a neonate with BVM.

Performed 1 _____

Apply a tourniquet.

Performed 1 _____

Apply a cervical collar.

Performed 1 _____

Perform spine motion restriction.

Performed 1 _____

Lift and transfer a patient to the stretcher.

Performed 1 _____

Splint a suspected long bone injury.

Performed 1 _____

Splint a suspected joint injury.

Performed 1 _____

Stabilize an impaled object.

Performed 1 _____

Dress and bandage a soft tissue injury.

Performed 1 _____

Apply an occlusive dressing to open wound to the thorax.

Performed 1 _____

Perform uncomplicated obstetric delivery.

Performed 1 _____

Assess vital signs.

Performed 1 _____

Perform a Comprehensive Physical Assessment

Performed 1 _____

Perform CPR – adult.

Performed 1 _____

Perform CPR – pediatric.

Performed 1 _____

Perform CPR – neonate.

Performed 1 _____



PARAMEDIC SKILLS SESSION 1 LAB

Name: _____ Date: _____ City: _____

Observer(s): _____ / _____

Evaluator(s): _____ / _____

PARAMEDIC SKILLS PRACTICE

Establish IV access.

Performed 1 _____ Performed 2 _____

Administer IV infusion medication.

Performed 1 _____ Performed 2 _____

Administer IV bolus medication.

Performed 1 _____ Performed 2 _____

Administer IM injection.

Performed 1 _____ Performed 2 _____

Establish IO access.

Performed 1 _____ Performed 2 _____

Performed 3 _____ Performed 4 _____

Perform PPV with BVM.

Performed 1 _____ Performed 2 _____

Performed 3 _____ Performed 4 _____

Perform oral endotracheal intubation.

Performed 1 _____ Performed 2 _____

Perform endotracheal suctioning.

Performed 1 _____ Performed 2 _____

Perform FBAO using Magill forceps.

Performed 1 _____ Performed 2 _____

Perform cricothyrotomy.

Performed 1 _____ Performed 2 _____

Insert supraglottic airway.

Performed 1 _____ Performed 2 _____

Perform needle decompression to the chest.

Performed 1 _____ Performed 2 _____

Perform synchronized cardioversion.

Performed 1 _____ Performed 2 _____

Perform defibrillation.

Performed 1 _____ Performed 2 _____

Perform transcutaneous pacing.

Performed 1 _____ Performed 2 _____

Perform chest compressions.

Performed 1 _____ Performed 2 _____

Pediatric intubation.

Performed 1 _____ Performed 2 _____

Nasotracheal intubation.

Performed 1 _____ Performed 2 _____

PARAMEDIC SKILLS SESSION 2 LAB

Name: _____ Date: _____

Instructor: _____ Location: _____

FORMATIVE SIMULATED PARAMEDIC SCENARIOS WITH SKILLS

- Obstetric delivery with normal newborn care
Scenario # _____ Scenario # _____
- Complicated delivery – Prolapsed cord.
Scenario # _____
- Complicated delivery – Breech Presentation.
Scenario # _____
- Distressed neonate.
Scenario # _____ Scenario # _____
- Cardiac arrest.
Scenario # _____ Scenario # _____
- Administer IV infusion medication.
Scenario # _____
- Establish IO Access.
Scenario # _____
- Perform PPV with BVM
Scenario # _____
Scenario # _____
Scenario # _____
Scenario # _____
- Perform oral endotracheal intubation.
Scenario # _____
Scenario # _____
Scenario # _____
Scenario # _____
- Perform endotracheal suctioning.
Scenario # _____
- Perform FBAO removal using Magill forceps.
Scenario # _____
- Perform cricothyrotomy.
Scenario # _____
- Insert supraglottic airway.
Scenario # _____
Scenario # _____
Scenario # _____
Scenario # _____
- Perform needle decompression of the chest.
Scenario # _____
- Perform synchronized cardioversion.
Scenario # _____
- Perform defibrillation.
Scenario # _____
- Perform transcutaneous pacing.
Scenario # _____
- Perform chest compressions.
Scenario # _____

PARAMEDIC SKILLS SESSION 3 LAB

Name: _____ Date: _____

Instructor: _____ Location: _____

SUMMATIVE SIMULATED PARAMEDIC SCENARIOS WITH SKILLS

- Pediatric trauma.
Scenario # _____
- Adult trauma.
Scenario # _____
- Psychiatric
Scenario # _____
- Complicated delivery – Prolapsed cord.
Scenario # _____
- Complicated delivery – Breech Presentation.
Scenario # _____
- Distressed neonate.
Scenario # _____
- Cardiac pathologies or complaints – Cardiac related chest pain.
Scenario # _____
- Cardiac arrest.
Scenario # _____
- Medical neurological pathologies or complaints – Geriatric stroke.
Scenario # _____
- Respiratory pathologies or complaints – Geriatric respiratory distress/failure.
Scenario # _____
- Respiratory pathologies or complaints – Pediatric respiratory distress/failure.
Scenario # _____
- Other medical conditions or complaints – Geriatric sepsis.
Scenario # _____

PARAMEDIC SKILLS SESSION 3 LAB

Name: _____ Date: _____

Instructor: _____ Location: _____

SUMMATIVE SIMULATED PARAMEDIC SCENARIOS WITH SKILLS

- | | |
|--|--|
| <input type="checkbox"/> Administer IV infusion medication.
Scenario # _____ | <input type="checkbox"/> Perform cricothyrotomy.
Scenario # _____ |
| <input type="checkbox"/> Establish IO Access.
Scenario # _____ | <input type="checkbox"/> Insert supraglottic airway.
Scenario # _____
Scenario # _____
Scenario # _____
Scenario # _____ |
| <input type="checkbox"/> Perform PPV with BVM
Scenario # _____
Scenario # _____
Scenario # _____
Scenario # _____ | <input type="checkbox"/> Perform needle decompression of the chest.
Scenario # _____ |
| <input type="checkbox"/> Perform oral endotracheal intubation.
Scenario # _____
Scenario # _____
Scenario # _____
Scenario # _____ | <input type="checkbox"/> Perform synchronized cardioversion.
Scenario # _____ |
| <input type="checkbox"/> Perform endotracheal suctioning.
Scenario # _____ | <input type="checkbox"/> Perform defibrillation.
Scenario # _____ |
| <input type="checkbox"/> Perform FBAO removal using Magill forceps. Scenario # _____ | <input type="checkbox"/> Perform transcutaneous pacing.
Scenario # _____ |
| | <input type="checkbox"/> Perform chest compressions.
Scenario # _____ |



National Registry of Emergency Medical Technicians®
 Emergency Medical Technician Psychomotor Examination

BLEEDING CONTROL/SHOCK MANAGEMENT

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Actual Time Started: _____	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Applies direct pressure to the wound	1	
<i>NOTE: The examiner must now inform candidate that the wound continues to bleed.</i>		
Applies tourniquet	1	
<i>NOTE: The examiner must now inform candidate that the patient is exhibiting signs and symptoms of hypoperfusion.</i>		
Properly positions the patient	1	
Administers high concentration oxygen	1	
Initiates steps to prevent heat loss from the patient	1	
Indicates the need for immediate transportation	1	
Actual Time Ended: _____	TOTAL	7

CRITICAL CRITERIA

- ___ Failure to take or verbalize appropriate PPE precautions
- ___ Failure to administer high concentration oxygen
- ___ Failure to control hemorrhage using correct procedures in a timely manner
- ___ Failure to indicate the need for immediate transportation
- ___ Failure to manage the patient as a competent EMT
- ___ Exhibits unacceptable affect with patient or other personnel
- ___ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.



National Registry of Emergency Medical Technicians®
 Emergency Medical Technician Psychomotor Examination

OXYGEN ADMINISTRATION BY NON-REBREATHER MASK

Candidate: _____ Examiner: _____
 Date: _____ Signature: _____

Actual Time Started: _____	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Gathers appropriate equipment	1	
Cracks valve on the oxygen tank	1	
Assembles the regulator to the oxygen tank	1	
Opens the oxygen tank valve	1	
Checks oxygen tank pressure	1	
Checks for leaks	1	
Attaches non-rebreather mask to correct port of regulator	1	
Turns on oxygen flow to prefill reservoir bag	1	
Adjusts regulator to assure oxygen flow rate of at least 10 L/minute	1	
Attaches mask to patient's face and adjusts to fit snugly	1	
Actual Time Ended: _____	TOTAL	11

CRITICAL CRITERIA

- ___ Failure to take or verbalize appropriate PPE precautions
- ___ Failure to assemble the oxygen tank and regulator without leaks
- ___ Failure to prefill the reservoir bag
- ___ Failure to adjust the oxygen flow rate to the non-rebreather mask of at least 10 L/minute
- ___ Failure to ensure a tight mask seal to patient's face
- ___ Failure to manage the patient as a competent EMT
- ___ Exhibits unacceptable affect with patient or other personnel
- ___ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.



**National Registry of Emergency Medical Technicians®
 Emergency Medical Technician Psychomotor Examination**

PATIENT ASSESSMENT/MANAGEMENT – TRAUMA

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Scenario # _____

Actual Time Started: _____ Note: Areas denoted by “**” may be integrated within sequence of Primary Survey/Resuscitation

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
SCENE SIZE-UP		
Determines the scene/situation is safe	1	
Determines the mechanism of injury/nature of illness	1	
Determines the number of patients	1	
Requests additional EMS assistance if necessary	1	
Considers stabilization of the spine	1	
PRIMARY SURVEY/RESUSCITATION		
Verbalizes general impression of the patient	1	
Determines responsiveness/level of consciousness	1	
Determines chief complaint/apparent life-threats	1	
Airway	2	
-Opens and assesses airway (1 point)		
-Inserts adjunct as indicated (1 point)		
Breathing	4	
-Assess breathing (1 point)		
-Initiates appropriate oxygen therapy (1 point)		
-Assures adequate ventilation (1 point)		
-Manages any injury which may compromise breathing/ventilation (1 point)		
Circulation	4	
-Checks pulse (1 point)		
-Assess skin [either skin color, temperature or condition] (1 point)		
-Assesses for and controls major bleeding if present (1 point)		
-Initiates shock management [positions patient properly, conserves body heat] (1 point)		
Identifies patient priority and makes treatment/transport decision (based upon calculated GCS)	1	
HISTORY TAKING		
Obtains baseline vital signs [must include BP, P and R] (1 point)	1	
Attempts to obtain SAMPLE history	1	
SECONDARY ASSESSMENT		
Head	3	
-Inspects and palpates scalp and ears (1 point)**		
-Assesses eyes (1 point)		
-Inspects mouth**, nose** and assesses facial area (1 point)		
Neck**	3	
-Checks position of trachea (1 point)		
-Checks jugular veins (1 point)		
-Palpates cervical spine (1 point)		
Chest**	3	
-Inspects chest (1 point)		
-Palpates chest (1 point)		
-Auscultates chest (1 point)		
Abdomen/pelvis**	3	
-Inspects and palpates abdomen (1 point)		
-Assesses pelvis (1 point)		
-Verbalizes assessment of genitalia/perineum as needed (1 point)		
Lower extremities**	2	
-Inspects, palpates and assesses motor, sensory and distal circulatory functions (1 point/leg)		
Upper extremities	2	
-Inspects, palpates and assesses motor, sensory and distal circulatory functions (1 point/arm)		
Posterior thorax, lumbar and buttocks**	2	
-Inspects and palpates posterior thorax (1 point)		
-Inspects and palpates lumbar and buttocks areas (1 point)		
Manages secondary injuries and wounds appropriately	1	
REASSESSMENT		
Demonstrates how and when to reassess the patient	1	
Actual Time Ended: _____	TOTAL	42

CRITICAL CRITERIA

- ___ Failure to initiate or call for transport of the patient within 10 minute time limit
- ___ Failure to take or verbalize appropriate PPE precautions
- ___ Failure to determine scene safety
- ___ Failure to assess for and provide spinal protection when indicated
- ___ Failure to voice and ultimately provide high concentration oxygen
- ___ Failure to assess/provide adequate ventilation
- ___ Failure to find or appropriately manage problems associated with airway, breathing, hemorrhage or shock
- ___ Failure to differentiate patient's need for immediate transportation versus continued assessment/treatment at the scene
- ___ Performs other assessment before assessing/treating threats to airway, breathing and circulation
- ___ Failure to manage the patient as a competent EMT
- ___ Exhibits unacceptable affect with patient or other personnel
- ___ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.



**National Registry of Emergency Medical Technicians®
 Emergency Medical Technician Psychomotor Examination**

CARDIAC ARREST MANAGEMENT / AED

Candidate: _____ Examiner: _____
 Date: _____ Signature: _____

Actual Time Started: _____	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Determines the scene/situation is safe	1	
Checks patient responsiveness	1	
Direct assistant to retrieve AED	1	
Requests additional EMS assistance	1	
Checks breathing and pulse simultaneously	1	
<i>NOTE: After checking responsiveness, then checking breathing and pulse for no more than 10 seconds, examiner informs candidate, "The patient is unresponsive, apneic and pulseless."</i>		
Immediately begins chest compressions [adequate depth and rate; allows the chest to recoil completely]	1	
Performs 2 minutes of high-quality, 1-rescuer adult CPR -Adequate depth and rate (1 point) -Correct compression-to-ventilation ratio (1 point) -Allows the chest to recoil completely (1 point) -Adequate volumes for each breath (1 point) -Minimal interruptions of no more than 10 seconds throughout (1 point)	5	
<i>NOTE: After 2 minutes (5 cycles), candidate assesses patient and second rescuer resumes compressions while candidate operates AED.</i>		
Turns on power to AED	1	
Follows prompts and correctly attaches AED to patient	1	
Stops CPR and ensures all individuals are clear of the patient during rhythm analysis	1	
Ensures that all individuals are clear of the patient and delivers shock from AED	1	
Immediately directs rescuer to resume chest compressions	1	
Actual Time Ended: _____	TOTAL	17

Critical Criteria

- ___ Failure to take or verbalize appropriate PPE precautions
- ___ Failure to check responsiveness, then check breathing and pulse simultaneously for no more than 10 seconds
- ___ Failure to immediately begin chest compressions as soon as pulselessness is confirmed
- ___ Failure to demonstrate acceptable high-quality, 1-rescuer adult CPR
- ___ Interrupts CPR for more than 10 seconds at any point
- ___ Failure to correctly attach the AED to the patient
- ___ Failure to operate the AED properly
- ___ Failure to deliver shock in a timely manner
- ___ Failure to ensure that all individuals are clear of patient during rhythm analysis and before delivering shock [verbalizes "All clear" and observes]
- ___ Failure to immediately resume compressions after shock delivered
- ___ Failure to manage the patient as a competent EMT
- ___ Exhibits unacceptable affect with patient or other personnel
- ___ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

Clinical and Field Portfolio for Advanced EMT and Paramedic Students

CoAEMSP Student Minimum Competency (SMC)	Column 1 Formative Exposure in Clinical or Field Experience Conducts patient assessment (primary and secondary assessment), performs motor skills if appropriate and available, and assists with development of a management plan in patient exposures with some assistance for evaluation.	Column 2 Exposure in Clinical or Field Experience and Capstone Field Internship Conducts a patient assessment and develops a management plan for evaluation on each patient with minimal to no assistance	Total	Minimum Recommendations by Age* (*Included in the total)
				Minimum Exposure Age
Pediatric patients with pathologies or complaints	15	15	30	2 Neonate (birth to 30 days)
				2 Infant (1 mo - 12 mos)
				2 Toddler (1 to 2 years)
				2 Preschool (3 to 5 years)
				2 School-Aged/Preadolescent (6 to 12 years)
				2 Adolescent (13 to 18 years)
Adult	30	30	60	(19 to 65 years of age)
Geriatric	9	9	18	(older than 65 years of age)
Totals:	54	54	108	

CoAEMSP Student Minimum Competency by Pathology or Complaint	Simulation	Column 1 Formative Exposure in Clinical or Field Experience Conducts patient assessment (primary and secondary assessment) and performs motor skills if appropriate and available, and assists with development of a management plan on a patient with some assistance for evaluation.	Column 2 Exposure in Clinical or Field Experience/Capstone Field Internship Conducts a patient assessment and develops a management plan for evaluation on each patient with minimal to no assistance	Total Formative & Competency Evaluations by Condition or Complaint
Trauma	Minimum of one (1) pediatric and one (1) adult trauma simulated scenario must be successfully completed prior to capstone field internship.	18	9	27
Psychiatric/ Behavioral	Minimum of one (1) psychiatric simulated scenario must be successfully completed prior to capstone field internship.	12	6	18
Obstetric delivery with normal newborn care	N/A	2 (simulation permitted)		
Complicated obstetric delivery (e.g., breech, prolapsed cord, shoulder dystocia, precipitous delivery, multiple births, meconium staining, premature birth, abnormal presentation, postpartum hemorrhage)	Minimum of two (2) complicated obstetric delivery simulated scenarios must be successfully completed prior to capstone field internship including a prolapsed cord and a breech delivery.	2 (simulation permitted)	2 (simulation permitted)	6
Distressed neonate (birth to 30 days)	Minimum of one (1) distressed neonate following delivery simulated scenario must be successfully completed prior to capstone field internship.	2 (simulation permitted)	2 (simulation permitted)	4

Cardiac pathologies or complaints <i>(e.g., acute coronary syndrome, cardiac chest pain)</i>	Minimum of one (1) cardiac-related chest pain simulated scenario must be successfully completed prior to capstone field internship.	12	6	18
Cardiac arrest	Minimum of one (1) cardiac arrest simulated scenario must be successfully completed prior to capstone field internship.	2 <i>(simulation permitted)</i>	1 (simulation permitted)	3
Cardiac dysrhythmias	N/A	10	6	16
Medical neurologic pathologies or complaints <i>(e.g., transient ischemic attack, stroke, syncope, or altered mental status presentation)</i>	Minimum of one (1) geriatric stroke simulated scenario must be successfully completed prior to capstone field internship.	8	4	12
Respiratory pathologies or complaints <i>(e.g., respiratory distress, respiratory failure, respiratory arrest, acute asthma episode, lower respiratory infection)</i>	Minimum of one (1) pediatric and one (1) geriatric respiratory distress/failure simulated scenario must be successfully completed prior to capstone field internship.	8	4	12
Other medical conditions or complaints <i>(e.g., gastrointestinal, genitourinary, gynecologic, reproductive pathologies, or abdominal pain complaints, infectious disease, endocrine disorders or complaints [hypoglycemia, DKA, HHNS, thyrotoxic crisis, myxedema, Addison's, Cushing's], overdose or substance abuse, toxicology, hematologic disorders, non-traumatic musculoskeletal disorders, diseases of the eyes, ears, nose, and throat)</i>	Minimum of one (1) geriatric sepsis simulated scenario must be successfully completed prior to capstone field internship.	12	6	18
Totals:		88	46	134



Student Minimum Competency Table 4 Field Experience / Capstone Field Internship

Field Experience	Capstone Field Internship
Conducts competent assessment and management of prehospital patients with assistance while TEAM LEADER or TEAM MEMBER	Successfully manages the scene, performs patient assessment(s), directs medical care and transport as TEAM LEADER with minimal to no assistance
30	20

CoAEMSP Recommended Motor Skills Assessed and Success	Column 1 Successful Formative Individual <i>Simulated</i> Motor Skills Assessed in the Lab	Column 2 Minimum Successful Motor Skills Assessed on a <i>Patient</i> in Clinical or Field Experience or Capstone Field Internship <i>*Simulation permitted for skills with asterisk</i>	Totals	Column 4 Cumulative Motor Skill Competency Assessed on <i>Patients</i> During Clinical or Field Experience or Capstone Field Internship
Establish IV access	2	25	27	Report Success Rate
Administer IV infusion medication	2	2*	4	
Administer IV bolus medication	2	10	12	Report Success Rate
Administer IM injection	2	2	4	
Establish IO access	4	2*	6	
Perform PPV with BVM	4	10*	14	
Perform oral endotracheal intubation	2	10*	12	Report Success Rate
Perform endotracheal suctioning	2	2*	4	
Perform FBAO removal using Magill Forceps	2	2*	4	
Perform cricothyrotomy	2	2*	4	
Insert supraglottic airway	2	10*	12	
Perform needle decompression of the chest	2	2*	4	
Perform synchronized cardioversion	2	2*	4	
Perform defibrillation	2	2*	4	
Perform transcutaneous pacing	2	2*	4	
Perform chest compressions	2	2*	4	
Totals:	36	87	123	

EMT or Prerequisite Skill Competency <small>(must document reasonable evidence of motor skill competency)</small>	Evidence
Insert NPA	Completion of 2
Insert OPA	Completion of 2
Perform oral suctioning	Completion of 2
Perform FBAO - adult	Completion of 2
Perform FBAO - infant	Completion of 2
Administer oxygen by nasal cannula	Completion of 1
Administer oxygen by face mask	Completion of 1
Ventilate an adult patient with a BVM	Completion of 2
Ventilate a pediatric patient with a BVM	Completion of 2
Ventilate a neonate patient with a BVM	Completion of 2
Apply a tourniquet	Completion of 1
Apply a cervical collar	Completion of 2
Perform spine motion restriction	Completion of 1
Lift and transfer a patient to the stretcher	Completion of 1
Splint a suspected long bone injury	Completion of 1
Splint a suspected joint injury	Completion of 1
Stabilize an impaled object	Completion of 1
Dress and bandage a soft tissue injury	Completion of 1
Apply an occlusive dressing to an open wound to the thorax	Completion of 1
Perform uncomplicated delivery	Completion of 2
Assess vital signs	Completion of 1
Perform a Comprehensive Physical Assessment	Completion of 1
Perform CPR - adult	Completion of 2
Perform CPR - pediatric	Completion of 2
Perform CPR - neonate	Completion of 2

Narrative Grading Rubric

Student Name: _____ Program: _____

The rubric outlines the requirements that EACH NARRATIVE in a student's PFOs must meet. A passing score is 80%, which is 46/56 points. Students should refer to the Comprehensive Narrative Packet for guidance and/or request a scheduled call with a Faculty member to discuss these requirements. Please note that if a student currently works for a department that uses a different charting system, they are NOT REQUIRED to document in CHART format for assignments at Texas EMS School.

Field/Section(s) Rubric	5 points	4 points	3 points	2 points	1 point	0 points	Total Points
CHART Format	Student did use the CHART format.					Student did not use CHART format (PFO).	
Vital Signs	Student obtained 24 full sets of vital signs (like the key below for mandatory vital signs).	Student obtained 1-2 of the mandatory vital signs of two sets only.	Student has two partial sets of vital signs (including 1-2 of the mandatory vital signs of two sets).	Student has one full set of vital signs (like the key below for mandatory vital signs).	Student has one partial set of vital signs (including 1-2 of the mandatory vital signs of one set only).	Student did not obtain/document any vital signs.	
Dispatch Section	Student did identify dispatch information.					Student did not identify dispatch information (PFO).	
Chief Complaint	Student identified the chief complaint.					Student did not identify the chief complaint (PFO).	
History Section	Student's history section has a full SAMPLE history and includes any EMS services, vital signs, general impression, and relevant elements of OPQRST. If associated history section, then include in the assessment section for full points.	Student's history section has a full SAMPLE history and includes most of the relevant pieces of information why EMS was called, who called EMS, a general impression, and some/all elements of OPQRST. Student may be missing only 1-2 of these elements.	Student's history section has a full SAMPLE history, but does not include any EMS services, vital signs, general impression, and some/all elements of OPQRST.	Student's history section only includes pertinent medical history, allergies, and current medications.	Student's history section only includes pertinent medical history.	Student does not write a history section.	
Assessment Section	The student's assessment section has all assessed components of A, S. Student has addressed what was not covered in the history section of SAMPLE and/or OPQRST. Student includes GCS and AVPU status, as well as other vital signs in this section. The student did perform a physical/vital assessment, but did not note pertinent assessment components as would be indicated by MDS/NO. Faculty can identify the patient's condition by reading the report.	Student's assessment section includes all components of A, S. Student has addressed what was not covered in the history section of SAMPLE and/or OPQRST. Student includes GCS and AVPU status, as well as other vital signs in this section. The student did perform a physical/vital assessment, but did not note pertinent assessment components as would be indicated by MDS/NO. Faculty can identify the patient's condition by reading the report.	Student's assessment section includes A & components of M, S. If not addressed in the history section, the student may have left out some/all components of OPQRST. Student includes GCS and AVPU status, as well as other vital signs in this section. The student did perform a physical/vital assessment, but did not note pertinent assessment components as would be indicated by MDS/NO. Faculty can identify the patient's condition by reading the report.	Student's assessment section only includes 1-3 components of M, S. If not addressed in the history section, the student may have left out some/all components of OPQRST. Also, the student did not perform a physical/vital assessment. Faculty is not able to visualize the patient's condition by reading the report.	Student's assessment section includes an assessment being performed but gives no detail about what was assessed.	Student did not write an assessment section.	
Treatment Section	The student's treatment section includes any procedure performed, any medication given and its dosage/distribution method, and the patient's response to the procedure. The student has indicated when the patient's condition worsened, improved, or remained unchanged throughout the report. If no treatment was given, the student has stated this in the report and all the very best, indicated in patient's secondary vital signs and the patient's condition.	The student explains what treatments or medications were given and what distribution method was used but does not include medication dosage, the patient's condition worsened, improved, or remained unchanged throughout the report.	The student explains what treatments or medications were given but does not include medication dosage and/or distribution method. The student has not indicated whether a patient's condition worsened, improved, or remained unchanged throughout the report.	Student says something like, "EMS administered Zofran via IV," but does not explain what form of any procedure was formed, medication name or its dosage/distribution method. The student has not indicated whether a patient's condition worsened, improved, or remained unchanged throughout the report.	Student says something like, "Medication was administered," but does not explain any procedure performed, medication name or its dosage/distribution method. The student does not note the patient's secondary set of vital signs. The student has not indicated whether a patient's condition worsened, improved, or remained unchanged throughout the report.	Student does not include any treatment provided to the patient.	

Transport Section	Student has a comprehensive transport section that includes how the patient was moved from where they were found to the stretcher, what facility they are transported to, and how the patient was moved from the stretcher to the hospital bed or waiting room chair. Student also indicated who the patient was handed off to and whether a radio call was given to person report was given. Student indicates the stretcher response made from scene to destination.	Student has a comprehensive transport section that includes how the patient was moved from where they were found to the stretcher, what facility they are transported to, and how the patient was moved from the stretcher to the hospital bed or waiting room chair. Student also indicated who the patient was handed off to and whether a radio call was given to person report was given. Student does not mention the crew's response made from scene to destination.	Student has a comprehensive transport section, but is missing 1-3 components of the following information how the patient was moved from where they were found to the stretcher, what facility they are transported to, and how the patient was moved from the stretcher to the hospital bed or waiting room chair, who the patient was handed off to, whether a radio and/or in person report was given. Student does not mention the crew's response made from scene to destination.	Student wrote a short transport section that includes only the following information: how the patient was moved from where they were found to the stretcher, what facility they are transported to, and how the patient was moved from the stretcher to the hospital bed or waiting room chair.	Student wrote a short transport section that only says "waiting room," "Patient was transported to waiting room."	Student did not write a transport section.	
Impression Section	Student has one or more impressions that are plausible as indicated by the patient's signs/symptoms/level.	N/A to this section.	Student has an inaccurate impression that does not match the patient's signs/symptoms/level.	N/A to this section.	N/A to this section.	Student does not list an impression.	
Accuracy of Information	The student's writing reflects an understanding based on scope of practice, education, of treatment and disease processes. The faculty believed that the questions asked and assessment performed match the provider's primary impression.	N/A to this section.	The student's writing reflects an understanding based on scope of practice, education, of treatment, assessment and disease processes. The student may have indicated incorrect treatment for an injury/illness but indicated a lack of understanding for why that treatment was performed.	N/A to this section.	N/A to this section.	The student's writing reflects a poor understanding of treatment and disease processes. The faculty believed that the questions asked and assessment performed do not match the provider's primary impression. The student's writing indicated harmful or dangerous treatments in their report.	
Writing Mechanics	Student's writing has clear and correct sentence structure and grammar are excellent and essential to correct punctuation. Student has no spelling errors. Student does not use abbreviations or acronyms. Student writes in an objective.	N/A to this section.	N/A to this section.	Student's writing demonstrates generally strong sentence structure and grammar with few minor errors in punctuation and/or spelling. The student writes in a generally objective tone and the reader can visualize what occurred as some by reading the narrative.	N/A to this section.	Student's writing demonstrates serious problems with sentence structure and grammar. Student has numerous major or minor errors in punctuation and/or spelling. Student uses common acronyms. Student writes in subjective tone.	
Total							/55
Full Set of Vitals (Mandatory) Blood Pressure (BP) Respiratory Rate (RR) Pulse/Max HR (PR) SpO2 Optional vitals based on ICI/MCI: Glyc (all students) ETCO2 (all students)	Dispatch Information (VI) is required to be an responding patient. EMS responsible with details and details. Chief Complaint: 11 year old male Impression: 11 year old male	Signs/Symptoms: Asymptomatic Medications taken as required pertinent medical history Allergies Event: Seizure	Chief Problems Quality Patient/Provider Severity Time	Mr. S. 11 year old 11 year old 11 year old 11 year old			
<p>Narratives for clinical (hospital) experiences will still be held to the same standard as field (EMS) experiences. However, the faculty does understand that students may not spend as much time with a patient in the ER as they would in the ambulance. That being said, a student is required to make an attempt at gathering all the required information. If they are unable to do so, they need to explain in their narrative why they were unable to gather specific information and explain what information they would have gathered if given the chance.</p>							

Affective Grading Rubric



Axon Education Consortium Affective Grading Rubric

Student Name:	Date:
Affective Domain Evaluator:	

Performance Level Ratings	5 – Excellent	4- Good	3- Fair	2 – Poor	1 - Unacceptable	Recommended Score
1. Integrity	Always honest, leads by example and models exemplary behaviors regarding integrity. Consistently turns in paperwork that is complete and accurate prior to due date.	Consistent honesty, assists other classmates in understanding confidential issues and in developing their documentation skills.	Consistent honesty, being able to be trusted with property and confidential information, complete and accurate documentation of patient care and learning activities.	Minor infractions of 1 area of #3 but otherwise compliant with all aspects described in #3.	Major infraction of 1 (or more) areas of #3 or many minor infractions in most areas of #3.	0
Score for 1.						
2. Empathy	Seeks out opportunities to serve in the community, when the situation arises can provide contact information on assistance agencies, has the ability to set troubled patients at ease and actively listens to their problems and concerns.	Able to show compassion and respond appropriately while maintaining professional demeanor, demonstrating a strong desire to advocate for the patient, can direct patients and their families to available community resources.	Showing compassion to others, responding appropriately to emotional responses by others, demonstrating respect to others, being supportive and reassuring.	Being uncompassionate to others or responding inappropriately to emotional responses because you are uncomfortable with their emotional displays. Acting coolly towards patients in distress and not acting as a patient advocate.	Being deliberately disrespectful of others, making fun of others, being condescending or sarcastic to others, clearly uncomfortable dealing with emotions of patients.	0
Score for 2.						
3. Self-Motivation	Never missing a deadline and often completing assignments well ahead of deadlines, reminding other students of deadlines, supporting faculty in upholding the rules and regulations of the program, taking seriously opportunities to provide feedback to fellow students, seeking opportunities to obtain feedback, assisting faculty in arranging and coordinating activities.	Occasionally completing and turning in assignments before the scheduled deadline, volunteering for additional duties, consistently striving for excellence in all aspects of patient care and professional activities, seeking out a mentor or faculty member to provide constructive criticism, informing faculty of learning opportunities.	Taking initiative to complete assignments, taking initiative to improve or correct behavior, taking on and following through on tasks without constant supervision, showing enthusiasm for learning and improvement, consistently striving for improvement in all aspects of patient care and professional activities, accepting constructive criticism in a positive manner, taking advantage of learning opportunities.	Failing to meet 1-3 tasks as described in #3 but obviously making attempts to attain acceptable standards.	Consistently failing to meet established deadlines, unable to demonstrate intrinsic motivating factors requiring extra extrinsic motivation from instructors, failing to improve even after corrective feedback has been provided by faculty, requiring constant supervision to complete tasks or being asked to repeat a task that is incorrectly performed.	0
Score for 3.						
4. Appearance and Personal Hygiene	Uniform is always above average. Non-uniform clothing is business-like. Grooming and hygiene is impeccable. Hair is worn in an appropriate manner for the environment and student is free of excessive jewelry. Make-up and perfume or cologne usage is discrete and tasteful.	Clothing and uniform are above average. Uniform is pressed and business casual is chosen when uniform is not worn. Grooming and hygiene is good or above average.	Clothing and uniform is appropriate, neat, clean and well-maintained, good personal hygiene and grooming.	Appropriate clothing or uniform is selected for a majority of the time, but the uniform may be unkempt (wrinkled), mildly soiled, or in need of minor repairs, appropriate personal hygiene is common, but occasionally the individual is unkempt or disheveled.	Inappropriate uniform or clothing worn to class or clinical settings. Poor hygiene or grooming.	0
Score for 4.						

5. Self-Confidence	Stands by and can defend personal choices when challenged by an authority figure, actively seeks to improve on weaknesses, seeks out opportunities to assist other classmates in developing their self-confidence.	Stands by his/her choices when challenged by an authority figure, aware of strengths and weaknesses and seeks to improve, exercises good personal judgment and often serves as a mentor for classmates.	Demonstrating the ability to trust personal judgment, demonstrating an awareness of strengths and limitations, exercises good personal judgment.	Needs encouragement before not trusting personal judgment, is aware of strengths but does not readily recognize weaknesses, sometimes makes poor personal choices.	Does not trust personal judgment, is unaware of strengths or weaknesses, and frequently exercises poor personal judgment.	0
Score for 5.						
6. Communication Skills	Working on self and assisting classmates in improving speaking and writing abilities, models and is able to demonstrate active listening techniques to other students, is comfortable utilizing a variety of communication styles, may have proficiency in another language, including sign language.	Working on improving speaking and writing abilities, models active listening skills, able to modify communication strategies easily in various situations and able to effectively communicate a message in these various settings.	Speaking clearly, writing legibly, listening actively, adjusting communications strategies to various situations.	Needs work to speak or write clearly, knows how to actively listen although sometimes is unable to model good listening skills, able to identify alternative communication strategies needed in various situations but is still developing the skill to perform alternative strategies.	Unable to speak or write clearly and is unable to correct their behavior despite intervention by instructors, does not actively listen (requires instructions to be repeated or appears unable to follow directions,) resistant to learning new communications strategies.	0
Score for 6.						
7. Time-Management	Punctual (or early) nearly 100% of the time, completes tasks and assignments prior to the due date, seldom requires reminding about deadlines or due dates, may assist instructor in reminding classmates about due dates.	Seldom late to class or clinical, generally ready to begin class or clinical prior to the actual start time, completes tasks and assignments by due date (and occasionally in advance of due date) with minimal need for reminders of due dates.	Consistent punctuality, completing tasks and assignments on time.	Occasionally late in arriving to class or clinical sites, occasionally late in turning in assignments or requires reminding about deadlines.	Often late to class or clinical sites, upon arrival needs additional time to be ready to begin (changing into uniform, gathering supplies, etc.), frequently late in turning in assignments, requires constant reminders about due dates and will blame others if a due date is missed.	0
Score for 7.						
8. Teamwork and Diplomacy	Placing success of the team above self interest (even if that means a negative outcome to self,) taking a leadership role and using good management skills while leading, involving all appropriate team members in the decision making process, suggesting and implementing changes to benefit the team, seeking ways to keep communications and dialogue going.	Placing success of the team above self interest, supporting and holding up the team by shouldering additional responsibilities, actively seeking to include all members of the team in decision making processes were appropriate, welcoming change and remaining flexible, helping to open the lines of communication.	Placing the success of the team above self interest, not undermining the team, helping and supporting other team members, showing respect for all team members, remaining flexible and open to change, communicating with others to resolve problems.	Sometimes acting for personal interest at the expense of the team, acting independent of the team or appearing non-supportive, being somewhat resistant to change or occasionally unwilling to work out a solution.	Manipulating the team or acting with disregard to the team, being disrespectful of team members, being resistant to change or refusing to cooperate in attempts to work out solutions.	0
Score for 8.						
9. Respect	Serving as a "peacemaker" in volatile situations, able to take abusive language or disrespect from patients without reacting negatively towards the individual, modeling good professional behaviors even when outside of the classroom or off of the job.	Being polite even when a situation is not going in his/her favor, always using respectful language when describing situations even when not in public areas, modeling good professional behaviors.	Being polite to others, not using derogatory or demeaning terms, behaving in a manner that brings credit to the profession.	Being polite when required, occasionally overheard using demeaning or derogatory language but confining it to situations other than in patient care settings, occasionally acting unprofessional on the job.	Disrespect of authority, being argumentative, using inappropriate words or outbursts of anger, deliberately undermining authority in words or actions or trying to provoke others, frequently unable to act in a professional manner.	0
Score for 9.						
10. Patient Advocacy	Models patient advocacy	Not allowing personal bias	Not allowing personal bias or	Occasionally has difficulty	Unable to deal with patients	

10. Patient Advocacy	Models patient advocacy and able to defend the need to advocate for patient rights, seeks out opportunities to help fellow classmates learn the principles of patient advocacy, when the opportunity presents itself can be called upon to follow through on an advocacy issue even if it means it on their off time.	Not allowing personal bias or feelings to interfere with patient care despite strong negative feelings or biases towards a patient or situation, actively advocating for patient rights, protecting confidentiality.	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.	Occasionally has difficulty dealing with patients because of personal bias or feelings, not always able to place the needs of the patient first,	Unable to deal with patients because of personal biases, actively demeaning or degrading patients with words or deeds, unconcerned about patient rights, feelings or considerations, frequently takes shortcuts during care of patients because it is "easier" or "faster."	0
Score for 10.						
11. Careful Delivery of Services	Functions independently and able to correct mistakes by self- reflection, able to assist in the development of rules, regulations, policies and procedures, will assist in monitoring fellow students in the completion of tasks and may be able to assist fellow students identify weaknesses and strengths.	Can be trusted to function independent of all but minor supervision, does not need to be reminded to perform routine maintenance checks, follows the letter and spirit of all rules, regulations, policies and procedures.	Performing skills at an entry-level capacity a majority of the time, performing complete equipment and supply checks, demonstrating careful and safe ambulance operations, following policies and protocols, following orders.	Occasionally performing skills below the entry-level, requiring monitoring to ensure completeness and accuracy in completing tasks, occasional minor breeches in policies, procedures or protocols attributed to lack of knowledge of it but willing to learn, may follow the letter of, but not always the spirit, of rules and regulations.	Unable to perform skills at entry level or requiring constant monitoring or reinforcement to perform skills, required to recheck tasks because of omissions or inaccuracies in performance or documentation, unwilling to learn policies, procedures or protocols, deliberate unwillingness to follow the letter or spirit of rules or regulations.	0
Score for 11.						
Grand Total						0
%						0%

Score for 11.				regulations.		
Grand Total						0
%						0%

General Comments:

Signature of Person Completing Form:

Date

Printed Name:

Title: