



Letter of Intent

EMT Paramedic Program

AAS in Emergency Medical Service

Office of the Provost

and

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## 1. Purposes and Goals

### A. Educational Goals

The goal of the A.A.S. in EMT-Paramedic is:

1. to prepare EMT-Paramedics who are highly competent in the knowledge, skills and demeanor which meet national, State and regional standards for EMT-Paramedic professionals.
2. to provide a quality general education that facilitates personal development, global citizenship and a foundation for success in further higher education.

The National Emergency Medical Services (NEMS) is an agency of the National Highway Traffic Safety Administration, which itself is an agency of the United States Department of Transportation. NEMS issues the official US DOT National Standard Curriculum for Emergency Medical Technician-Paramedics (EMT-P). Kingsborough's program will reflect this standard curriculum.

The Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions is part of the Commission on the Accreditation of Allied Health Programs (CAAHEP). This Committee sets standards for program accreditation. Kingsborough's program will meet these standards.

The New York State Department of Health sets standards for approved programs. New York City's regional body, REMSCO, also approves training sites according to its standards. Kingsborough's program will be approved by these entities.

All four standard curricula are substantially the same and Kingsborough's A.A.S. in EMT-Paramedic will meet all four, as well as receive national accreditation, NY Department of Health and REMS

by Kingsborough's Healthcare Institute and receive advanced placement in the AAS program.

- Professional coursework leading to a Certificate of Completion with which students can seek licensure and employment as an EMT-Paramedic.
- A degree option for those already holding EMT-Basic licenses who can receive advanced placement into the paramedic courses.
- Continuing education credit required for state license and national certification renewal.

B. Status of the Profession

The most advanced level of training for this occupation is EMT-Paramedic. At this level, the caregiver receives additional training in body function and learns more advanced

most new professions, no master plan was conceived to guide its evolution systematically. Effective components of quality EMS education have emerged during the last thirty years, including the national standard-EMS curricula, accreditation standards and a national registration system. Unfortunately, these individual parts have developed independently, and currently there is no forma





be encouraged and supported to use these resources. Clinical experiences can be scheduled throughout the weekday, evening and night as well as on weekends to accommodate student scheduling needs.

Department of Student Development personnel has enthusiastically endorsed this proposed program and has agreed to schedule the shadowing of practicing professionals prior to implementation to strengthen their understanding of the work environment and scope of practice for EMT-Paramedics. This will better equip them to help potential students select the right profession and may increase retention in the program.

#### **4. Curriculum**

This curriculum is designed to prepare students who will be ready to work anywhere in the United States as highly qualified emergency medical technicians. The curriculum includes the science of human anatomy all health technicians must know and is prerequisite to clinical courses, and the humanities, social science and other general education courses, which are essential for all associate degree graduates, provide a foundation for further higher education and help create a well-rounded individual and citizen.

##### **A. Description of New Courses**

#### **100 Emergency Medical Technician-Basic**

##### **Credit**

**5**

Upon the successful completion of this course and EMT Clinic I, students are eligible to sit for the New York State EMT-B Certification Exam. Students must also satisfactorily perform all practical skills to achieve a passing grade and successfully complete this course. This course follows the current National Standard Curriculum for EMT-Basic.

#### **132 EMT Clinic I**

##### **Credit**

**1**

A series of clinical observations and ambulance experiences with a focus on progressively higher levels of patient care responsibilities. Students will complete full shifts in hospitals and with an ambulance crew. The number of patient experiences for each student is delineated and some students may have to schedule additional shifts to acquire the acceptable minimum of experiences. Offered in six-week modules.

#### **110 Paramedic I**

##### **Credit**

**9**

Review of all basic level skills and an introduction to advanced skills of the paramedic. Topics include roles and responsibilities, stress management, communications, and medical/legal/ethical issues. Clinical pre-hospital pharmacology, IV access and advanced airway management techniques are introduced. Lab work involves IV access techniques,



endotracheal intubation, computing dosages, preparing medications for administration and practice in all administrative techniques. Skills are learned and practiced in the laboratory, hospital and/or field setting. Students must satisfactorily perform all practical skills to successfully complete the course. Prerequisite: EMT-Basic

### **Paramedic Clinic I**

#### **Credit**

**2**

A series of clinical observations and ambulance experiences with a focus on progressive 23k00 Tz 0 Tr 9 0 0 9 90 74lrin

high-rise and limited space environments.

Prerequisite: Paramedic II

### **247 Paramedic Clinic III**

**Credit**

**2**

A series of clinical observations and ambulance experiences focused on progressively higher levels of patient care responsibilities. Students will complete full shifts in hospitals and with an ambulance crew. Advance Life support experiences will be managed with progressively higher levels of responsibility by each student in their ambulance experience. The number of patient experiences for each student is delineated and some students may need to schedule additional shift to acquire the acceptable minimum of experiences. Field practice in MVA extrication, rescue, patient transport and practitioner safety are covered. Offered in the twelve-week semester.

Prerequisite: Paramedic Clinic II

### **211 Paramedic IV**

**Credit**

**3**

Patient assessment and formulation of a field impression, and selecting and implementing an appropriate treatment plan for neonatal, pediatric and geriatric patients, patients with diverse needs and chronically ill patients. The student will also learn how to safely manage the scene of an emergency. Students will complete nationally recognized Certification instruction for Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS) and Neonatal Advanced Life Support (NALS) during this course. Summative program written examinations are also part of this course.

Prerequisite: Paramedic III

### **Paramedic Clinic IV**

**Credit**

**3**

A series of clinical observations and ambulance experiences with a focus on progressively higher levels of patient care responsibilities. Students will complete full shifts in hospitals and with an ambulance crew. The number of patient experiences for each student is delineated and some students may need to schedule additional shifts to acquire the acceptable minimum of experiences for the total program. Final assessments of all skills covered in the entire program of study is in this course. Offered in the six-week module. Prerequisite: Paramedic Clinic III

An outline of the entire 60-credit curriculum follows:



EMT-Paramedic Full-Time (4 semester) Program of Study

Fall / Winter

12 English 12  
11

4

Coordinator and a Senior Instructor. The EMT-B course will be managed by another New York CIC who will have responsibility for that program. The EMT-B can be part-time or full-time and can teach in the Paramedic Program.

There will be a Medical Director who according to the CoAEMSP standards must:

- 1) be a physician currently licensed to practice medicine in New York with experience and current knowledge of emergency care of acutely ill and injured patients,
- 2) have adequate training or experience in the delivery of out-of-hospital emergency care, including the proper care and transport of patients, medical direction, and quality improvement in out-of-hospital care,
- 3) be an active member of the local medical community and participate in professional activities related to out-of-hospital care,
- 4) be knowledgeable about the education of the Emergency Medical Services Professions, including professional, legislative and regulatory issues regarding the education of the Emergency Medical Services Professions.

Other program faculty will be qualified to teach the subject assigned and hold appropriate professional credentials.

## **6. Facilities, Laboratory Equipment, Supplies and Library Materials**

Kingsborough Community College already has an appropriate lab facility created for the new EMT-B program. This laboratory and classroom space will serve the EMT-Para for the initial years of implementation. Each full-time faculty member will have appropriate office space as well.

Several professional journals and texts should be added to the Kibbee Library in sufficient numbers to support student assignments. The Library will need to provide on line access to Medline. Usually arrangements can be made with hospitals and medical schools for students to have access to any medical journals or text they may need. Local hospital libraries can be appropriate resources and will meet all national standards as long as these arrangements are established and known to students, including any conditions for access students must follow.

## **7. Cost Assessment**

Annual budgets for typical EMT-P programs include on-going disposable supplies as well as equipment for the laboratory and classroom, continuing education for faculty, accreditation fees and other miscellaneous items. Some of the equipment for a typical EMT-P program can be acquired by donation, rented or borrowed. The cost of equipping an EMT-P learning laboratory can approach \$100,000. The cost of a full-time instructor

and program director, plus a medical director and the minimum of an adjunct EMT-B instructor, will total approximately \$180,000. The College will provide the funds from its operating budget for any equipment and supplies which cannot be acquired through any other funding source.