

Course Outline of Record

Los Medanos College 2700 East Leland Road Pittsburg CA 94565 (925) 439-2181

Course Title: Emergency Medical Technician

Subject Area/Course Number: EMS-010

New Course or Existing Course

Author(s): Mike Grillo
Subject Area/Course No.: EMS-010
Units: 8
Course Name/Title: Emergency Medical Technician Academy
Discipline(s): Emergency Medical Services

Pre-Requisite(s): Students must be 18 years of age by the date the course begins. Students must have a current CPR card for BLS Healthcare Provider issued by the American Heart Association and it must remain valid for the duration of the EMS-010. Special note: Successful completion of ** EMS-014 ** meets the above prerequisite.

Co-Requisite(s): None

Advisories: EMS-007 Introduction to Healthcare Careers, EMS-009 EMR/Public Safety First Aid, CPR and AED, Business 86 (Medical Terminology) and Eligibility for English 95. Background checks, toxicology screenings and immunization records for those students placed in hospitals clinical internships. Medical clearance form and proof of vaccinations (see below) for all clinical experiences.

Catalog Description:

This course provides instruction and training to prepare students for certification as an Emergency Medical Technician (EMT-B) and to work in an entry-level position as an Ambulance Attendant, Emergency Room Technician, or other specialized services. This course is instructed in compliance with Department of Transportation (DOT) National EMS Education Standards (DOT HS 811 077A, January 2009), and is approved by the Contra Costa County - Emergency Medical Services Administration (Title 22) and the National Registry of EMTs. Successful students will be prepared for the EMT psychomotor and written certification exams through the National Registry. This course requires participation in clinical experiences taking place in emergency room departments of hospitals and in operational ambulance units. A minimum of 24 hours and 10 patient contacts is mandated. Students will be required to schedule and complete these clinical experiences outside of the classroom to meet course requirements. Students must show vaccination records and documentation of a current TB test, Hepatitis B, MMR, tetanus, and proof of varicella (chicken pox) and any other type of vaccination required by our partners in hospital or EMS providers. Students must also have a medical examination using DMV Form 51 or LMC Physical Clearance Form. Lastly, this Academy has mandatory uniform and safety gear requirements. The cost of these items is between \$125-300 depending on brand and quantity. A comprehensive list of uniform and safety gear/PPE requirements will be given to the student during our Mandatory Pre-EMT Academy Orientation.

Schedule Description:

Come join us in the fast-paced, exciting field of Emergency Medical Services by becoming an EMT. Learn the life-saving skills that allow you to assess patients in an emergency setting by using your knowledge and skills to treat, stabilize, and transport patients for further care. This course typically requires 10 to 12 hours per week of extensive study and preparation time outside of classroom time, including reading, completing online homework/testing, and practicing skills. Clinical experience is mandated by California Title 22 which requires a minimum of 24 hours and 10 patient contacts. Successful completion of this course allows the student to take the National Registry exam administered by the National Registry of Emergency Medical Technicians. Students are required to be fully vaccinated with documentation of TB, Hepatitis B, MMR, tetanus, and proof of varicella (chicken pox) or any other form or type of vaccination required by our industry partners such as Hospitals, Fire Departments and Ambulance Providers. Students must have a medical exam using DMV Form 51 or LMC Physical Clearance Form. Lastly, this Academy has mandatory uniform and safety gear requirements. The cost of these items is between \$125-300 depending on brand and quantity. A comprehensive list of uniform and safety gear/PPE requirements will be given to the student during our Mandatory Pre-EMT Academy Orientation.

Hours/Mode of Instruction: Lecture 108 Lab 108 Composition _____ Activity _____ Total Hours 216

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Credit Credit Degree Applicable (DA)
 Credit Non-Degree (NDA)
(If Non-Credit desired, contact Dean.)

Grading Pass/No Pass (P/NP)
 Letter (LR)
 Student Choice (SC)

Repeatability 0
 1
 2

Last date of Assessment: **04/09/2015**

Cohort #: _____

Please apply for:

LMC General Education Requirement(s):

(Please list the proposed area(s) this course meets, or indicate "none") _____ None

Transfer to: CSU UC IGETC Area _____ CSU GE Area _____ C-ID Number _____

Course is Baccalaureate Level: Yes No

Signatures:

Department Chair _____ Date _____

Librarian _____ Date _____

Dean/Sr. Dean _____ Date _____

Curriculum Committee Chair _____ Date _____

President/Designee _____ Date _____

CCCCD Approval Date (Board or Chancellor's Office) _____ Date _____

For Curriculum Committee Use only:

STAND ALONE COURSE: YES NO

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester _____

Catalog year 20____/20____

Class Max: _____

Dept. Code/Name: _____

T.O.P.s Code: _____

Crossover course 1/2: _____

ESL Class: _____ Yes / No

DSPS Class: _____ Yes / No

Coop Work Exp: _____ Yes / No

Class Code A Liberal Arts & Sciences
 B Developmental Preparatory
 C Adult/Secondary Basic Education
 D Personal Development/Survival
 E For Substantially Handicapped
 F Parenting/Family Support
 G Community/Civic Development
 H General and Cultural
 I Career/Technical Education

SAM Code A Apprenticeship
 B Advanced Occupational
 C Clearly Occupational
 D Possibly Occupational
 E* Non-Occupational
 F Transfer, Non-Occupational
**Additional criteria needed*
 1 One level below transfer
 2 Two levels below transfer
 3 Three levels below transfer

Remediation Level B Basic Skills
 NBS Not Basic Skills

J Workforce Preparation Enhanced ???
 K Other non-credit enhanced
 Not eligible for enhanced

Course approved by Curriculum Committee as Baccalaureate Level: Yes / No

LMC GE or Competency Requirement Approved by the Curriculum Committee: _____

Distribution: Original: Office of Instruction

Copies: Admissions Office, Department Chairperson

Rev 09-17-2008

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Institutional Student Learning Outcomes

Check the institutional student learning outcomes (or category of outcomes) below that are reflected in your course:

- General Education SLOs (Recommended by GE Committee)**
At the completion of the LMC general education program, a student will:
1. read critically and communicate effectively as a writer and speaker.
 2. understand connections among disciplines and apply interdisciplinary approaches to problem solving.
 3. think critically and creatively
 4. consider the ethical implications inherent in knowledge, decision-making and action.
 5. possess a worldview informed by diverse social, multicultural and global perspectives.
- (Each of the above student learning outcomes for the general education program has a written explanation with illustrations and examples of its application within courses, as well as specific assessment criteria. Consult the GE program information pages.)
- None of the Above**

Program-Level Student Learning Outcomes (PSLOs)

Students completing the Emergency Medical Technician course (EMS-010) can obtain a Skills Certificate of Completion: Emergency Medical Technician I or go on to graduate with an A.S. Degree in Fire Technology.

By the end of any of these certificates or degrees, the student will:

1. Be academically prepared to *obtain an entry-level position* in the Emergency Medical Services industry, a Fire Department or any other type of public safety entity.
2. Apply *critical thinking* to research, evaluate, analyze and synthesize EMS-related information, including patient assessment.
3. Demonstrate excellent *communication skills* (oral and/or written) within the EMS team, with patients, and with the public.
4. Demonstrate knowledge of *EMS industry manipulative skills and equipment* to appropriately manage patient illnesses and injuries.
5. Demonstrate proficiency formulating a working diagnosis and apply the correct treatment to patients

Course-Level Student Learning Outcomes (CSLOs):

Upon successful completion of the Emergency Medical Technician course (EMS-010), the student will be able to:

1. Explain the roles, responsibilities, and scope of practice of the EMT-B as outlined by Title 22 of the State of California. (PSLO 1)
2. Identify patient conditions and apply knowledge of pathophysiology and disease and injury processes to formulate a treatment plan. (PSLO 1, 2)
3. Apply treatment skills and equipment to stabilize and transport patients according to a treatment plan. (PSLO 1, 2, 3, 4,5)
4. As part of a team, assist paramedics and other EMS professionals with patient care within the EMT-B scope of practice. (PSLO 3, 4,5)

Assessments:

Students are assessed in the CSLOs using a variety of instruments, including major exams, psychomotor skills testing, group project, term paper, and patient assessments (clinical hours PCRs).

	Major Exams	Skills Testing	Group Project	Term Paper	Patient Assessments
CSLO 1	X				X
CSLO 2	X	X	X	X	X
CSLO 3		X	X		X

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CSLO 4	X	X	X		X
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Activities/Types of Assignments

Major Exams: During the course, there are two block exams (50 questions each), one midterm (100 questions), and one final exam (200 questions) that cover cumulative material, in addition there is 15 quizzes and approximately 10 *online* exams. The questions on these exams prepare students to take the National Registry test because the questions are similar to those found on that exam. The exam's questions are designed to evaluate students in CSLO 1, 2, 3, and 4.

Skill Testing: During the course, there is one skills midterm (five skills) and one comprehensive skills final (eight skills). Successful completion of these skills are required by the National Registry of EMTs for a student to take the National Registry test. Failure of any one skill three times total; or of four or more skills on the first attempt, constitutes failure of the entire skills final, according to National Registry testing protocols. Inclusion of several of these required skills on the skills midterm prepares the student for passing the skills final. The skills included on the final skills performance assessment include three Airway Management skills, Patient Assessment/ Management – Medical, Patient Assessment/Management – Trauma, AED use, C-spine, Childbirth, bleeding control, soft tissue/musculoskeletal injury management.

Finally, one “random skill” chosen from among five additional approved National Registry skills. Many skills require the student to direct and organize 1 to 3 other individuals in rendering care or performing skills. Students who successfully complete the skills final, must demonstrate cognitive knowledge; apply critical thinking in two case scenarios to assess the patient, evaluate the simulated patient's signs and symptoms, analyze the data to formulate a patient care plan, and synthesize this information and their knowledge of pathophysiology and disease and illness processes to manage the patient's condition; perform psychomotor manipulations by applying skills and equipment used in the Emergency Medical Services industry; and communicate clearly and effectively with the evaluator and any assistants. Each skill requires the student to obtain a minimum score of 80% of points possible AND to avoid performing any critical fail criterion. This testing method evaluates students in CSLO 2, 3, and 4.

Oral/Written/Video Group Project: Students are required to participate in a small group project in the second half of the semester. Each group creates a multimedia presentation or a group research paper, evaluating and describing the major body systems, their anatomy, physiology and a number of illnesses or traumatic injuries that affect the normal function of these body systems. This project evaluates students in CSLO 2, 3, and 4.

Term Paper: Each student must submit a separate individual term paper on a topic related to that of their group project. Students must research a medical condition relevant to the EMS industry, evaluate the data obtained from a minimum of five sources, then analyze and synthesize this information to demonstrate understanding of the topic and its connection to the job of an EMT. This term paper evaluates student in CSLO 2 and 3.

Patient Assessments: State law requires that students complete a minimum of twenty (24) hours in a clinical setting, during which they must participate in the assessment and treatment of a minimum of ten (10) patients, 4/1/13. Based on current call volumes with our affiliated agencies, most students must complete more than the minimum number of hours to complete their patient contacts. Once their clinical hours are done, students must turn in a packet that consists of evaluations completed by working field personnel of their professionalism; and Patient Care Reports detailing information on their ten patient contacts. This activity / paperwork are designed to assist in the transfer of classroom text theory into practice. The patient assessments evaluate students in CSLO 1, 2, 3, 4.

In addition to the assessment criteria described above, students have additional assignments and periodic assessments to help them achieve CSLOs. Most of these are to be completed outside of class time.

- Reading all chapters Emergency care 12th Edition, Brady Pearson Publishing in the textbook prior to lecture date. (CSLO 1, 2, 3, and 4)
- Completion of homework reflecting lecture material, such as on line assignments, patient care reports, and medical terminology. (CSLO 1, 2)

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- Completion of homework reflecting and incorporating lab skills and mnemonics, such as recopying of skills sheets and mnemonics, assessing vital signs, and writing patient care assessments. (CSLO 1, 2, 3)
- quizzes to test and reinforce lecture material covered the previous week. (CSLO 1, 2)
- quizzes to test and reinforce lab material covered the previous week. (CSLO 1, 2, 3)
- Active Participation throughout the course in lecture discussion and skills lab, including punctuality, active participation in skills, and notification of Laboratory Coordinator of absences, tardies, and other problems, to simulate attendance and work requirements common to the industry. (CSLO 1, 4)

CSLO 1: Explain the roles, responsibilities, and scope of practice of the EMT-B as outlined by Title 22 of the State of California.

Students demonstrate competency in understanding the roles, responsibilities, and scope of practice of an EMT-B through major exams and patient assessments. Specifically, Major Exams test the cognitive knowledge of the student.

Participation in clinical hours allows an opportunity for students to demonstrate their knowledge of EMT roles, responsibilities, and scope of practice through their knowledge and professionalism in a clinical setting, under the supervision of a certified EMT or other Emergency Medical Services professional. Students are evaluated by their proctors in being on-time and prepared for their clinical hours; in their arriving in the proper uniform and meeting the affiliated agency's grooming standards; and in their eagerness to participate and learn.

Sample Written Final Test Question

Which of following is NOT required to prove a claim of negligence against an EMT?

- a. The patient suffered harm as a result of what the EMT did or did not do.
- b. The patient was in fear of bodily harm at the time of the incident.
- c. The EMT failed to act according to the standard of care.
- d. The EMT had a duty to act.

CSLO 2: Identify patient conditions and apply knowledge of pathophysiology and disease and injury processes to formulate a treatment plan.

Students demonstrate the ability to identify patient conditions and apply knowledge of pathophysiology and disease and injury processes to formulate a treatment plan through all evaluation methods.

Major exams test the cognitive knowledge of the student, including their knowledge of anatomy & physiology, pharmacology, pathophysiology, patient assessment, and disease and injury processes, as well as their ability to apply this knowledge to a brief patient assessment in written form.

Skills Testing tests the ability of the student to incorporate their cognitive knowledge with their psychomotor skills, allowing them to both assess and treat simulated patients with a medical problem or a traumatic injury.

The Group Project and Term Paper test the ability of the student to incorporate their cognitive knowledge with their communication skills, both oral (project) and written (project and paper). Both also test the student's critical thinking ability by requiring them to research an EMS subject in depth and apply that knowledge to the job of an EMT.

Patient Assessments evaluate the student as they take their theoretical knowledge and apply it to a real patient. They test the student's ability to recall information, assess patient's, interview and examine patients for signs and symptoms of illness or injury, and formulate a suggested treatment plan in a less controlled, potentially stressful situation, under the supervision of a certified EMT or other Emergency Medical Services professional. Students are evaluated by their proctors in their ability to determine Scene Safety and don appropriate personal protective equipment; assess a patient's level of consciousness; evaluate a patient's airway, breathing, and circulation; and determine a patient's vital health information through a patient Interview.

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Sample Essay Question

Explain the pathophysiology of congestive heart failure, to include anatomy involvement, signs & symptoms, and common pre-hospital & in-hospital treatments.

Sample Written Final Test Questions

The head of the baby has just delivered , you should

- Suction nose and mouth**
- Give the baby to the mother
- Warm the baby
- Clamp and cut the umbilical chord

Which of the following best defines respiratory failure?

- Wheezing noises when breathing.
- Breathing slower than normal.
- Breathing faster than normal.
- Breathing that is insufficient to sustain life.**

A 50-year-old male was stung by a honeybee approximately 15 minutes ago. He presents with respiratory distress, facial swelling, and hypotension, what should you do ?

- reassess his breathing and blood pressure in 15 minutes.
- visualize his airway to assess for oropharyngeal swelling.
- assist the patient with the administration of his epi pen**
- record the time and dose of the injection, and transport promptly.

CSLO 3: Apply treatment skills and equipment to stabilize and transport patients according to a treatment plan.

Students demonstrate the ability to apply treatment skills and equipment to stabilize and transport patients according to a treatment plan through skills testing, the group project, and patient assessments.

Skills Testing evaluates the ability of the student to properly use equipment and psychomotor skills, allowing them to treat simulated patients with a medical problem or traumatic injury. Because each skills test is timed according to National Registry protocols, the ability of students to use equipment efficiently, and under stress, is also evaluated.

The Group Project further tests the ability of the student to properly use equipment and psychomotor skills, albeit under more controlled and less stressful conditions.

Patient Assessments evaluate the student as they take their use of equipment and treatment skills and apply it to a real patient. They test the student's ability to identify and use common ambulance and medical equipment, to use psychomotor skills to assist in assessing a patient, and to assist in patient treatment in some circumstances. Students are evaluated by their proctors in their ability to properly use equipment for common tasks, such as taking vital signs or applying oxygen to patients.

CSLO 4: As part of a team, assist Paramedics and other EMS professionals with patient care within the EMT scope of practice.

Students demonstrate the ability to act as part of a team and assist paramedics and other EMS professionals with patient care within the EMT scope of practice through major exams, skills testing, the group project, and patient assessments.

Major Exams test the theoretical knowledge of the student on working as part of a team and assisting paramedics, including their knowledge of interpersonal dynamics, EMT and Paramedic scope of practice, and ALS (Advanced Life Support) equipment.

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Skills Testing tests the ability of the student to direct other EMTs and assistants in performing more complicated or involved treatment skills, such as Traction Splinting or C-Spine Immobilization.

The Group Project tests the ability of the student to work as part of a team to accomplish a specific goal, in this case the creation of a multimedia report on patient assessment and care. The total grade for the project is based on the combined efforts of the entire team, and is applied to each member's grade.

Patient Assessments evaluate the student as they work directly with two EMTs (or one EMT and one paramedic) working with real patients. Students are evaluated by their proctors in being on-time and prepared for their clinical hours; in their arriving in the proper uniform and meeting the affiliated agency's grooming standards; and in their eagerness to participate and learn, all of which evaluates their ability to work as part of an EMS team effectively and with good personal dynamics.

Sample Written Final Test Question

An important concept to remember when dealing with a patient in respiratory distress who has a stoma is ?

- The patient will need specialized equipment
- You are required to use a pocket mask to ventilate this patient
- Use a pediatric bag valve mask when ventilating this patient
- This patient will likely need suctioning prior to ventilations**

Method of Evaluation/Grading:

CSLO 1: Explain the roles, responsibilities, and scope of practice of the EMT-B as outlined by Title 22 of the State of California, DOT, NHSTA, Health and Safety Code as well as The National Registry of EMT's.

A-level student work is characterized by: clear proficiency in knowledge of the roles, responsibilities, and scope of practice of the EMT-B as demonstrated by achievement of a score of 90% or better on the written final exam; evidence of professionalism in a clinical setting based on the EMT's evaluations of being on-time and prepared, arriving in the proper uniform, meeting the affiliated agency's grooming standards, eagerness to participate and learn, and application of the roles and responsibilities of an EMT-B in a working environment, as indicated by excellent evaluations during their clinical hours and patient assessments.

B-level student work is characterized by: basic competence in knowledge of the roles, responsibilities, and scope of practice of the EMT-B, as demonstrated by achievement of a score of 80% to 89.9% on the written final exam; evidence of professionalism in a clinical setting based on the evaluations of being on-time and prepared, arriving in the proper uniform, meeting the affiliated agency's grooming standards with minor problems, a willingness to participate and learn, and application of the roles and responsibilities of an EMT-B in a working environment with few problems, as indicated by acceptable evaluations during their clinical hours and patient assessments.

F-level student work (failure) is characterized by: lack of a basic knowledge of the roles, responsibilities, and scope of practice of the EMT-B, as demonstrated by failure to achieve a minimum passing score of 80% on the exams; OR failure to complete clinical hours and submit required patient assessments/ evaluations by the due date.

CSLO 2: Identify patient conditions and apply knowledge of pathophysiology and disease and injury processes to formulate a treatment plan.

A-level student work is characterized by: clear proficiency in knowledge of pathophysiology and disease and injury processes and the ability to identify patient conditions and formulate a treatment plan. Written test results indicate full understanding of anatomy & physiology, pharmacology, pathophysiology, patient assessment, and disease and injury processes at the level of training and scope of practice of an EMT-B, as demonstrated by achievement of a score of 90% or better. Skills testing shows full incorporation of cognitive knowledge into the Patient Assessment and formulation of a treatment plan, as demonstrated by achievement of a score of 90% or

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better with no critical failure criteria on the Patient Assessment/Management – Medical and Patient Assessment/Management – Trauma skills. Group project shows substantial research; full incorporation of cognitive knowledge into the patient assessment and formulation of a treatment plan; and an organized oral presentation that is clear, coherent, accurate, focused, and comprehensive. The term paper shows substantial research, critical thinking about source material, synthesis of researched facts with personal knowledge and experience, and an organized written presentation that is clear, coherent, accurate, focused, and comprehensive. Patient assessments are complete, detailed, and accurate, with a logical, ordered narrative that shows understanding of the patient's condition, treatment plan, and response to interventions.

B-level student work is characterized by: basic competence in knowledge of pathophysiology and disease and injury processes and the ability to identify patient conditions and formulate a treatment plan. Written test results indicate understanding of basic concepts of anatomy & physiology, pharmacology, pathophysiology, patient assessment, and disease and injury processes, as demonstrated by achievement of a score of 80% to 89.9%. Skills testing shows consideration of pathophysiology and disease/injury processes during patient assessment and formulation of a treatment plan, as demonstrated by achievement of a score of 80% to 89.9% with no critical failure criteria on the Patient Assessment/Management – Medical and Patient Assessment/ Management – Trauma skills. Group project shows minimal but adequate research; consideration of cognitive knowledge during the patient assessment and formulation of a treatment plan; and an oral presentation that is organized and contains moderate clarity, coherency, accuracy, focus, or comprehensive breadth and depth. The term paper shows minimal but adequate research and some analysis of source material, and moderate inference, insight, and synthesis with personal knowledge and experience, or has a written presentation that is organized and contains moderate clarity, coherency, accuracy, focus, or comprehensive breadth and depth. Patient assessments are complete, but lack detail, accuracy, a logical, ordered Narrative, or show a lack of full understanding of the patient's condition, treatment plan, and response to interventions.

F-level student work (failure) is characterized by: lack of a basic knowledge of anatomy & physiology, pharmacology, pathophysiology, patient assessment, and disease and injury processes, as demonstrated by failure to achieve a minimum passing score of 80% on all exams; OR by failure to successfully pass the Patient Assessment/Management – Medical or Patient Assessment/Management – Trauma skills; OR by failure to complete clinical hours and submit required patient assessments/evaluations by the due date.

CSLO 3: Apply treatment skills/ equipment to stabilize and transport patients according to a treatment plan.

A-level student work is characterized by: clear proficiency in applying treatment skills and equipment to stabilize and transport patients according to a treatment plan, as demonstrated by achievement of a score of 90% or better with no critical failure criteria for each of the six skills required by the National Registry testing process during the Skills Final Exam. Group project shows substantial research; full incorporation of cognitive knowledge into the patient assessment and formulation of a treatment plan; excellent communication skills between group members; and an organized oral presentation that is clear, coherent, accurate, focused, and comprehensive. patient assessments are complete, detailed, and accurate, with a logical, ordered narrative that shows understanding of the patient's condition, treatment plan, and response to interventions.

B-level student work is characterized by: basic competence in applying treatment skills and equipment to stabilize and transport patients according to a treatment plan, as demonstrated by achievement of a score of 80% to 89.9% with no critical failure criteria for each of the six skills required by the National Registry testing process during the skills final exam. Group project shows minimal but adequate research; consideration of cognitive knowledge during the patient assessment and formulation of a treatment plan; adequate communication skills between group members; and an oral presentation that is organized and contains moderate clarity, coherency, accuracy, focus, or comprehensive breadth and depth. Patient assessments are complete and accurate, but with moderate detail, a disorganized or incomplete Narrative, or show partial knowledge of the patient's condition, treatment plan, and response to interventions.

F-level student work (failure) is characterized by: lack of competence in applying treatment skills and equipment to stabilize and transport patients according to a treatment plan, as demonstrated by failure to

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successfully pass all exams; OR by failure to complete clinical hours and submit required patient assessments/evaluations on time

CSLO 4: As part of a team, assist paramedics and other EMS professionals with patient care within the EMT-B scope of practice.

A-level student work is characterized by: clear proficiency in the ability of the student to work as part of a team, assisting paramedics and other EMS professionals with patient care within the EMT-B scope of practice. Written test results indicate full understanding of the theoretical knowledge of the student on working as part of a team and assisting paramedics, including their knowledge of interpersonal dynamics, EMT-B and EMT-P (paramedic) scope of practice, and ALS (Advanced Life Support) equipment, as demonstrated by achievement of a score of 90% or better. Skills testing shows the ability of the student to direct other EMTs and assistants in performing more complicated or involved treatment skills, as demonstrated by achievement of a score of 90% or better with no critical failure criteria on the Traction Splinting or C-Spine Immobilization skills. Group project shows full participation by the student in the project, with a clearly defined role or role(s), completion of all research and creative assignments, and an organized oral presentation that is clear, coherent, accurate, focused, and comprehensive. Patient assessments/evaluations show that the student was on-time and prepared for their clinical hours; that they arrived in the proper Uniform and met the affiliated agency's grooming standards; that they were eager to participate and learn; and that they completed patient assessments that are complete, detailed, and accurate, with a logical, ordered narrative that shows understanding of the patient's condition, treatment plan, and response to interventions.

B-level student work is characterized by: basic competence in the ability of the student to work as part of a team, assisting paramedics and other EMS professionals with patient care within the EMT-B scope of practice. Written test results indicate understanding of basic concepts of working as part of a team and assisting paramedics, interpersonal dynamics, EMT-B and EMT-P (paramedic) scope of practice, and ALS (Advanced Life Support) equipment, as demonstrated by achievement of a score of 80% to 89.9%. Skills testing shows the ability of the student to direct other EMTs and assistants in performing more complicated or involved treatment skills, as demonstrated by achievement of a score of 80% to 89.9% with no critical failure criteria on the Traction Splinting or C-Spine Immobilization skills. Group project shows participation by the student in the project, with no clearly defined role, completion of minimal research or creation of basic media presentation, or an oral presentation that is organized and contains moderate clarity, coherency, accuracy, focus, or comprehensive breadth and depth. Patient assessments/evaluations show clinical hours completed with minor lapses in participation; or that they completed patient assessments that are complete and accurate, but with moderate detail, a disorganized or incomplete narrative, or show partial knowledge of the patient's condition.

F-level student work (failure) is characterized by: lack of a basic knowledge of working as part of a team and assisting paramedics, interpersonal dynamics, EMT-B and EMT-P (paramedic) scope of practice, and ALS (Advanced Life Support) equipment, as demonstrated by failure to achieve a minimum passing score of 80% on all exams; OR by failure to successfully pass the Traction Splinting or C-Spine Immobilization skills during the skills final exam with a score of 80% or better and no critical failure criteria; OR by failure to complete clinical hours and submit required patient assessments/evaluations by the due date.

Final Grading Procedure

- A: Student completes all course requirements with a total score of 90% (855 points) or higher.
- B: Student completes all course requirements with a total score of 80% to 89.9% (760-854 points).
- F: Student does not complete course requirements with 80% average (minimum of 760 total points); OR
Student does not pass the written final exam with a minimum score of 80% (160 points); OR
Student does not complete the skills final exam by successfully completing all of the skills required by the National Registry with a minimum score of 80% (point requirements vary by skill) and no critical failure criteria; OR
Student does not complete a minimum of twenty four (24) clinical hours and ten (10) patient contacts, with all required evaluations and Patient Care Reports turned in by the due date; OR
Student drops/is dropped from the class after the last day to file for a drop with Admissions.

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EMS-010 Grading Points Breakdown

Lecture Quizzes 15 (10 points each)	150
Online NREMT software prep exams 10 (10 points each)	100
Block Exams 2 (50 points each)	100
Midterm Evaluation – Written	100
Midterm Evaluation – Skills	Pass/Fail
Final Comprehensive Exam – Written	200
Final Comprehensive Exam – Skills	Pass/Fail
EMS 10 Student affective domain /Uniforms/Professionalism/ride along conduct etc	100
Group Project	100
Research Paper individual	100
Successful Ride-alongs/Clinical Hours/Patient Care Reports	Pass/Fail
Completion of 10 patient contacts PCR (patient care reports)	Pass/Fail
Total	950

CSLO WEIGHTING

CSLO 1:	10%
CSLO 2:	35%
CSLO 3:	35%
CSLO 4:	20%

Course Content: Unit of Instruction

1. Introduction/Orientation to the Course
 - a. Intro to emergency care, well-being of the EMT- B
 - b. Distinctions between First Responder and EMT-B
 - c. Medical/legal/ethical issues- legal and ethical codes of conduct
 - d. Render basic life support, rescue and emergency medical care to patients
2. Human Body/Scene Size Up and Initial Assessment, Diagnostic Vital Signs
 - a. Intro to anatomy and physiology of the body with how it relates to EMS.
 - b. Performing a scene size up to determine scene safety.
 - c. Differentiate life-threatening emergencies from non-life threatening emergencies.
 - d. Evaluate the ill and injured.
 - e. Perform methods of obtaining diagnostic vital signs to include, but not limited to, temperature, blood pressure, pulse and respirations, pulse oximetry, level of consciousness and pupil status.
3. Airway Management
 - a. Assessment, treatment and management of airway emergencies.
 - b. Use of airway adjuncts, suctioning, oxygen administration via various devices.
4. Respiratory Emergencies
 - a. Assessment and treatment of respiratory emergencies including medication intervention for management of such.
 - b. Learn and use basic oxygen administration devices such as administering oxygen, using adjunctive airway and breathing devices, OPA and NPA use, suction devices, using humidifiers, partial rebreathers, venturi masks and non-rebreather masks, mechanical and manual ventilation devices designed for pre-hospital use and CPAP, continuous positive airway pressure.
5. Pharmacology/Documentation/Communication, Assist patients with administration of Physician prescribed devices
 - a. Introduction to pharmacology as it pertains to EMS providers.
 - b. Introduction to completing a Pre-hospital Care Report as required by law.
 - c. Introduction to communication as it pertains to EMS providers in the patient, ambulance and hospital setting.

Course Outline of Record

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- d. Learn to administer OTC over the counter Medications when approved by LEMSA.
 - e. Oral glucose or sugar solutions, Aspirin for MI, Myocardial Infarction.
 - f. Learn and use patient operated medication pumps, sublingual nitroglycerin, and self-administered emergency medications, including Epinephrine devices.
 - g. EMT or Supervised EMT in the Pre-hospital setting and/or during inter-facility transport may monitor intravenous lines delivering glucose solutions or isotonic solutions, or isotonic salt solutions, including Lactated Ringers for volume replacement.
 - h. Learn how to monitor IV fluids and maintain flow rate or adjust flow rate or turn off or on flow rate, or maintain a preset flow rate.
6. Cardiac Emergencies, Cardio Pulmonary Resuscitation, Setting up for ALS procedures.
 - a. Assessment and treatment of cardiac emergencies including medication intervention for management of such.
 - b. Perform Cardio Pulmonary Resuscitation, including the use of mechanical adjuncts to basic CPR.
 - c. Learn how to set up ALS equipment by an Advanced EMT or Paramedic.
 - d. Learn and perform with the AED, Automated External Defibrillator.
7. Altered Mental Status/Diabetic Emergencies
 - a. Assessment and treatment non-traumatic problems of the central nervous system and including medication intervention for management of such.
8. Acute Abdominal Emergencies/Allergic Reactions/Poisoning and Overdose Emergencies
 - a. Assessment and treatment of non-traumatic problems of the abdomen.
 - b. Assessment and treatment of allergic reactions including medication intervention for management of such.
 - c. Assessment and treatment of poisoning and overdose emergencies including management of such.
9. Environmental Emergencies/Behavioral Emergencies
 - a. Assessment and treatment of environmental emergencies including management of such.
 - b. Assessment and treatment of behavioral emergencies including management of such.
10. Obstetrics and Gynecological Emergencies/Intro to Trauma/Mechanisms of Injury
 - a. Assessment and treatment of gynecological emergencies including management of such with instruction on emergency childbirth.
 - b. Introduction to mechanisms of injury which may result in severe traumatic injuries including management of such.
 - c. Learn to extricate trapped patients.
 - d. Learn to perform field triage, transport patients and use mechanical patient restraint.
11. Injuries to the Head and Spine
 - a. Assessment and treatment of injuries to the head and spine with emphasis on recognition, immobilization and management of head and spinal injuries.
 - b. Use of various types of stretchers and spinal immobilization devices.
 - c. Perform spinal immobilization and seated spinal immobilization.
12. Bleeding Control and Shock Management
 - a. Assessment, treatment and management of bleeding emergencies and assessment, treatment and management of shock.
 - b. Bleeding control through the application of a tourniquet, use of hemostatic dressings.
13. Soft Tissue Injuries
 - a. Assessment and treatment of soft tissue injuries including management of such.
14. Musculoskeletal Injuries
 - a. Assessment and treatment of musculoskeletal injuries including management of such.
 - b. Extremity splinting and Traction Splinting, Hare or Sager or Kendrick.

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15. Infants and Children/Geriatric Patients

- a. Assessment and treatment of infants and children including the special considerations in regards to the difference in anatomy and interpersonal communications.
- b. Assessment and treatment of geriatric patients including special considerations in regards the interpersonal communications and extremes in the life span.

16. Ambulance operations/gaining access and rescue operations/special operations/EMS response to terrorism

- a. Interagency collaboration and cooperation.
- b. Assessment of special scenes with importance placed on additional resources needed for gaining access to patients and managing rescue operations.
- c. Triage and disaster scene management.
- d. Assessment and management of potential terrorism.

17. Written Examination/Skill Performance Evaluation

- a. Comprehensive integration of thought process and skills performance in Airway Management, Patient Assessment/Management – Medical, Patient Assessment/Management – Trauma, Spinal Immobilization, AED use, and a random skill chosen from among any of several National Registry skills, including but not limited to Traction Splinting and Bleeding Control/Shock Management.

18. Presentation of Course Completion Materials

- a. Policies and procedures of the Emergency Medical Services Systems for initial certification.
- b. Recertification process.

Instructional Methods:

- Lecture
- Lab
- Activity
- Problem-based Learning/Case Studies
- Collaborative Learning/Peer Review
- Demonstration/Modeling
- Role-Playing
- Discussion
- Computer Assisted Instruction
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Other student learning tools include:

MYEMSKIT Brady Web Enhanced eBook and a Learning Management System

EMS testing Computer Adaptive testing on any other type selected by the primary instructor

Textbooks:

Emergency Care, 13th Edition, Brady Publishing (published 2015 revised)

Author : Limmer . J . EMS kit access code/ Web enhanced course