

**COURSE:** HEMS 1110 – Introduction to Emergency Medical Responder I

**CRN:** (St. Tammany Parish Public Schools Dual Enrollment Program)

**CREDIT HOURS (Lecture/Lab/Total):** 1/0/1

**CONTACT HOUR (Lecture&Lab/Total):** 67/67

**INSTRUCTOR INFORMATION**

**Name:**

**Email:**

**Phone:**

**Office:**

**Office Hours:**

**Class Location:**

**COURSE DESCRIPTION:** This course provides and introduction to the roles, responsibilities and scope of practice of the EMR within the EMS, and emphasizes protecting the well-being of the EMR. Instruction is provided in medical/legal/ethical and cultural issues, communication and documentation~~s~~ techniques, anatomy, physiology, and pathophysiology of the human body, methods utilized in lifting and moving patients, procedures for maintaining open airways and oxygenation, resuscitation, obtaining a medical history and vital signs, principles of assessment, and general pharmacology. Treatment of a variety of medical emergencies are covered in the course, as well as bleeding, shock, soft tissue, musculoskeletal, chest and abdominal injuries. Practical application of EMR skills are included in the classroom setting.

The EMR course is taught over two semesters in a traditional schedule (or the equivalent in a block schedule) for 1 Carnegie unit of high school credit.

**PREREQUISITES:**

Must have a 1.85 cumulative GPA prior to entering the EMR program

Currently possess a current state-issued license/ID, valid passport, or federal visa

Have already passed, or concurrently enrolled in, high school Biology I

Dual Enrollment

## LEARNING GOALS:

1. Describe the roles and responsibilities, scope of practice, and protecting the well-being of the Emergency Medical Responder (EMR) within the Emergency Management System (EMS).
2. Explain appropriate knowledge of medical, legal, ethical and cultural issues in the provision of emergency care.
3. Describe principles of anatomy, physiology and pathophysiology in the provision of emergency care.
4. Demonstrate the use of proper body mechanics when lifting and transporting patients.
5. Describe the importance of proper communication in an EMS system. Describe proper communication and documentation techniques in the provision of emergency care.
6. Demonstrate accurate skills in assessment of patient history and vital signs.
7. Apply knowledge of general pharmacology in the provision of emergency care
8. Explain proper techniques of resuscitation, maintaining an open airway, suctioning, and administration of oxygen.
9. Demonstrate proper techniques in caring for patients with medical, behavioral and traumatic injury emergencies.

**ASSESSMENT MEASURES:**

Quizzes, Tests, Homework assignments, Class participation, Skills demonstrations, Comprehensive Midterm

**TEXTBOOK/S:**

Le Baudour, Bergeron & Wesley (2016). *Emergency Medical Responder: First on Scene, 11th Edition.* Pearson Education, Inc.

**SUPPLIES AND EQUIPMENT:**

varies per STPSS location

**ATTENDANCE POLICY:**

Class attendance is the responsibility of the student. All students must be officially enrolled in any course that they attend. It is expected that students attend all classes and be on time. If an absence occurs, it is the responsibility of the student for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. Students who stop attending class and do not officially drop, withdraw, or resign from the college may receive a grade of “F” for all coursework missed. Absences affect performance in this course and do not reflect well on participation. No student may substitute the attendance of another student. Absence of more than 5 class days may result in failure of the course, dismissal from the program, and/or ineligibility to obtain state licensure.

## GRADING REQUIREMENTS:

Homework, Online assignments, Quizzes, Tests, Classwork are worth **80% of the course grade**

Comprehensive Midterm isworth **20% of the course grade**

**GRADING SCALE:**

A = 100-93

B = 92-85

C = 84-75

D = 74-67

F = 66-0

Exams and homework are to be made up on the next attended class date in order to avoid a grade of “0.” Make up exams and assignments will only be accepted for excused absences. In order to obtain state certification, an EMR student must complete each nine week period with a 75% overall grade point average, make a 75% or higher on the mid-term and final exams, and pass all NREMT stations during the clinical class within 3 attempts. If these requirements are not met, the student will obtain their college course grade (and if applicable, the high school course grade) they have earned, but will not obtain state certification.

**EMERGENCY SCHOOL CLOSURE:**

If school/classes are canceled for an extended period because of presidential or governmental order and class cannot continue in the normal in-person classroom setting, content will continue online. Students are expected to continue communicating with their instructor and to complete assignments in an online environment. If this is to occur, the structure of the grading system may change to reflect the new online content. A revised syllabi and schedule will be sent to students.

**POTENTIAL CHANGES TO CURRICULUM DELIVERY:**

With COVID concerns during the 2022-23school year, the NTCC education agencies may need to institute a hybrid model of instruction for the EMR high school classes in St. Tammany Parish. The method of instruction will vary depending on the Phase Louisiana is in and governmental orders. As far as didactic instruction, lecture content will either be delivered via an online platform such as google classroom, zoom, or YouTube via direct instruction from an EMS instructor. Didactic content will be evaluated by test, a comprehensive midterm and a final exam. Students must maintain a 75% average each nine weeks and must achieve a 75% on the midterm and the final in order to apply for licensure. Skills will be performed in person as allowable by governmental and STPSS guidelines. Skills must be performed in the presence of an instructor in order to demonstrate competency and to assess the affective domain. Students are to be aware that the skills component is required for licensure. EMR students will only be allowed licensure once they have demonstrated competency in the following skills: Patient Assessment/Management – Trauma, Patient Assessment/Management – Medical, BVM Ventilation of an Apneic Adult Patient, Oxygen Administration by Non-Rebreather Mask, and Cardiac Arrest Management/AED.

**ACADEMIC INTEGRITY AND CONDUCT:**

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Plagiarism, cheating, and other forms of academic dishonesty are prohibited and are subject to disciplinary actions established in the Student Code of Conduct. The instructor reserves the right to assign a grade of “F” on any type of assignment or examination based on evidence that the student has violated the Student Code of Conduct.

**STUDENT BEHAVIOR/CLASSROOM DECORUM:**

Students are encouraged to discuss, inquire, and express their thoughts and views during class. Classroom behavior that interferes with either the instructor’s ability to conduct the class or the ability of students to benefit from the instruction is not acceptable. Students are required to turn off all cell phones or similar electronic devices (or place them on silent mode) before coming into the classroom. The instructor reserves the right to assign no credit for work on that day if a student talks or texts on a cell phone or similar electronic device. The classroom is not a place for children, and students are not to bring their family members into the classroom.

**DISABILITY CODE:**

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Student Affairs. No accommodations are granted without documentation authorized from Student Affairs.

**WITHDRAWAL POLICY:**

The last day to withdraw from a course or resign from the college is **\_\_\_\_\_\_\_\_\_\_\_\_\_**. If you intend to withdraw from the course or resign from the college, you must initiate the action by notifying your instructor and your School to Work Coordinator. The instructor will not withdraw you automatically.

**COMMUNICATION POLICY:**

Your EMS instructor has the right to send communications to students via their provided email address and the right to expect that those communications will be received and read in a timely fashion. Every student is assigned an email address through the St. Tammany Parish School System. Students can redirect their STPSS email address to an outside email provider. However, the EMS instructor is not responsible for handling outside email providers, and redirecting their STPSS email address does not absolve a student from their responsibilities associated with communication sent to their official STPSS email address.

**COPYRIGHT POLICY:** Unless a student has obtained permission from the copyright holder, it is a violation of Copyright Law to print or photocopy chapters from a textbook that the student did not purchase. If the course requires the use of an electronic textbook, a student must look for a statement that allows for photocopying and/or printing of the eTextbook.

**HEMS 1110 – Introduction to Emergency Medical Responder I**

**Course Learning Goals and Objectives**

| **Course Learning Goals** | **Course Objectives** |
| --- | --- |
| Describe the roles, responsibilities, scope of practice, and protecting the well-being of the Emergency Medical Responder (EMR) within the Emergency Management System (EMS). | 1. Apply fundamental knowledge of the EMS system, safety/well-being of the EMT, medical/legal and ethical issues to the provision of emergency care 2. Give an overview of the historical events leading to the development of modern Emergency Medical Services. 3. Define the roles and responsibilities of the EMR and differentiate these roles and responsibilities from those of other pre-hospital care providers. 4. Know the process of EMS quality improvement. 5. Know standard precautions and how to protect yourself from transmitted diseases. 6. Know the kinds of stress caused by involvement in EMS, and how they can affect you, your fellow EMRs, and your family and friends. 7. Know the impact that dying patients have on you and others. 8. Know to how identify potential hazards and maintain scene safety 9. Define the EMR’s scope of practice. 10. Describe the roles and responsibilities of the EMS medical director |
| Explain appropriate knowledge of medical, legal, ethical and cultural issues in the provision of emergency care. | 1. Explain how a patient may consent to or refuse emergency care 2. Describe the legal concepts of torts, negligence, and abandonment 3. Explain what it means to have a duty to act. 4. Know the responsibilities of an EMR at a crime scene. |
| Describe proper communication and documentation techniques in the provision of emergency care. | 1. Describe the importance of communication in an EMS system. 2. Explain the reasons for appropriate documentation and reporting of patient care information. 3. Identify radio procedures used at various stages during the EMS call. 4. Describe the format and information to be included in the verbal patient report. 5. Explain the communication skills needed when interacting with other health care team members and patients. 6. Identify the different components of the prehospital care report. 7. Discuss state and/or local reporting requirements. 8. Discuss the legal implications of the verbal and written prehospital care reports. 9. Explain documentation concerns in patient refusal |
| Demonstrate the use of proper body mechanics when lifting and transporting patients. | 1. Define body mechanics and how using body mechanics to lift and move patients can help prevent injury. 2. Give examples of situations that require emergency, urgent, and non-urgent patient moves. 3. Know the various devices used to immobilize, move, and carry patients |
| Describe principles of anatomy, physiology and pathophysiology in the provision of emergency care. | 1. Describe the structure and function of the following major body systems: respiratory, circulatory, musculoskeletal, integumentary, nervous, digestive, and endocrine, renal, and reproductive. 2. Describe the differences in the respiratory anatomy of children as compared to adults. 3. Explain the cardiopulmonary system and its combined respiratory and cardiovascular functions. 4. Explain the respiratory system and the importance of oxygenation and ventilation. 5. Explain the cardiovascular system and the movement of blood. 6. Describe the princes of perfusion, hypoperfusion, and shock. 7. Understand what occurs when physiology of major body systems is disrupted. 8. Identify major respiratory structure and relate these structures to the function of the respiratory system |
| Demonstrate accurate skills in assessment of patient history and vital signs. | 1. Demonstrate how to document vital signs on a prehospital care report 2. Demonstrate how to use various monitory devices. 3. Be able to demonstrate how to obtain vital signs including pulse, respirations, blood pressure, skin, temperature, pupils, oxygen saturation, and blood glucose. 4. Differentiate between vital signs that are within expected ranges for a given patient and those that are not. 5. Explain and demonstrate history-taking and physical exam techniques for medical and trauma patients. 6. Explain and demonstrate history-taking and physical exam techniques for responsive and unresponsive patients. 7. Explain how the mechanism of injury affects your physical assessment of the trauma patient. 8. Explain and demonstrate how to conduct a detailed physical exam. 9. Describe the purpose and importance of the ongoing assessment. |
| Apply knowledge of general pharmacology in the provision of emergency care. | 1. Apply fundamental knowledge of the medications that the EMT may assist with /administer to a patient during an emergency. 2. Identify medications carried on the EMS vehicle. 3. Identify medications in which the EMR can assist with administration. 4. Explain the five rights of medication administration. 5. Discuss the role of medical direction in medication administration. |
| Explain proper technique of resuscitation, maintaining an open airway, suctioning, and administration of oxygen. | 1. Explain why artificial ventilation and airway management skills take priority over most other basic life-support skills. 2. Describe the importance and the proper techniques of suctioning. 3. Be able to recognize the signs of adequate and inadequate breathing. 4. Describe the different techniques of oxygen administration to also include identifying oxygen tanks and regulators. 5. Explain and be able to demonstrate the following: opening and maintaining an airway with and without a cervical injury, placement of airway adjuncts, and placement of an advanced airway device. 6. Describe the importance and the proper technique of positive pressure ventilation. 7. Describe the importance and the proper technique of oxygen administration. |
| Demonstrate proper techniques in caring for patients with medical, behavioral and traumatic injury emergencies. | 1. Applies scene information and patient assessment findings (scene size-up, primary and secondary assessment, patient history, and reassessment) to guide emergency management. 2. Identify hazards as a scene 3. Determine if a scene is safe to enter 4. Discuss common mechanisms of injury or nature of illness and how they relate to patient condition. 5. Determine what additional assistance may be needed at a scene. 6. Explain when manual stabilization of the head and neck are necessary. 7. Identify the importance of forming a general impression of the patient. 8. Explain the assessment of mental status using AVPU. 9. Identify and know how to treat problems with airway, breathing, and circulation. 10. Explain the importance of prioritizing a patient for care and transport 11. Apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient. 12. Discuss the assessment and emergency care of a person experiencing the following emergencies: respiratory, cardiac, abdominal, diabetic, seizures, allergic reactions, poisoning and overdose, and behavioral. 13. Identify adequate and inadequate breathing. 14. Identify the aspects of acute coronary syndrome (ACS) 15. Discuss conditions that may lead to a cardiac emergency 16. Describe the chain of survival including the rationale, indications, and contraindications for early defibrillation, the importance of early advanced cardiac life support (ACLS), the relationship between basic life support and ACLS providers, and the role of the emergency medical technician within this system. 17. Explain and demonstrate the management of a cardiac arrest patient. 18. Demonstrate in a laboratory setting the use and care of an automated external defibrillator. 19. Identify special considerations for AED use. 20. Understand the causes, assessment and care of diabetes and various diabetic emergencies. 21. Understand the causes, assessment, and care of seizure disorder. 22. Understand the causes, assessment, and care of stroke. 23. Identify a patient experiencing an allergic reaction. 24. Differentiate between a mild allergic reaction and anaphylaxis. 25. Identify how to treat a patient experiencing an allergic reaction. 26. Identify who should be assessed with an epinephrine auto-injector. 27. Know how to identify if a patient has been poisoned. 28. Explain how to assess and care for ingested poisons, inhaled poisons, absorbed poisons, and injected poisons. 29. Explain how to assess and care for alcohol and substance abuse. 30. Understand the nature of abdominal pain or discomfort. 31. Discuss abdominal conditions that may cause pain or discomfort. 32. Explain how to assess and care for patients with pain or discomfort. 33. Explain the nature and causes of behavioral and psychiatric emergencies. 34. Explain how to assess and care for behavioral and psychiatric emergencies. 35. Discuss how to care for potential or attempted suicide. 36. Discuss the general principles of an individual’s behavior which suggest that he is at risk for violence or suicide. 37. Discuss how to care for aggressive or hostile patients. 38. Discuss special medical/legal considerations for managing behavioral emergencies. 39. Describe methods to calm behavioral emergency patients. 40. Identify when and how to restrain a patient safely and effectively. 41. Recognize the effects on the body of generalized hypothermia and local cold injuries. 42. Discuss how to assess and care for hypothermia and local cold injuries. 43. Discuss how heat exposure effects the body 44. Discuss how to assess and care for hyperthermia patients. 45. Identify the signs, symptoms, and treatment for drowning and other water-related injuries. 46. Identify the sign, symptoms, and treatment for bites and stings. 47. Identify arterial, venous, and capillary bleeding. 48. Evaluate the severity of external bleeding. 49. Discuss and demonstrate how to control external bleeding. 50. Identify the signs, symptoms, and care of a patient with internal bleeding. 51. Identify the signs, symptoms, and care of a patient with shock. 52. Discuss how to identify and care for open and closed wounds. 53. Discuss how to identify and care for burns. 54. Discuss how to identify and care for electrical injuries. 55. Discuss and demonstrate how to dress and bandage wounds. 56. Discuss how to identify and care for chest injuries. 57. Discuss how to identify and care for abdominal injuries. 58. Review bones, muscles, and other elements of the musculoskeletal system. 59. Discuss how to identify and care for musculoskeletal injuries. 60. Discuss and identify the purpose and procedure for splinting. 61. List the reasons, general rules, and complications of splinting. 62. In a laboratory setting apply: pressure dressing, splints, cervical collars, long spine boards, and tourniquets. 63. Demonstrate, in a laboratory setting, how to log roll a patient with suspected spinal injury 64. Understand the anatomy of the nervous system, head, and spine. 65. Understand spinal motion restriction issues and how to immobilize various types of patients with potential spine injury. 66. State the circumstances when a helmet should and should not be removed from a patient. 67. Describe the indications and list the steps in performing rapid extrication. 68. Know how to balance the critical trauma patient’s need for prompt transport against the time needed to treat all of the patient’s injuries at the scene. 69. Identify how to determine the severity of the trauma patient’s condition, priority for transport, and appropriate transport destination. 70. Determine how to select the critical interventions to implement at the scene for a multiple-trauma patient |