

**COURSE:** HEMS 1200 – Emergency Medical Technician I

**CRN:**

**CREDIT HOURS (Lecture/Lab/Total):** 2/1/3

**CONTACT HOUR (Lecture/Lab/Total):** 90/45/135

**INSTRUCTOR INFORMATION**

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**Office: Fontainebleau and Slidell High School**

**Office Hours: 0700-1400**

**Class Location: Fontainebleau and Slidell High School**

**COURSE DESCRIPTION:**

This course focuses on the role, responsibilities, and well-being of the EMT, including, medical, legal, ethical and cultural issues, communication and documentation techniques, and safe methods for lifting and moving patients. Anatomy and physiology, and pathophysiology for all body systems are discussed. Techniques of maintaining open airways, resuscitation and its special variations, oxygen equipment and delivery, use of suction equipment, and assessment of vital signs are included. Scene size-up, initial assessment, focused history, physical exam, and on-going assessment for medical and trauma patients are discussed and demonstrated. General pharmacology, respiratory and cardiovascular emergencies, allergies, poisoning/overdose, altered mental status, abdominal emergencies, hematological/renal and behavioral emergencies are discussed. Practical application of EMT skills are included in the classroom lab setting.

The EMT course is double blocked and taught over two semesters in a traditional schedule (or the equivalent in a block schedule) for 2 Carnegie units of high school credit.

**PREREQUISITES:**

Must have a 2.0 cumulative GPA prior to entering the EMT 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

CPR certification – BLS for Healthcare Providers

EMR certification

Dual Enrollment

## LEARNING OUTCOMES:

1. Describe the Emergency Management System (EMS) and roles, responsibilities, scope of practice and protection of the well-being of the Emergency Medical Technician (EMT) within the EMS.
2. Apply appropriate knowledge of medical, legal, ethical and cultural issues in the provision of emergency care.
3. Demonstrate proper communication and documentation techniques in the provision of emergency care.
4. Demonstrate the use of proper body mechanics when lifting and transporting patients.
5. Apply principles of anatomy, physiology and pathophysiology in the provision of emergency care.
6. Demonstrate proper techniques of resuscitation, maintaining an open airway, suctioning, and administration of oxygen.
7. Demonstrate accurate skills in assessment of patient history and vital signs.
8. Apply scene size-up, primary and secondary assessment, patient history, and reassessment information to guide emergency management of medical and trauma patients.
9. Identify medications an EMT may assist with and/or administer to a patient during an emergency
10. Describe assessment and treatment measures of respiratory and cardiovascular emergencies.
11. Describe assessment and treatment measures of allergies, poisoning/overdose emergencies.
12. Describe assessment and treatment measures of altered mental status and behavioral emergencies.
13. Describe conditions that may cause abdominal pain, disorders of the hematological system, and disorders of the renal system.

**ASSESSMENT MEASURES:**

## Homework/online assignments, practice and participation in class, tests, comprehensive midterm

## TEXTBOOK/S:

Limmer, D. & Okeefe, M. (2016). *Emergency Care*, *13th edition*. Pearson Education, Inc.

**SUPPLIES AND EQUIPMENT:**

School approved scrubs with school logo

Non-skid boots/shoes with ankle protection

**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. This course is composed of 135 total class hours. Absence of more than 10 class hours (5 days) may result in dismissal from the program and/or ineligibility to test for National Registry certification.

## GRADING REQUIREMENTS:

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

Comprehensive Midterm is worth **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 test for National Registry Certification (Practical and Computer Based Testing), an EMT student must complete each nine week period with a 75% overall grade point average, make a 75% or higher on their affective grade, make a 75% or higher on the mid-term and final exams, pass all NREMT stations during the clinical class within 3 attempts, and complete an EMT skills portfolio demonstrating proficiency in all skills. 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 test for national registry 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 2022-2023 school year, the NTCC education agencies may need to institute a hybrid model of instruction for the EMT 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 in person in the classroom environment or via an online platform such as google classroom, zoom, or other applicable platforms. 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 test 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 to test for licensure. EMT students will only be allowed to test for licensure once they have completed the EMT competency portfolio to at least the minimum standards set forth by the Bureau of EMS. Ambulance clinicals will be conducted as allowed by Acadian Ambulance and STPSS. Any deviations from the ambulance clinical requirement will have to be approved by the Bureau of EMS.

**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 expected to come prepared to class each day. 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 expected to remain professional in person and in online communications. 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 StudentAffairs.

**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 informing your instructor and 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 1200– Emergency Medical Technician I**

**Course Learning Goals and Objectives**

| **Course Goals** | **Course Objectives** |
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| Describe the Emergency Management System (EMS) and roles, responsibilities, scope of practice and protection of the well-being of the Emergency Medical Technician (EMT) within the 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 EMT-Basic (EMT-B) and differentiate these roles and responsibilities from those of other pre-hospital care providers.
4. Know how the pubic activates the EMS system
5. Know the process of EMS quality improvement.
6. Know standard precautions and how to protect yourself from transmitted diseases.
7. Know the kinds of stress caused by involvement in EMS, and how they can affect you, your fellow EMTs, and your family and friends.
8. Know the impact that dying patients have on you and others.
9. Know to how identify potential hazards and maintain scene safety
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| Apply 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 is means to have a duty to act.
4. Know the responsibilities of an EMT at a crime scene.
5. Describe the roles and responsibilities of the EMS medical director.
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| Demonstrate 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.
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| 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.
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| Apply 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. Describe the cell, cellular metabolism, and the results of the alteration of cellular metabolism
4. Explain the cardiopulmonary system and its combined respiratory and cardiovascular functions.
5. Explain the respiratory system and the importance of oxygenation and ventilation.
6. Explain the cardiovascular system and the movement of blood.
7. Describe the princes of perfusion, hypoperfusion, and shock.
8. Understand what occurs when physiology of major body systems is disrupted.
9. Identify major respiratory structure and relate these structures to the function of the respiratory system
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| Demonstrate proper techniques 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.
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| 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 re within expected ranges for a. given patient and those that are not.
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| Applies scene size-up, primary and secondary assessment, patient history, and reassessment information to guide emergency management of medical and trauma patients. | 1. Identify hazards as a scene
2. Determine if a scene is safe to enter
3. Discuss common mechanisms of injury or nature of illness and how they relate to patient condition.
4. Determine what additional assistance may be needed at a scene.
5. Explain when manual stabilization of the head and neck are necessary.
6. Identify the importance of forming a general impression of the patient.
7. Explain the assessment of mental status using AVPU.
8. Identify and know how to treat problems with airway, breathing, and circulation.
9. Explain the importance of prioritizing a patient for care and transport.
10. Identify the components of the secondary assessment.
11. Explain and demonstrate history-taking and physical exam techniques for medical and trauma patients.
12. Explain and demonstrate history-taking and physical exam techniques for responsive and unresponsive patients.
13. Explain how the mechanism of injury affects your physical assessment of the trauma patient.
14. Explain and demonstrate how to conduct a detailed physical exam.
15. Describe the purpose and importance of the ongoing assessment.
16. Apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.
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| Identify medications an EMT may assist with and/or administer to a patient during an emergency. | 1. Identify medications carried on the EMS vehicle.
2. Identify medications in which the EMT can assist with administration.
3. Explain the five rights of medication administration.
4. Discuss the role of medical direction in medication administration.
5. Identify the generic, trade name, medications forms, dose, action, side effects, contraindications, and administration of the following: inhaler, oral glucose, epinephrine auto injector, activated charcoal, and nitroglycerin
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| Describe assessment and treatment measures of respiratory and cardiovascular emergencies. | 1. Identify adequate and inadequate breathing.
2. Explain the use of continuous positive airway pressure (CPAP) to relive difficulty breathing.
3. Discuss the drug profile for a prescribed inhaler and how to assist a patient with one.
4. Discuss the drug profile for a small volume nebulizer and how to assist a patient with one.
5. Identify the aspects of acute coronary syndrome (ACS)
6. Discuss conditions that may lead to a cardiac emergency
7. 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.
8. Explain and demonstrate the management of a cardiac arrest patient.
9. Demonstrate in a laboratory setting the use and care of an automated external defibrillator.
10. Identify special considerations for AED use.
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| Describe assessment and treatment measures of allergies, poisoning/overdose emergencies. | 1. Identify a patient experiencing an allergic reaction.
2. Differentiate between a mild allergic reaction and anaphylaxis.
3. Identify how to treat a patient experiencing an allergic reaction.
4. Identify who should be assessed with an epinephrine auto-injector.
5. Know how to identify if a patient has been poisoned.
6. Explain how to assess and care for ingested poisons, inhaled poisons, absorbed poisons, and injected poisons.
7. Explain how to assess and care for alcohol and substance abuse.
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| Describe assessment and treatment measures of altered mental status and behavioral emergencies.  | 1. Explain the nature and causes of behavioral and psychiatric emergencies.
2. Explain how to assess and care for behavioral and psychiatric emergencies.
3. Discuss how to care for potential or attempted suicide.
4. Discuss the general principles of an individual’s behavior which suggest that he is at risk for violence or suicide.
5. Discuss how to care for aggressive or hostile patients.
6. Discuss special medical/legal considerations for managing behavioral emergencies.
7. Describe methods to calm behavioral emergency patients.
8. Identify when and how to restrain a patient safely and effectively.
9. Discuss general approaches to assessing the patient with an altered mental status.
10. Understand the causes, assessment and care of diabetes and various diabetic emergencies.
11. Understand the causes, assessment, and care of sepsis.
12. Understand the causes, assessment, and care of seizure disorder.
13. Understand the causes, assessment, and care of stroke.
14. Understand the causes, assessment, and care of dizziness and syncope.
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| Describe conditions that may cause abdominal pain, disorders of the hematological system, and disorders of the renal system. | 1. Understand the nature of abdominal pain or discomfort.
2. Discuss abdominal conditions that may cause pain or discomfort
3. Identify disorders of the hematologic system
4. Identify disorders of the renal system
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