

**COURSE:** HEMS 1300 – Emergency Medical Technician II

**CRN:**

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

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

**INSTRUCTOR INFORMATION**

**Name: Jennifer Bonnet**

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**Phone: 985-892-7112**

**Office: Fontainebleau and Slidell High School**

**Office Hours: 0700-1400**

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

**COURSE DESCRIPTION:**

The course includes study of environmental emergencies, assessments and prehospital care of patients with bleeding and shock, soft tissue injuries, burns, musculoskeletal injuries, injuries to the head and spine, chest and abdominal trauma, and multisystem trauma. Instruction is provided in the management of gynecological, normal and complicated deliveries, and neonatal resuscitation. The study of developmental information and anatomical/physiological differences in infants, children and the elderly, as well as discussion of common medical and trauma situations and infants/children, geriatric patients, patients with special challenges (including Alzheimer’s and Autism) and those who are dependent on special technology are included. Emergency vehicle operation, gaining patient access, roles and responsibilities at the crash scene, hazardous materials, incident management systems, mass casualty incidents, extrication, weapons of mass destruction, and basic triage are discussed. The course includes practical application of EMT skills in the classroom lab setting and observation and application of EMT skills on an ambulance under the supervision of a preceptor.

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:**

HEMS 1200

Dual Enrollment

1. Identify assessment and care of patients experiencing environmental emergencies.
2. Describe assessment and prehospital care of patients with bleeding and shock, soft tissue injuries, burns, musculoskeletal injuries, injuries to the head and spine, chest and abdominal trauma, and multisystem trauma.
3. Demonstrate knowledge of normal and complicated deliveries, neonatal resuscitation, and gynecological emergencies.
4. Describe fundamental knowledge of growth, development, and aging, as well as assessment findings, to provide basic emergency care and transportation to infants/children, the elderly and patients with special needs and those dependent on special technology.
5. Describe proper emergency vehicle operation, methods of gaining access to the patient, roles and responsibilities of an EMT at a crash scene and extrication procedures.
6. Describe the EMT-Basic’s role during a call involving hazardous materials.
7. Identify incident management systems and the role of the EMT in mass casualty incidents and basic triage.
8. Describe types of terrorism and the role of an EMT when responding to a terrorism event.
9. Demonstrate practical application of EMT skills in a classroom lab setting and on an ambulance under the supervision of a preceptor.

**ASSESSMENT MEASURES:**

## Homework/online assignments, skills assessment, tests, completion of competency portfolio, comprehensive final

**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, Skills assessments and Clinicals are worth **80% of the course grade**

Comprehensive Final 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 no 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, complete an EMT skills portfolio demonstrating proficiency in all skills, and complete at least two 12-hour ambulance clinicals. 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 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 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 1300– Emergency Medical Technician II**

**Course Goals and Objectives**

| **Course Goals** | **Course Objectives** |
| --- | --- |
| Identify assessment and care of patients experiencing environmental emergencies. | 1. Recognize the effects on the body of generalized hypothermia and local cold injuries. 2. Discuss how to assess and care for hypothermia and local cold injuries. 3. Discuss how heat exposure effects the body 4. Discuss how to assess and care for hyperthermia patients. 5. Identify the signs, symptoms, and treatment for drowning and other water-related injuries. 6. Identify the sign, symptoms, and treatment for bites and stings. |
| Describe assessment and prehospital care of patients with bleeding and shock, soft tissue injuries, burns, musculoskeletal injuries, injuries to the head and spine, chest and abdominal trauma, and multisystem trauma. | 1. Identify arterial, venous, and capillary bleeding. 2. Evaluate the severity of external bleeding. 3. Discuss and demonstrate how to control external bleeding. 4. Identify the signs, symptoms, and care of a patient with internal bleeding. 5. Identify the signs, symptoms, and care of a patient with shock. 6. Discuss how to identify and care for open and closed wounds. 7. Discuss how to identify and care for burns. 8. Discuss how to identify and care for electrical injuries. 9. Discuss and demonstrate how to dress and bandage wounds. 10. Discuss how to identify and care for chest injuries. 11. Discuss how to identify and care for abdominal injuries. 12. Review bones, muscles, and other elements of the musculoskeletal system. 13. Discuss how to identify and care for musculoskeletal injuries. 14. Discuss and identify the purpose and procedure for splinting. 15. List the reasons, general rules, and complications of splinting. 16. In a laboratory setting apply: pressure dressing, splints, cervical collars, long spine boards, and tourniquets. 17. Demonstrate, in a laboratory setting, how to log roll a patient with suspected spinal injury 18. Understand the anatomy of the nervous system, head, and spine. 19. Discuss how to identify and care for skull and brain injuries. 20. Discuss how to identify and care for neck wounds. 21. Discuss how to identify and care for spine injuries. 22. Understand spinal motion restriction issues and how to immobilize various types of patients with potential spine injury. 23. State the circumstances when a helmet should and should not be removed from a patient. 24. Describe the indications and list the steps in performing rapid extrication. 25. 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. 26. Identify how to determine the severity of the trauma patient’s condition, priority for transport, and appropriate transport destination. 27. Determine how to select the critical interventions to implement at the scene for a multiple-trauma patient. 28. Understand how to calculate a trauma score. |
| Demonstrate knowledge of normal and complicated deliveries, neonatal resuscitation, and gynecological emergencies. | 1. Identify the following structures: uterus, vagina, fetus, placenta, umbilical cord, amniotic sac, and perineum. 2. Identify the physiological changes in pregnancy. 3. Identify a patient at risk of immediate birth. 4. Discuss how to identify and care for emergencies in pregnancy. 5. Describe the assessment and care of a mother, before, during and after delivery, including potential complications. 6. Describe the assessment and care of a baby during and after delivery to include potential complications. 7. In a laboratory setting, demonstrate childbirth and neonatal resuscitation. 8. Describe the assessment and care of a patient with a gynecological emergency. |
| Describe fundamental knowledge of growth, development, and aging, as well as assessment findings, to provide basic emergency care and transportation to infants/children, the elderly and patients dependent on special technology. | 1. Identify the anatomic and physiologic characteristics of children. 2. Discuss the psychological and personality characteristics of children of different ages. 3. Discuss how to interact with pediatric patients and caregivers. 4. Describe common changes in body systems that occur in older age. 5. Discuss how to communicate with older patients 6. Describe how to identify and treat special concerns with the ABCs, shock, and potential hypothermia in pediatric patients. 7. Describe how to maintain the pediatric patient’s airway, oxygenation, and ventilation. 8. Describe the assessment and care of the pediatric patient with medical and/or respiratory conditions. 9. Describe the assessment and care of the pediatric patient with various trauma emergencies. 10. Identify signs and symptoms of child abuse and neglect. 11. Discuss how to deal with issues of child abuse and neglect and children with special needs. 12. Describe the medical/legal responsibilities in suspected child abuse 13. Describe the assessment and care for older patients. 14. Discuss the assessment and care for patients with Alzheimer’s, Dementia and Autism 15. Discuss the need for awareness of and the special considerations regarding medical conditions and injuries to which older patients are prone, including effects of medications, shortness of breath, chest pain, altered mental status, gastrointestinal complaints, dizziness/weakness/malaise, depression/suicide, rash, pain, flulike symptoms, falls, and the possible significance of general or nonspecific complaints in older adults. 16. Discuss possible indications of elder abuse. 17. Discuss the variety of challenges that may be faced by patients with special needs. 18. Identify the types of disabilities and challenges patents may have. 19. Identify types of advanced medical devices patients may rely on. |
| Describe proper emergency vehicle operation, methods of gaining access to the patient, roles and responsibilities of an EMT at a crash scene and extrication procedures. | 1. List the phases of an ambulance call. 2. Know how to prepare for a call. 3. Identify the medical and non-medical equipment needed to respond to a call. 4. Describe the general provisions of state laws relating to the operation of the ambulance and privileges in any or all of the following categories: speed, warning lights, sirens, right-of-way, parking, and turning. 5. List contributing factors to unsafe driving conditions. 6. Describe the considerations that should be given to requests for escorts, following and escort vehicle, and intersections. 7. Discuss “Due Regard for Safety of All Others” while operating an emergency vehicle. 8. State what information is essential in order to respond to a call and discuss various situations that may affect response to a call. 9. Identify what is essential for completion of a call. 10. Distinguish among the terms cleaning, disinfection, high-level disinfection, and sterilization. 11. Describe how to clean or disinfect items following patient care. 12. Differentiate between the various methods of moving a patient to the unit based upon injury and/or illness. 13. Discuss how to transfer the patient to the emergency department staff. 14. Identify when and how to use air rescue. 15. Describe the purpose of extrication and discuss the role of the EMT-B in extrication. 16. Discuss how to position emergency vehicles to create a safe work zone at a highway emergency. 17. Discuss how to recognize and manage hazards at the highway rescue scene. 18. Discuss how to stabilize a vehicle. 19. Define the fundamental components of extrication and state the steps that should be taken to protect the patient during extrication. 20. Evaluate various methods of gaining access to the patient. 21. Distinguish between simple and complex access. |
| Describe the EMT-Basic’s role during a call involving hazardous materials. | 1. Describe the various environmental hazards that affect EMS and the role of the EMT-Basic should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation. 2. Explain the methods for preventing contamination of self, equipment, and facilities. |
| Identify incident management systems and the role of the EMT in mass casualty incidents and basic triage. | 1. Evaluate the role of the EMT-Basic in the multiple-casualty situation. 2. Summarize the components of basic triage and the role of the EMT-B in a disaster operation. 3. Describe basic concepts of incident management. 4. Describe transport and staging logistics during MCIs. |
| Describe types of terrorism and the role of an EMT when responding to a terrorism event. | 1. Identify the types of terrorism and examples of terrorist tactics and doctrine. 2. Identify the type of threat posed by a terrorist event. 3. Understand how to use time/distance/shielding for protection at a terrorist event. 4. Discuss how to respond to and deal with threats from a terrorist event. 5. Discuss self-protection and safety awareness at a terrorist event. |
| Demonstrate practical applicationof EMT skills in a classroom lab setting and on an ambulance under the supervision of a preceptor. | 1. Demonstrate proficiency in EMT skills including, AED, medical assessment, trauma assessment, joint and long bone immobilization, bleeding and shock management, spinal immobilization, ventilation of an apneic patient, vital sign assessment, medication administration, childbirth and neonatal resuscitation, and integrated out of hospital scenario. |