EMT M05: EMERGENCY MEDICAL RESPONDER

Originator
john_everlove1

College
Moorpark College

Attach Support Documentation (as needed)
EMT M05_state approval letter_CCC000620437.pdf

Discipline (CB01A)
EMT - Emergency Medical Technology

Course Number (CB01B)
M05

Course Title (CB02)
Emergency Medical Responder

Banner/Short Title
Emergency Medical Responder

Credit Type
Credit

Start Term
Spring 2021

Catalog Course Description
Covers immediate lifesaving care to critical patients. Provides basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional Emergency Medical Services (EMS) response and to assist higher level personnel at the scene and during transport. Instills knowledge for Emergency Medical Responders (EMR) to function as part of a comprehensive EMS team under medical oversight, and utilizing basic interventions with minimal equipment. Prepares students in the fields of Professional and Volunteer Firefighters and Peace Officers. Provides students with an American Heart Association Healthcare Provider Card.

Additional Catalog Notes
Prepares students to take the National EMR Exam.

Taxonomy of Programs (TOP) Code (CB03)
1250.00 - *Emergency Medical Services

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
B (Transferable to CSU only)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
2 - Not Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Grading method
Letter Graded

Alternate grading methods
Credit by exam, license, etc.
Student Option- Letter/Pass

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
35
Maximum Contact/In-Class Lecture Hours
35

Activity

Laboratory
Minimum Contact/In-Class Laboratory Hours
52.5
Maximum Contact/In-Class Laboratory Hours
52.5

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
87.5
Total Maximum Contact/In-Class Hours
87.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
70
Maximum Outside-of-Class Hours
70

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	demonstrate the immediate basic life support and interim medical care for a sick, injured, or compromised person until advanced medical care is provided or transport is initiated.
2	evaluate safety procedures and protocols associated with local, state, and federal regulations in order to effectively and safely conduct duties within fire and emergency services.
3	combine a variety of appropriate and effective methods of communicating with the public, including techniques such as professional demeanor, active listening, empathy, projecting a confident tone of voice, paraphrasing, and the proper use of nonverbal body language.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	examine the first responder's role in medical oversight and discuss the first responder's role in the process.
2	explain the need to determine scene safety.
3	discuss the importance of body substance isolation.
4	employ the steps the first responder should take for personal protection.
5	discuss the medical, legal and ethical issues in patient care.
6	relate the legal implications of consent and employ appropriate methods of obtaining consent.
7	explain the importance and legality of patient confidentiality.

8	discuss issues of abandonment, negligence and battery and their implications to the first responder.
9	describe the anatomy and functions of the body systems.
10	employ body mechanics when lifting and moving a patient.
11	recognize the indications of moving emergency and non-emergency patients.
12	interpret and Identify the the components of scene size-up.
13	distinguish the appropriate methods of obtaining a primary and secondary patient assessment.
14	explain the components of the on-going assessment.
15	define the components of pulmonary resuscitation and airway emergencies.

Course Content

Lecture/Course Content

1. (10%) Preparatory
   a. EMS Systems
   b. Research
   c. Workforce Safety and Wellness
   d. Documentation
   e. EMS System Communication
   f. Therapeutic Communication
   g. Medical/Legal and Ethics
2. (5%) Anatomy and Physiology
   a. Anatomy and Body Function
   b. Life Support Chain
   c. Age-Related Variations for Pediatrics and Geriatrics
3. (5%) Medical Terminology
4. (5%) Pathophysiology
   a. Respiratory Compromise
   b. Shock
5. (5%) Life Span Development
   a. Infancy (Birth to 1 Year)
   b. Toddler (12 to 36 Months) and Preschool Age (3 to 5)
   c. School-Age Children (6 to 12)
   d. Adolescence (13 to 18)
   e. Early Adulthood (19 to 40)
   f. Middle Adulthood (41 to 60)
   g. Late Adulthood (61 and Older)
6. (5%) Public Health
7. (5%) Pharmacology
   a. Medication Administration
   b. Emergency Medications
8. (5%) Airway Management
9. (5%) Respiration
10. (5%) Artificial Ventilation
11. (10%) Patient Assessment
    a. Scene Size-Up
    b. Primary Assessment
    c. History-Taking
    d. Secondary Assessment
    e. Reassessment
12. (10%) Medicine
    a. Medical Overview
    b. Neurology
    c. Abdominal and Gastrointestinal Disorders
    d. Immunology
    e. Infectious Diseases
    f. Endocrine Disorders

   g. Psychiatric
   h. Cardiovascular
   i. Toxicology
   j. Respiratory
   k. Genitourinary/Renal
   l. Gynecology
   m. Diseases of the Eyes, Ears, Nose, and Throat
13. (5%) Shock and Resuscitation
14. (10%) Trauma
   a. Trauma Overview
   b. Bleeding
   c. Chest Trauma
   d. Abdominal and Genitourinary Trauma
   e. Orthopedic Trauma
   f. Soft Tissue Trauma
   g. Head, Facial, Neck, and Spine Trauma
   h. Special Considerations in Trauma
   i. Environmental Emergencies
   j. Multi-System Trauma
15. (5%) Special Patient Populations
   a. Obstetrics
   b. Neonatal Care
   c. Pediatrics
   d. Geriatrics
   e. Patients with Special Challenges
16. (5%) EMS Operations
   a. Principles of Safely Operating a Ground Ambulance
   b. Incident Management
   c. Multiple Casualty Incidents
   d. Air Medical
   e. Vehicle Extrication
   f. Hazardous Materials Awareness
   g. Mass Casualty Incidents Due to Terrorism and Disaster

Laboratory or Activity Content

1. (25%) Airway and Breathing
   a. Insertion of airway adjuncts intended to go into the oropharynx
   b. Use of positive pressure ventilation devices such as the bag-valve-mask
   c. Suction of the upper airway
   d. Supplemental oxygen therapy
2. (25%) Pharmacological interventions
   a. Use of unit dose auto-injectors for the administration of life saving medications intended for self or peer rescue in hazardous materials situations (MARK I, etc.)
3. (25%) Medical/Cardiac Care
   a. Use of an automated external defibrillator
4. (25%) Trauma Care
   a. Manual stabilization of suspected cervical spine injuries
   b. Manual stabilization of extremity fractures
   c. Bleeding control
   d. Emergency moves

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises
Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Clinical demonstration
Objective exams
Quizzes
Reports/papers
Skills demonstrations
Skill tests
Simulations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Collaborative group work
Clinical demonstrations
Class activities
Class discussions
Distance Education
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Laboratory activities
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor will lecture on bleeding control and demonstrate various methods for bleeding management used withing the EMR scope of practice.Students will then practice bleeding management using simulations such as mannequins and moulage.

2. Following lecture on foreign body obstruction, students will demonstrate proper assessment and treatment methods for a patient with a foreign body obstruction.

3. Following a lecture on environmental emergencies, students will work in groups and prepare a power-point presentation outlining various environmental hazards within a specific ecosystem and present it to the class. Grading will be based on rubric provided to the students.

Representative Course Assignments

Writing Assignments

1. Completion of workbook exercises associated with the weekly reading assignments, summary of patient encounter scenarios describing types of patient presentations and interventions utilized.
2. Completion of writing a research paper or essay on a topic within the discipline.

Critical Thinking Assignments

1. Performance of assessment of simulated patients with medical and trauma complaints or injuries related to subject matter within the discipline.

2. Participation in mock drills involving multiple patients and patient's with special consideration requiring triage, treatment and transportation interventions as outlined in subject matter within the discipline.

Reading Assignments

1. Review of assigned chapters in course textbook with corresponding PowerPoint lectures from "Prehospital Emergency Care, 11th ed".
2. Articles from related journals, such as Journal of Emergency Medical Services and EMS Magazine.
3. Completion of workbook assignments of assigned chapters in course from "Prehospital Emergency Care, 11th ed".

Skills Demonstrations

1. Practice physical assessment of patients.

2. Practice utilization of medical devices to obtain patient condition measurements including vital signs, lung sounds, and pulse oximetery.

3. Utilize patient moving devices with consideration of patient body alignment, safe moving and transportation of patients, and body mechanics.

Other assignments (if applicable)

Complete FEMA ICS courses and other online education modules approved by the Ventura County Emergency Medical Services Agency.Time included in reading hours.

Outside Assignments

Representative Outside Assignments

1. Study course textbook, course workbook, online quiz practical course work and review medical journals and manuals to achieve competency.

2. Practice all relevant patient skills modules and techniques while utilizing emergency medical devices and equipment to develop proficiency.

Articulation

Comparable Courses within the VCCCD

EMT R109 - Emergency Medical Responder
EMS V01 - Emergency Medical Responder

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Orange Coast College	A100	Emergency Medical Responder	4

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

E1. Health Education

Proposed

Date Proposed:

9/8/2020

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Spring 2021

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development
Proposed

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Classic Textbook
Yes

Description
Le Baudour, Chris, and J. David Bergeron. *Emergency Medical Responder*. 11th ed., Pearson, 2018.

Resource Type
Textbook

Description
Basic Life Support Provider Manual. American Heart Association, 2016.

Resource Type
Textbook

Description
Limmer, Edward T., and Daniel J. Dickinson. *Emergency Medical Responder Complete – A Worktext*. 2nd ed., Pearson, 2013.

Resource Type
Other Instructional Materials

Description

Mannequins, bandaging, spine boards, assessment supplies/equipment and all other materials and equipment needs for an emergency medical response course.

Resource Type

Other Resource Type

Description

ReelDx (https://reeldx.com/): a video library which contains nearly 700 individual cases featuring a wide cross-section of real patients with real symptoms being seen by real healthcare providers in a variety of settings.

START (Simple Triage and Rapid Treatment) Videos: accessible through YouTube involving URLs.

Library Resources

Assignments requiring library resources

Use of library print and online resources for research projects

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research project exploring medical evidence to support cardiac arrest management guidelines and treatment modalities

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)
Hybrid (1%–50% online)

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	The Emergency Medical Responder program follows the National and State Emergency Medical Services Education Guidelines which mandates hands-on skills instruction for all EMR students. The skills instruction incorporates simulation of mandatory skills modules and proficiency testing utilizing several techniques including high-fidelity simulation. Students will watch films or read narratives that describe medical scenarios which they are likely to experience in the field, then individually or in groups students will break down the scenario and describe medical interventions that are appropriate to the MOI/NOI and with in scope of practice. Students will share their thoughts of the online lecture in an online chat with their classmates. Any real-time instruction/ interaction will be recorded and available to students. The State of California Department of Public Health and the Ventura County Department of Public Health have sanctioned the on campus instruction of students enrolled in the EMR program within the recommendations outlined by the CDC for limited personal contact through social distancing, the utilization of PPE by students and staff, as well as the disinfection of all areas where skills instruction and testing are conducted. The Emergency Medical Responder course will also be articulated with local high schools with oversight by the Allied Health Coordinator.
Asynchronous Dialog (e.g., discussion board)	Students will watch films or read narratives that describe medical scenarios which they are likely to experience in the field, then individually or in groups students will break down the scenario and describe medical interventions that are appropriate to the MOI/NOI and with in scope of practice. Students will post on a discussion board topics such as a medical call and they will respond to another classmate or two with the intent for dialogue. Any real-time instruction/ interaction will be recorded and available to students through the LMS as there are inherent equity issues in any real-time instruction.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	The Emergency Medical Responder program follows the National and State Emergency Medical Services Education Guidelines which mandates hands-on skills instruction for all EMR students. The skills instruction incorporates simulation of mandatory skills modules and proficiency testing utilizing several techniques including high-fidelity simulation. Students will watch films or read narratives that describe medical scenarios which they are likely to experience in the field, then individually or in groups students will break down the scenario and describe medical interventions that are appropriate to the MOI/NOI and with in scope of practice. Students will share their thoughts of the online lecture in an online chat with their classmates. Any real-time instruction/ interaction will be recorded and available to students. The State of California Department of Public Health and the Ventura County Department of Public Health have sanctioned the on campus instruction of students enrolled in the EMR program within the recommendations outlined by the CDC for limited personal contact through social distancing, the utilization of PPE by students and staff, as well as the disinfection of all areas where skills instruction and testing are conducted. The Emergency Medical Responder course will also be articulated with local high schools with oversight by the Allied Health Coordinator.

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Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
EMERGENCY MEDICAL TECHNOLOGIES

Additional Minimum Qualifications

Minimum Qualifications
Health

Additional local certifications required
NREMT or CA Licensed Emergency Medical Technician or Paramedic. Training Instructor 1A and 1B OR NAEMSE Educators Course OR National Fire Academy's Instructional Methodology, unless approved exception to guideline by VCEMS Agency, and American Heart Association BLS Instructor.

Review and Approval Dates

Department Chair
09/03/2020

Dean
09/03/2020

Technical Review
09/03/2020

Curriculum Committee
09/15/2020

DTRW-I
10/13/2020

Curriculum Committee
MM/DD/YYYY

Board
11/10/2020

CCCCO
12/04/2020

Control Number
CCC000620437

DOE/accreditation approval date
MM/DD/YYYY