

EMT M01: EMERGENCY MEDICAL TECHNICIAN

Originator

john_everlove1

College

Moorpark College

Discipline (CB01A)

EMT - Emergency Medical Technology

Course Number (CB01B)

M01

Course Title (CB02)

Emergency Medical Technician

Banner/Short Title

Emergency Medical Technician

Credit Type

Credit

Start Term

Spring 2021

Formerly

HS M24

Catalog Course Description

Prepares students to render pre-hospital basic life support at the scene of an emergency, during transport of the sick and injured, or during inter-facility transfer. Introduces topics in the field of emergency care including anatomy, physiology, patient assessment, medical and traumatic emergencies and injuries. Successful completion of this course and EMT M01L will prepare the student to take the National Registry of EMT (NREMT) Basic Exam (providing all other requirements are met). Students are required to bring a current CPR card to the first day of class to remain enrolled in the class. Due to clinical facility requirements, students must be 18 years old by the first day of class. Evidence of current health insurance and clearance of health appraisal, background check, and drug screening is required prior to clinical rotations and for continued enrollment in the course. Applies to Associate Degree.

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)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

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**

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class**

Total in-Class

Outside-of-Class

Internship/Cooperative Work Experience

Paid**Unpaid****Total Outside-of-Class****Total Outside-of-Class****Total Student Learning****Total Student Learning****Minimum Units (CB07)**

6

Maximum Units (CB06)

6

Prerequisites

Current American Heart Association Basic Life Support Provider (BLS Provider) CPR card or American Red Cross Professional Rescuer Card or equivalent that meets AHA ECC guidelines

Corequisites

EMT M01L

Advisories on Recommended Preparation

NS M19

Requisite Justification**Requisite Type**

Corequisite

Requisite

EMT M01L

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Closely related lecture/laboratory course

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Students will successfully complete the Emergency Medical Technician theory content. |
| 2 | Students will be able to formulate and / or discuss competent pre-hospital care within the scope of practice of an EMT-Basic at the scene of an emergency, during the transport of the patient, and during an inter-facility transfer. |
| 3 | Students will be able to develop and discuss a plan for appropriate pre-hospital care based on patient needs and scene circumstances. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | demonstrate an understanding of the role of the Emergency Medical Technician (EMT)-Basic. |
| 2 | formulate and/or discuss competent pre-hospital care within the scope of practice of an EMT-Basic at the scene of an emergency, during the transport of the patient, and during an inter-facility transfer. |
| 3 | list accurately all pertinent patient data in the pre-hospital setting which will be utilized to determine patient's chief complaint. |
| 4 | describe what would be included in a complete and thorough patient assessment using appropriate medical terminology. |

- | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | develop and discuss a plan for appropriate pre-hospital care based on patient needs and scene circumstances. |
| 6 | review the elements to be included in the delivery of pre-hospital care based on patient needs and scene circumstances. |
| 7 | describe the use of the tools used to evaluate effectiveness of pre-hospital interventions based on the patient's response to treatment. |

Course Content

Lecture/Course Content

1. Career planning in Emergency Medical Services (EMS)-8%
2. Tactical emergency casualty care. Medication administration, including: bronchodilators, oral glucose, sublingual tablet, epinephrine autoinjector, naloxone nasal spray, and activated charcoal.-8%
3. Emergency Medical Technician (EMT) preparation-8%
4. Local EMS policies-4%
5. Patient care during transport, ambulance report writing-8%
6. Extrication and entanglement-8%
7. Multi-casualty emergencies-8%
8. Pediatric and geriatric considerations-8%
9. Obstetrical emergencies-8%
10. Traumatic injuries/emergencies-8%
11. Communicable diseases, behavioral emergencies-8%
12. Advanced life support interface, scene and patient assessment including blood glucose assessment-8%
13. Terminology, anatomy, pharmacology-8%

Laboratory or Activity Content

Co-requisite with EMT M01L-Skills Lab for EMT M01

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
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):

Classroom Discussion
Essay exams
Objective exams
Projects
Problem-solving exams
Participation
Reports/Papers/Journals
Skills demonstrations

Instructional Methodology

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

Distance Education
Instructor-guided use of technology

Representative Course Assignments

Writing Assignments

- write a patient care scenario using appropriate medical terminology.
- write an essay on a subject of emergency medical care across the developmental stages.
- write a sample patient care plan.

Critical Thinking Assignments

analyze case studies pertaining to pre-hospital emergency response situations.

compare and contrast the evidence in support of survival of those individuals that received immediate response in emergency care.

examine key issues of the course, such as the resuscitation of a terminally ill geriatric patient.

Reading Assignments

Investigation of patient treatment and management using current literature, texts and professional journals

Define and describe cardiac arrest management based on patient presentation using current literature, texts and professional journals

Outside Assignments**Representative Outside Assignments**

group assignments on pediatric and geriatric emergencies and other class content.

assigned readings on advanced life support interface and other class content.

group planning for skills demonstration and oral presentation.

Articulation**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
Oxnard College	EMT R169	Emergency Medical Technician-Basic	8.0
CSU Long Beach	HHS 288	Emergency Medical Technician	6
El Camino College	F TEC 144	Emergency Medical Technician	6
Ventura College	EMT V01	Emergency Medical Technician-Basic	8.5

Comparable Courses within the VCCCD

HS M24 - Emer. Medical Tech. I (Basic)

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:

06/10/2020

F. Ethnic Studies/Gender Studies

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

Area F: Ethnic Studies

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

Description

Limmer, Daniel, and Michael O'Keefe. *Emergency Care*. 13th ed., Pearson, 2016.

Resource Type

Textbook

Description

American Academy of Orthopaedic Surgeons. *Emergency Care and Transportation of the Sick and Injured*. 11th ed., Jones and Bartlett, 2016.

Resource Type

Textbook

Description

Elling, Robert, and J. David Bergeron. *Workbook for Emergency Care*. 13th ed., Pearson, 2015.

Library Resources

Assignments requiring library resources

Students may use medical reference materials, including medical terminology dictionaries, as well as the Library's print and online resources specializing in medical and health topics, to complete assignments such as responding to a case scenario using appropriate pre-hospital medical terminology.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research project exploring medical evidence to support patient assessment guidelines and treatment modalities

Distance Education Addendum

Definitions

Distance Education Modalities

100% 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

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	<p>The online instructor will provide lesson plans that require activities such as reading course material from a mandatory textbook. Additionally, the instructor may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD.</p> <p>Learning objectives; students may complete homework through the workbook system provided by a publishing company and use a "discussion" tool to post questions and interact with the instructor and classmates.</p> <p>Students may test their knowledge with interactive online quizzes provided by the publishing company.</p> <p>Students may engage in internet searches and library online database resources on topics corresponding to course content</p> <p>Students may submit questions to the instructor by email or ask in person in a virtual classroom; the instructor may create student groups or group activities using the online course.</p> <p>Quizzes may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor and/or students as determined per assignment. This can be an interactive process in that students can receive feedback and then be able to improve their submittal if necessary.</p>

E-mail	Contact students via e-mail within the course shell, bu campus e-mail, and/or MyVCCCD.
Other DE (e.g., recorded lectures)	The online instructor will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. The "Announcement" tool will be used to remind students of important assignments and due dates. To provide students with an online schedule of class events the "calendar" tool will be used to schedule virtual classroom sessions in the online course shell.
Synchronous Dialog (e.g., online chat)	Meet with students for study sessions and online office hours using an online communication tool. Additionally, the instructor may engage students using the following communication activities available in the online classroom. Students may view publisher based PowerPoint slides and/or text-based lessons corresponding to course content and learning objectives. Students may complete homework through the online course, and/or using the workbook provided by the publishing company; students may test their knowledge with interactive online quizzes provided by the publishing company. Students may engage in internet searches and library online database resources on topics corresponding to course content and learning objectives. Quizzes/tests may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor. Students may submit questions to the instructor by email or ask in person. The instructor may create student groups or group activities using the online course.
Video Conferencing	It will include lectures and study sessions. The instructor may involve students in active learning with the following activities: Students may view instructor shared power points slides, video lessons and/or text-based lessons corresponding to course content and learning objectives. Students may complete homework through the online course. Students may use the workbook provided by the publishing company. Students may engage in internet searches and library online database resources on topics corresponding to course content. Students may test their knowledge with interactive online quizzes provided by the publishing company. Students may submit questions to the instructor via email or ask in person in a virtual classroom; the instructor may create student groups or group activities using the online course. Quizzes/tests may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor. Students may submit questions to the instructor by email or ask in person and/or use "chat" to post a question(s). The instructor may create student groups or group activities using the online course.

Primary Minimum Qualification

EMERGENCY MEDICAL TECHNOLOGIES

Review and Approval Dates**Department Chair**

MM/DD/YYYY

Dean

MM/DD/YYYY

Technical Review

MM/DD/YYYY

Curriculum Committee

10/06/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

11/09/2020

Control Number

CCC000598760

DOE/accreditation approval date

MM/DD/YYYY