



Course Syllabus

EMSP 1501 – Emergency Medical Technician – Basic

Revision Date: 01/12/2017

Catalog Description: Preparation for certification as an Emergency Medical Technician (EMT) – Basic. Includes all the skills necessary to provide emergency medical care at a basic life support level with an emergency service or other specialized services.

Lecture hours = 5, Lab hours = 5

Prerequisites: None.

Co-requisite: EMSP 1361

Semester Credit Hours: 5

Lecture Hours per Week: 5

Lab Hours per Week: 5

Contact Hours per Semester: 160

State Approval Code: 51.0904

Instructional Goals and Purposes:

The purpose of this course is to apply safety and operational principle in out-of-hospital environments. Demonstrate lifesaving care to patients at the Emergency Medical Technician (EMT) level. Display professional and ethical behaviors expected of emergency personnel.

Course Content:

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus."

Learning Outcomes:

1. Describe the roles of EMS in the health care system.
2. Demonstrate the professional attributes expected of EMTs.
3. Perform the roles and responsibilities of an EMT with regard to personal safety and wellness, as well as the safety of others.
4. Perform the duties of an EMT with regard for medical-legal and ethical issues, including functioning under medical direction and within the scope of practice.
5. Apply principles of anatomy, physiology, pathophysiology, life span development, and therapeutic communications to the assessment and management of patients.
6. Identify the need for and perform immediately lifesaving interventions to manage a patient's airway, breathing, and circulation.
7. Assess and manage patients of all ages with a variety of complaints, medical conditions, and traumatic injuries.
8. Apply principles of emergency medical services operations, including considerations in ambulance and air medical transportation, multiple-casualty incidents, gaining access to and extricating patients, hazardous materials incidents, and responding to situations involving weapons of mass destruction.

It is the responsibility of the student to attain mastery of these objectives. This can be accomplished only through active participation in all classroom, laboratory, and clinical exercises and through careful study and review outside of class.

Specific Course Objectives (includes SCANS):

After studying all materials and resources presented in the course, the student will be able to:

1. Assess patients effectively (scan: 1A iv)
2. Demonstrate proper elements for giving patient reports. (scans: 1A v)
3. Analyze data, recognize patient problems and develop interventions to solve those problems using group projects. (scan: 1B i, ii, iii)
4. Demonstrate leadership skills, EMT/patient relationships and work in teams during emergency patient simulations. (scans: 1C i, ii, iii, iv, v)
5. Compare different EMS system designs and how quality assurance and quality improvement may be used to monitor improve the systems. (scan: 2D i ii, iii)
6. Analyze a problem scenario, develop possible solutions, and make managerial decisions involving material and human. (scans: 2A i, iv)
7. Collect data, formulate appropriate plans of treatment and implement the care by practicing in simulated scenarios, and by comparing patient treatments as outlined in the textbook research also using the library, internet, and other resources. (scans: 2C i, ii, iii, iv)
8. Demonstrate ability to work as a team member during patient simulations, assigned projects and clinical time. (scans: 2B i, ii, iii, iv, v, vi)
9. Use of a variety of technical equipment used in the care of patients in the out of hospital environment. (scans: 2E i, ii, iii)

Specific Tasks Accomplished:

Discuss and demonstrate application of didactic knowledge during hospital clinical and EMS internships.

1. Discuss and demonstrate knowledge of clinical facilities, roles and responsibilities of an EMT Basic candidate.
2. Function as a team member in both the hospital and the EMS internship setting focusing on treatment of both traumatic and medical emergencies in which the appropriate medical care is applied.
3. Identify and apply basic skills needed including the performance of patient assessment skills during the treatment of all patients encountered in the hospital and EMS setting.

Methods of Instruction/Course Format/Delivery:

Students are expected to demonstrate basic competency in reading, writing, oral communication, math, and computer skills. Students are expected to be an active learning participant by assuming accountability in preparing for each class by completing required readings and/or other learning activities as listed in each unit assignment. Proficiency will be measured by examination scores, oral discussions and/or presentations, case studies and internet research activities.

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

All Quizzes and Assignments can be found in MYBRADYLAB

We will cover chapters 1-39, with each chapter having an assignment consisting of a pre-test, homework, posttest, and a chapter exam.

Assessment(s):

1. There will be a major exam after every module.
2. Module 1 – Preparatory Exam
3. Module 2- Airway Exam
4. Module 3 – Patient Assessment Exam
5. Module 4 Medical Exams 1 & 2
6. Module 5 – Trauma Exam
7. Module 6 - Special Patients Exam
8. Module 7 – Operations
9. Final Exam – Comprehensive

All major exams are multiple choice and contain between 80 and 150 questions

Course Grade:

Students MUST maintain an OVERALL grade of 80% in the course to be eligible to participate in clinical rotations. Students who do not achieve this will have their clinicals IMMEDIATELY suspended and participate in REMEDIATION through tutoring sessions.

Below is the corresponding percentage to letter grade.

| | |
|-----------|---|
| 90%-100% | A |
| 80-89.99% | B |
| 70-79.99% | C |
| 60-69.99% | D |
| 50-59.99% | F |

1. Students must pass the final exam (failure of final will mean dismissal from course), skills testing and have complete clinical requirements.
2. All grades will be averaged at end of course with quizzes averaged and counted as one (1) major grade.
3. Student wishing to know their average may do so any time during course.
4. Number of exams will be dependent on the level of the course being taught.

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|------------------------------------|-----|
| Major Exams, Quizzes | 25% |
| Skills Testing | 25% |
| Clinical requirements and notebook | 25% |
| Final Exam (must pass, no retest) | 25% |

Texts, Materials, and Supplies:

Emergency Care 13th Edition, Limmer, O’Keefe; Pearson Publishing; MYBRADYLAB

Required Readings:

- Chapters 1-39

Recommended Readings:

Other:
Clinicals

Clinicals will be scheduled through FISDAP and will consist of 72 hours on and ambulance and 72 hours in an emergency room.

Clinical notebooks will constitute 25% of your grade.

Clinical rotation may be done at:

Hospitals: ETMC Carthage ER, Good Shepherd- Marshall ER, ETMC-Henderson, Nacogdoches Memorial

Ambulance: Marshall Fire EMS, ETMC EMS, ACE EMS, San Augustine County EMS, Champion EMS, Allegiance EMS

- For current texts and materials, use the following link to access bookstore listings:
<http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

- Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - Speaking: Organize ideas and communicate orally.
- Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - Creative Thinking: generate new ideas.
 - Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - Problem Solving: recognize problems and devise and implement plan of action.
 - Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
 - Responsibility: exert a high level of effort and persevere toward goal attainment.
 - Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - Integrity and Honesty: choose ethical courses of action.

- 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
- a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
- i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
- Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
- b) **Interpersonal Skills:** A worker must work with others effectively.
- i) Participate as a Member of a Team: contribute to group effort.
 - ii) Teach Others New Skills.
 - iii) Serve Clients/Customers: work to satisfy customer's expectations.
 - iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
 - v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
 - vi) Work with Diversity: work well with men and women from diverse backgrounds.
- Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.
- c) **Information:** A worker must be able to acquire and use information.
- i) Acquire and Evaluate Information.
 - ii) Organize and Maintain Information.
 - iii) Interpret and Communicate Information.
 - iv) Use Computers to Process Information.
- Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.
- d) **Systems:** A worker must understand complex interrelationships.
- i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
 - ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
 - iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
- Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.
- e) **Technology:** A worker must be able to work with a variety of technologies.
- i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
 - ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
 - iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
- Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.