

WEST HILLS COLLEGE LEMOORE
COURSE OUTLINE OF RECORD (COR)

FACULTY ORIGINATOR: Marleen Smart

DATE: 3/9/2012

NEW COURSE PROPOSAL COURSE REVISION

CHECKLIST: (check all that apply)

- Course Revision Form
- New Course Proposal
- Course Outline
- Learning Resources Statement
- Distance Education (DE) Addendum
- Adopted Textbook Form
- Form A Prerequisite
- Form B Prerequisite
- Form C Limitations on Enrollment

MIS DATA: (Administrative Use Only)

TOP Code: [Click here to enter text.](#)
Credit Status: [Choose an item.](#)
Basic Skills Status: [Choose an item.](#)
SAM Code: [Choose an item.](#)
Prior to College Level: [Choose an item.](#)
Noncredit Category:
Funding Agency Category:

ROUTING: (must be filled out prior to agenda submission)

Originating faculty: Marleen Smart Date: 3/9/2012
Comments: [Click here to enter text.](#)

Curriculum Representative: Leslie Catron Date: 4/23/2012
Comments: [Click here to enter text.](#)

Technical Review: [Click here to enter text.](#) Date: 4/18/2012
Comments: [Click here to enter text.](#)

Chief Instructional Officer: [Click here to enter text.](#) Date: [Click here to enter a date.](#)
Comments: [Click here to enter text.](#)

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transferability
- Prerequisite(s)
- Course Objectives

OTHER CHANGES – check all that apply

- | | |
|--|--|
| <input type="checkbox"/> Five Year Review | <input type="checkbox"/> Instructional Methodologies |
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite/Corequisite | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Distance Education Addendum |
| <input type="checkbox"/> Course Objectives | <input type="checkbox"/> Critical Thinking Assignments |
| <input type="checkbox"/> Course Content | <input type="checkbox"/> Methods of Assessment |

LEARNING AREA APPROVAL

- Changes or revisions to the curriculum have been discussed with learning area faculty.
- Supporting evidence attached at the end of the document (i.e., emails with header information, learning area minutes with attendees, etc.)

NEW COURSE PROPOSAL (use for new courses only)

Total Units: 12	Semester Lecture Hrs: 216	Semester Lab Hrs:
Transferability (attach evidence):	<input checked="" type="checkbox"/> CSU	<input checked="" type="checkbox"/> UC
New Major?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>EMT Paramedic</i>	
Intended for Transfer?	<input checked="" type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input checked="" type="checkbox"/> Transfer Major Requirement
Associate Degree?	<input checked="" type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input checked="" type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input checked="" type="checkbox"/> AA/AS Major Requirement
Certificate Program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>EMT Paramedic</i>	

COURSE PREFIX and NUMBER: EMT 10
COURSE TITLE: Paramedic I
INSTRUCTIONAL AREA: HEALTH AND WELLNESS

Room Space Requirements: Standard classroom
Staff Requirements: Paramedic with minimum Associate Degree with 6 years pre-hospital experience
Equipment Requirements: Projector and white board

COURSE OUTLINE (use for all courses)

UNITS: 12 Semester Lecture Hrs: 216 Semester Lab Hrs:
Grading (check all that apply): Minimum Pass/No Pass
pass is 80%
Repeatable for Credit? Yes *Maximum number of times taken for credit: 1* No
Materials Fee: \$ *Material Description:*

1. Course/Catalog Description

EMT 10 Paramedic I introduces the student to the roles and responsibilities of the Paramedic within the EMS system, apply basic concepts of development, pathophysiology, pharmacology, patient assessment, medication administration, airway and ventilation concepts, the pulmonary, cardiac, neurological, and endocrine systems to be able to formulate a "field impression" of patient status.

2. Prerequisites (List course prefix, number, and title) Not applicable

Successful completion of ENG 51A Intro Communication Skills or placement into ENG 1A
BIO 32 Human Anatomy
BIO 35 Human Physiology
EMT 1 Certification (current)
Minimum age 18 years of age
Live scan background clearance
Health screen clearance
Current BLS Healthcare Provider card throughout the program

3. Corequisites (List course prefix, number, and title) Not applicable

EMT 11 Paramedic I Lab
EMT 51 Advanced Cardiac Life Support

4. Advisories (List course prefix, number, and title) Not applicable

Math 63- Intermediate Algebra

5. Enrollment Limitations (Describe health/safety, audition, tryout, or cohort limitation) Not applicable

The enrollment will be limited to 24 students per cohort.

6. Course Objectives (Number each objective; objectives must define the exit skills required of students; use measurable objectives only; courses that allow repeatability must specify objectives for each time the course can be repeated)

Upon completion of the course the student will be able to meet the following objectives:
1. Understand the roles and responsibilities of a Paramedic within an EMS system

- 2. Apply the basic concepts of development, pathophysiology and pharmacology
- 3. Assess and manage emergency patients
- 4. Properly administer medications
- 5. Communicate effectively with patients
- 6. Establish and or maintain a patent airway, oxygenate, and ventilate a patient
- 7. Take a proper history and perform a comprehensive physical exam on any patient
- 8. Communicate clinical findings to other health care providers
- 9. Integrate pathophysiological principles and assessment findings to formulate a field impression
- 10. Implement the treatment plan for the medical patient.

I. Course Content Lecture(Use outline format with letters for differentiating major topics and numbers for subtopics ; list major topics or lesson units; differentiate content of each level, when levels are assigned)

- I. Preparatory
 - A. Paramedic Role
 - B. Injury and illness prevention
 - C. Well Being Paramedic
 - D. Roles & Responsibilities
 - E. Preventing disease transmission
 - F. Medical/legal/ethical
 - G. Pathophysiology
 - H. Pharmacology
 - I. Medication Administration
 - J. Therapeutic Communication
 - K. Life Span Development
- II. Airway Management & Ventilation
 - A. Airway and Ventilation
- III. Patient Assessment
 - A. History Taking
 - B. Technique of Physical exam
 - C. Clinical Decision Making
 - D. Communications
 - E. Documentation
- IV. Medical Patients
 - A. Pulmonology
 - B. Cardiology
 - C. Neurology
 - D. Endocrinology
 - E. Allergies & Anaphylaxis

II. Course Content Lab (Use outline format with letters for differentiating major topics and numbers for subtopics ; for courses with lab hours only) Not applicable

III. Methods of Instruction (Use outline format with letters for differentiating methods ; list instructor initiated teaching and learning strategies)

COURSE PREFIX and NUMBER: EMT 10
COURSE TITLE: Paramedic I
INSTRUCTIONAL AREA: HEALTH AND WELLNESS

- A. Lecture
- B. Power points
- C. Videos
- D. Demonstration
- E. Simulation
- F. Anatomical models
- G. Systems assessments
- H. Case studies

IV. Out-of- Class Assignments (Use outline format with letters for differentiating assignments; examples include, but are not limited to, mandatory field trips, applied field work, etc.) Not applicable

V. Methods of Assessment (Use outline format with letters for differentiating major topics and numbers for subtopics ; list measurements of student achievement, writing assignment, and/or proficiency demonstration)

- I. Quizzes
- II. Exams
- III. Written assignments

VI. Cultural Pluralism Assignments and Methodology (Describe specific instructor initiated examples examining aspects of culture, contributions and social experiences of underrepresented ethnic or racial groups in the U.S. or in the history and multicultural traditions of non-western societies; examples should be comparative among multiple social groups, and include analysis of concepts of ethnicity, ethnocentrism and racism, and how they shape and explain ethnic experience)

Cultural diversity is a thread that runs throughout the program. Students will encounter patients based on their need which will include a variety of cultural, ethnic and socioeconomic backgrounds when requiring emergency medical care.

VII. Critical Thinking Assignments (Use detail and state in cognitive terms reasonable, reflective thinking that focuses on observational skills, self-awareness, reasoning skills, questioning skills, problem-solving skills, and presenting one’s position on an issue or solution)

Students will need to identify appropriate interventions that are required upon abnormal assessment findings. Students will have to learn to organize, delegate and prioritize care priorities and interventions when performing their patient care when in the field.

LEARNING RESOURCES STATEMENT (use for all courses)

The Learning Resources collection has been reviewed by the faculty originator and the librarian.

The following resources are ADA compliant and currently available for course support:

- Books
- Reference Materials
- Media
- Electronic Resources

The following resources are recommended for purchase to further support the course:

- Books
- Reference Materials
- Media
- Electronic Resources

Include an itemized list of materials requested including source, title, ISBN, and/or other purchase information:

Paramedic : Anatomy and Physiology, author: American Academy of Orthopedic Surgeons
ISBN13-9780763737924

Paramedic Pathophysiology , author: American Academy of Orthopedic Surgeons
ISBN 13-9780763737658

ALS Skills Review, author: American Academy of Orthopedic Surgeons
ISBN 13-9780763751210

Pediatric Case Studies for the Paramedic, author: American Academy of Orthopedic Surgeons
ISBN 13-9780763725822

Exam Prep: Paramedic, author: Dr. Ben Hirst
ISBN 13-9780763742164

Paramedic: Pharmacology Applications, author: American Academy of Orthopedic Surgeons
ISBN 13-9780763751197

Paramedic: Calculations for Medication Administration, author: American Academy of Orthopedic Surgeons
ISBN 13-9780763746834

Patient Assessment Practice Scenarios, author: American Academy of Orthopedic Surgeons
ISBN 13-9780763778200

ECG Cases for EMS, author: Benjamin Lawner, D.O
ISBN 13-9781449609184

TEXTBOOK FORM (use for all courses)

All transfer-level courses are required 1) to have a primary text with a 12th grade or higher readability and 2) be no more than five years old. Exceptions will be subject to Curriculum Committee approval. Secondary textbooks and other instructional materials are not restricted to specific readability levels or publication dates. All textbooks must have readability statistics attached.

REQUIRED PRIMARY STUDENT TEXTBOOK(S) / MATERIAL(S)

Title: Emergency Care in the Streets
Edition, Publication Year: 7th, 2013 ISBN/Website: 978-1-4496-3780-4
Author(s) Last Name, First Name: Caroline, Nancy
Publisher: Jones and Bartlett Learning
Readability Level: 12.0

Title: Emergency Care in the Streets Workbook
Edition, Publication Year: April 2, 2007 , 6th ISBN/Website: 13: 978- 0763744120
Author(s) Last Name, First Name: Caroline, Nancy
Publisher: Jones and Bartlett Learning
Readability Level: 12.0

SECONDARY STUDENT TEXTBOOK / MATERIAL

Title: [Click here to enter text.](#)
Edition, Publication Year: [Click here to enter text.](#) ISBN/Website: [Click here to enter text.](#)
Author(s) Last Name, First Name: [Click here to enter text.](#)
Publisher: [Click here to enter text.](#)
Readability Level: [Click here to enter text.](#)

OPTIONAL INSTRUCTOR RESOURCE MATERIAL

Title: [Click here to enter text.](#)
Edition, Publication Year: [Click here to enter text.](#) ISBN/Website: [Click here to enter text.](#)
Author(s) Last Name, First Name: [Click here to enter text.](#)
Publisher: [Click here to enter text.](#)
Readability Level: [Click here to enter text.](#)
Readability Analysis:

Nancy Caroline's, Emergency Care in the Streets, 7th Ed.

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One aspect of negligence is whether there is "foreseeability." This concept implies that the injury, or harm, could have been predicted and therefore avoided if the proper precautions had been taken. For example, giving an incorrect dosage of a drug will foreseeable result in harm to a patient, just as running a red light while en route to a call may foreseeably result in a crash.

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In an adult, use of a straight blade requires great care; if used improperly and levered across the upper jaw, the straight blade is more likely to damage the patient's teeth. The curved laryngoscope blade is less likely to be levered against the teeth by an inexperienced paramedic. Figure 64. The direction of the curve conforms to that of the tongue and pharynx, so the blade follows the outline of the pharynx with relative ease. The tip of the curved blade is placed in the vallecula (the space between the epiglottis and the base of the tongue) rather than beneath the epiglottis; it indirectly lifts the epiglottis to expose the vocal cords. You should have curved and straight blades readily available during and orotracheal intubation attempt.

Orotracheal Intubation by Direct Laryngoscopy

Orotracheal intubation by direct laryngoscopy involves inserting an ET tube through the mouth and into the trachea while visualizing the glottis opening with a laryngoscope; it is the most common method of performing ET intubation in the emergency setting. The indications and contraindications for orotracheal intubation include the following:

Indications

- Airway control needed as a result of coma, respiratory arrest, and/or cardiac arrest
- Ventilatory support before impending respiratory failure
- Prolonged ventilator support required
- Absence of a gag reflex
- Traumatic brain injury
- Unresponsiveness
- Impending airway compromise (as in burns or trauma)
- Medication administration (as a last resort)

Contraindications

- An intact gag reflex
- Inability to open the patient's mouth because of traumatic dislocation of the jaw, or a pathological condition
- Inability to see the glottis opening
- Copious secretions, vomitus, or blood in the airways

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Endocrine disorders are caused by either hypersecretion or insufficient secretion of a gland. Hypersecretion presents as overactivity of the target organ regulated by the gland. Insufficient secretion results in

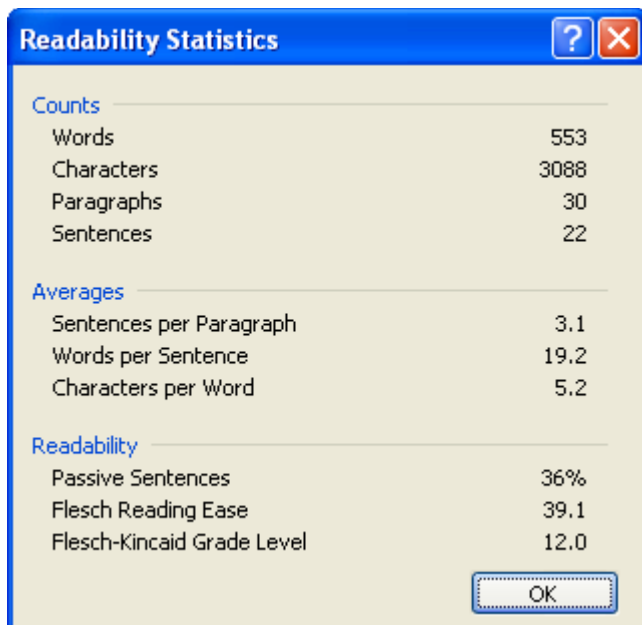
underactivity of the organ controlled by the gland. Glucose metabolic derangements, or disorders, are caused by dysfunction of the pancreas, which impairs the body's ability to metabolize glucose.

The effects of a disturbance of the endocrine gland function are determined by the degree of dysfunction of the gland and by the age and sex of the patient. Pancreatic dysfunction may range from barely datable to extreme. Most glucose derangements and other clinically significant endocrine emergencies result in compromise of the ABCs, improper fluid balance, deteriorating mental status, and abnormal vital signs and blood glucose levels.

Diabetes Mellitus

Medically, the term diabetes refers to a metabolic disorder in which the body's ability to metabolize simple carbohydrates (glucose) is impaired. It is characterized by the following:

- -Polyphagia, an increased appetite caused by the inability of glucose to be transported across the cell membrane.
- -Polydipsia, a significant thirst caused by dehydration brought about by an increase in diuresis
- -Polyuria, the passage of large quantities of urine containing glucose. Excess glucose is excreted and attracts water, resulting in excessive diuresis.



Course Outline of Record Approval

Title	Signature	Date
Originating Faculty	_____	_____
Learning Area Curriculum Representative	_____	_____
WHCL Articulation Officer (transfer courses only)	_____	_____
WHCL Chief Instructional Officer	_____	_____
WHCL Curriculum Chair	_____	_____
WHCCD Administrative Representative	_____	_____
WHCCD Board of Trustees Approval (no signature required)		_____
WHCL Approval Verification:		
_____	_____	_____
Print Name	Signature	Date