

**WEST HILLS COLLEGE LEMOORE**  
**COURSE OUTLINE OF RECORD (COR)**

FACULTY ORIGINATOR: Marleen Smart

DATE: 3/16/2012

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: 3/12/2012

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: 11.5**

Semester Lecture Hrs: 207

Semester Lab Hrs:

**Transferability (attach evidence):**

CSU

UC

**New Major?**

Yes

No

*If yes, state the new major: EMT Paramedic*

**Intended for Transfer?**

Yes (complete next row)

No

Transfer Elective

Transfer General Education

Transfer Major Requirement

**Associate Degree?**

Yes (complete next row)

No

AA/AS Elective

AA/AS General Education

AA/AS Major Requirement

**Certificate Program?**

Yes

No

*If yes, state the certificate: EMT Paramedic*

**COURSE PREFIX and NUMBER: EMT 12**  
**COURSE TITLE: Advanced Paramedic II**  
**INSTRUCTIONAL AREA: HEALTH AND WELLNESS**

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

**COURSE OUTLINE (use for all courses)**

UNITS: 11.5 Semester Lecture Hrs: 207 Semester Lab Hrs:  
Grading (check all that apply):  Minimum  Pass/No Pass  
pass 80%  
Repeatable for Credit?  Yes *Maximum number of times taken for credit: 1*  No  
Materials Fee: \$ *Material Description:*

1. Course/Catalog Description

This theory course is the application of theory and skills in a wide variety of sick and injured clients in the pre-hospital setting. This course covers care of medical patients, trauma patients, special populations including obstetrical, pediatric, geriatric and mental health patients. This course is part of a program of study to prepare paramedics as described in California Code of Regulations, Title 22, Division 9, Chapter 4 and lists the required hours and subjects to be covered as set forth by the Department of Transportation curriculum.

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

EMT 10 Paramedic I  
EMT 11 Paramedic I Lab  
EMT 51 Advanced Cardiac Life Support  
Health screening  
Live scan background clearance

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

EMT 13 Advanced Paramedic II Lab

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

Enrollment will be limited to 24 students.

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. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with a gastroenterologic problem.
2. Integrate pathophysiological principles and the assessment findings to formulate a field

- impression and implement a treatment plan for the patient with a renal or urologic problem.
3. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a toxic exposure.
4. Integrate the pathophysiological principles of the hematopoietic system to formulate a field impression and implement a treatment plan.
5. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with an environmentally induced or exacerbated medical or traumatic condition.
6. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a management plan for the patient with infectious and communicable diseases.
7. Describe and demonstrate safe, empathetic competence in caring for patients with behavioral emergencies.
8. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the trauma patient with hemorrhage, shock, head injury, spinal cord injuries, and musculoskeletal injuries.
9. Utilize gynecological principles and assessment findings to formulate a field impression and implement the management plan for the patient experiencing a gynecological emergency.
10. Understand the anatomy and physiology of the female reproductive system to the assessment and management of a patient experiencing normal or abnormal labor.
11. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for neonatal, pediatric, and geriatric patients, diverse patients, and chronically ill patients
12. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for patients with common complaints.
13. Safely manage the scene of an emergency.
14. Understand standards and guidelines that help ensure safe and effective ground and air medical transport.
15. Integrate the principles of general incident management and multiple casualty incident (MCI) management

7. 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)

- A. Gastroenterology disorders
- B. Urology disorders
- C. Toxicology disorders
- D. Environmental Conditions
- E. Infectious & communicable diseases
- F. Behavioral/Psychiatric disorders
- G. Hematology disorders
- H. Gynecology disorders
- I. Obstetrics, normal and abnormal deliveries
- J. Special Considerations
  1. Neonatology
  2. Pediatrics
  3. Geriatrics Abuse & Assault
  4. Pts with special challenges
  5. Acute intervention for the chronic care patient

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- K. Assessment based management for common complaints
- L. Operations
  - 1. Medical Incident Command
  - 2. Ground and air rescue
  - 3. Hazardous Materials Incidents
  - 4. Crime Scene Awareness

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

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

- I. Lecture
- II. Power points
- III. Videos
- IV. Demonstration
- V. Simulation
- VI. Anatomical models
- VII. Systems assessments
- VIII. Case studies

10. 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

11. 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

12. 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.

13. 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)

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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 12<sup>th</sup> 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: 7<sup>th</sup>, 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 , 6<sup>th</sup> ISBN/Website: 13: 978- 0763744120  
Author(s) Last Name, First Name: Caroline, Nancy  
Publisher: Jones and Bartlett Learning  
Readability Level: 12.0

**Readability Analysis:**

Nancy Caroline’s, Emergency Care in the Streets, 7<sup>th</sup> 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 g 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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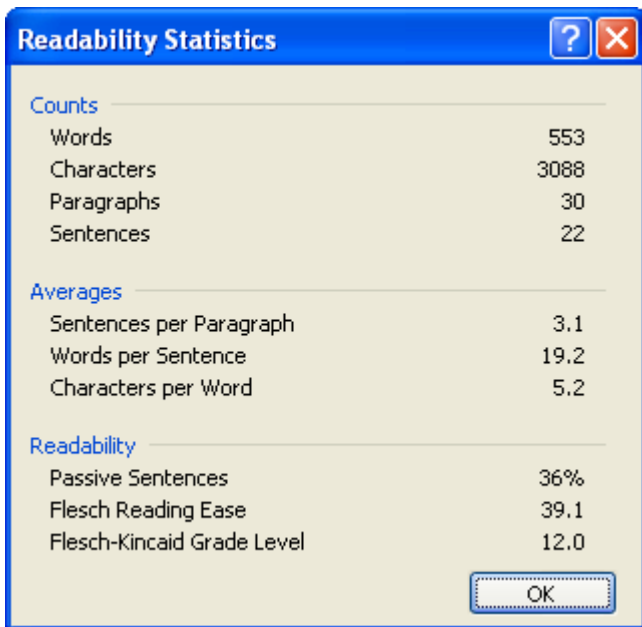
Endocrine disorders are caused by either hypersecretion or insufficient secretion of a gland. Hypersecretion presents as overactivity of the target organ regulated by the gland. Insufficient secretion results in underactivity of the organ controlled by the gland. Glucose metabolic derangements, or disorders, 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.



A dialog box titled "Readability Statistics" with a blue header bar containing a question mark icon and a close button. The dialog box has a light beige background and is divided into three sections: "Counts", "Averages", and "Readability". Each section contains a list of metrics and their corresponding values. At the bottom right of the dialog box is an "OK" button.

Counts	
Words	553
Characters	3088
Paragraphs	30
Sentences	22

Averages	
Sentences per Paragraph	3.1
Words per Sentence	19.2
Characters per Word	5.2

Readability	
Passive Sentences	36%
Flesch Reading Ease	39.1
Flesch-Kincaid Grade Level	12.0

OK

### Course Outline of Record Approval

<b>Title</b>	<b>Signature</b>	<b>Date</b>
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