

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

FACULTY ORIGINATOR: Marleen Smart

DATE: 3/17/2012

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: 3/17/2012

Comments: [Click here to enter text.](#)

Curriculum Representative: Leslie Catron      Date: 4/23/2012

Comments: [Click here to enter text.](#)

Technical Review: Committee      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)**

<b>Total Units: 1.5</b>	Semester Lecture Hrs:	Semester Lab Hrs: 81
<b>Transferability (attach evidence):</b>	<input checked="" type="checkbox"/> CSU	<input checked="" type="checkbox"/> UC
<b>New Major?</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>EMT Paramedic</i>	
<b>Intended for Transfer?</b>	<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
<b>Associate Degree?</b>	<input checked="" type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input checked="" type="checkbox"/> AA/AS Major Requirement
<b>Certificate Program?</b>	<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 13**  
**COURSE TITLE: Paramedic II Lab**  
**INSTRUCTIONAL AREA: HEALTH AND WELLNESS**

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**Room Space Requirements:** Simulation and skills lab  
**Staff Requirements:** Qualified Paramedic staff 1:6 ratio  
**Equipment Requirements:** Manikins , monitors, simulation equipment, Emergency medicine supplies

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

UNITS: 1.5 Semester Lecture Hrs: Semester Lab Hrs: 1.5

Grading (check all that apply):  minimum  
pass 80%

Repeatable for Credit?  Yes *Maximum number of times taken for credit: 1*  No

Materials Fee: \$ *Material Description:*

1. Course/Catalog Description

This course is the co requisite for Paramedic II and occurs in the skills lab or simulation lab. The student will practice and master skills that will allow the student to meet the clinical performance objectives of the program. Practice and competency testing is the focus of this course and will include physical assessment, care of the medical patient, special populations' needs, trauma management , communication with EMS base station and medical director, implementing safety precautions for hazardous materials exposure and manage the scene of an emergency.

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  
EMT 12 Advanced Paramedic II  
Health screening  
Live scan background clearance

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

EMT 12 Advanced Paramedic II

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 medical patient.
2. 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.
- 3. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for patients with common complaints.
- 4. Safely manage the scene of an emergency.
- 5. Safely manage a hazardous materials scene.
- 6. Understand standards and guidelines that help ensure safe and effective ground and air medical transport.
- 7. Integrate the principles of general incident management and multiple casualty incident (MCI) management

8. 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)

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

- A. Formulate a field impression and implement the treatment plan for the patient with a gastroenterologic problem.
- B. Formulate a field impression and implement a treatment plan for the patient with a renal or urologic problem.
- C. Formulate a field impression and implement a treatment plan for the patient with a toxic exposure.
- D. Formulate a field impression and implement a treatment plan for a patient with a hematopoietic condition.
- E. 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.
- F. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a management plan for the patient with infectious and communicable diseases.
- G. Describe and demonstrate safe, empathetic competence in caring for patients with behavioral emergencies.
- H. 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.
- I. Utilize gynecological principles and assessment findings to formulate a field impression and implement the management plan for the patient experiencing a gynecological emergency.
- J. Understand the anatomy and physiology of the female reproductive system to the assessment and management of a patient experiencing normal or abnormal labor.
- K. 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
- L. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for patients with common complaints.
- M. Safely manage the scene of an emergency.
- N. Understand standards and guidelines that help ensure safe and effective ground and air medical transport.

O. Integrate the principles of general incident management and multiple casualty incident (MCI) management

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

- A. Demonstration
- B. Practice
- C. Simulation
- D. Anatomical models
- E. Videos

11. 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

12. 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)

Competency skills testing

13. 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.

14. 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 during simulation exercises. Students will have to learn to organize, delegate and prioritize care priorities and interventions when performing their patient care when in the field and this lab course will allow realistic situations requiring critical thinking.

**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:  
Books have been requested in EMT 12.

## **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

#### **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 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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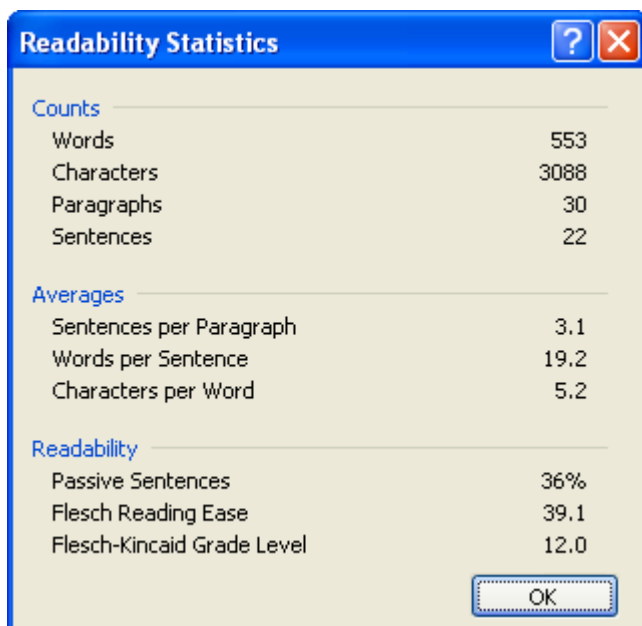
Endocrine disorders are caused by either hypersecretion or insufficient secretion of a gland. Hypersecretion presents as overactivity of the target organ regulated by the gland. Insufficient secretion results in underactivity of the organ controlled by the gland. Glucose metabolic derangements, or disorders, 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

<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