

**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: 3</b>	Semester Lecture Hrs:	Semester Lab Hrs: 162
<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 14**  
**COURSE TITLE: Acute Clinical Lab**  
**INSTRUCTIONAL AREA: HEALTH AND WELLNESS**

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**Room Space Requirements:** N/A  
**Staff Requirements:** Certified preceptor in the clinical facility and faculty to verify hours and performance periodically  
**Equipment Requirements:** N/A

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

UNITS: 3 Semester Lecture Hrs: Semester Lab Hrs: 162  
Grading (check all that apply):  minimum  Pass/No Pass  
pass  
80%Standard  
Repeatable for Credit?  Yes *Maximum number of times taken for credit: 1*  No  
Materials Fee: \$ *Material Description:*

1. Course/Catalog Description

This course occurs in the acute care hospital setting in a precepted format. It is the hands-on application of theory and skills in a hospital setting to a wide variety of sick and injured clients. 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  
EMT 12 Advanced Paramedic II  
EMT 13 Advanced Paramedic II Lab  
Health screening  
Live scan background clearance

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

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

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. Perform a thorough client examination including health history, appropriate inquiry and

- inspection pertinent to the client's chief complaint.
- 2. Develop and implement an appropriate plan of action for client care.
- 3. Demonstrate basic level psychomotor skills in IV insertion, medication administration, and wound care.
- 4. Use universal precautions and wear appropriate personal protective equipment specific for any client interaction.
- 5. Recognize the need for and request additional assistance or equipment needed from the hospital staff in a timely manner.
- 6. Obtain a relevant and accurate client history, chief complaint, medications, and allergies in systematic and timely manner.
- 7. Identify breath sounds and have adequate knowledge of chest auscultation.
- 8. Identify cardiac rhythms in an accurate and timely manner.
- 9. Develop and implement an appropriate plan of action.
- 10. Build rapport with client, family and staff and function as a member of the client care team.
- 11. Complete client care documentation in an accurate, thorough, and legible manner adhering to hospital requirements.
- 12. Use all equipment in a safe and correct manner.
- 13. Assure the adequate delivery of oxygen to client, including use of appropriate airway adjunct and achieving or maintaining patency of airway in a timely manner.
- 14. Exhibit the knowledge and skill necessary for the use of pharmacological intervention of the sick and injured client.
- 15. Establish an intravenous infusion with proper technique and in a timely manner.
- 16. Demonstrate the respect for, and the dignity of, each individual in the practice of professional duties.

17. 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)

Not applicable

18. 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. Care of Clients with Pulmonary Problems
- B. Care of Clients with Cardiovascular Problems
- C. Care of Clients with Endocrine Problems
- D. Care of Clients with Allergies and Anaphylaxis
- E. Care of Clients with Gastroenterology Problems
- F. Care of Clients with Urologic and Nephrology Problems
- G. Care of Clients with Substance Abuse Problems
- H. Care of Clients with Hematologic Problems
- I. Care of Clients with Neurologic Problems
- J. Care of Clients in Environmental Emergencies
- K. Care of Clients with Infectious Diseases
- L. Care of Clients with Psychiatric and Behavioral Emergencies

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

1. Observation
2. Assessment
3. Practicum assignment

20. 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

1. Student will complete 162 hours of practicum in a hospital setting while under the direct supervision of a pre-arranged preceptor. The student will increase the number, variety and acuity of patients while progressing through this course.

21. 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)

1. Clinical evaluation
2. Preceptor points
3. Written assignments

22. 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. Students will select patients based on acuity only and will ensure to the extent possible that beliefs and customs are respected.

23. 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.

**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:

[Click here to enter text.](#)

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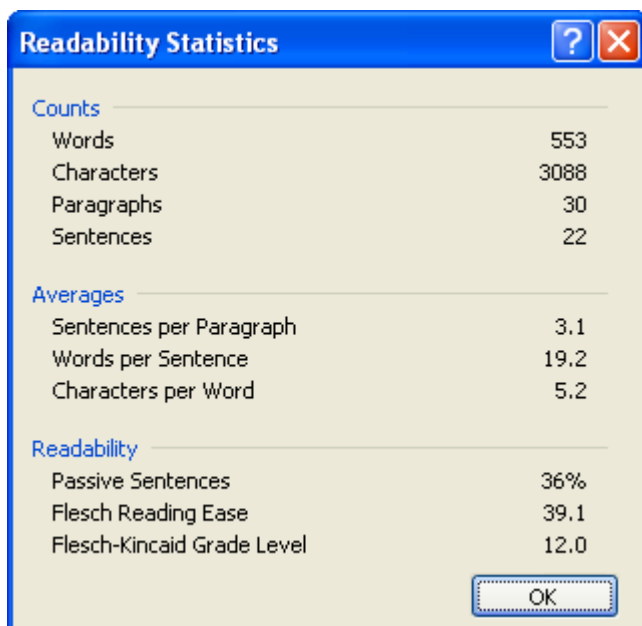
Endocrine disorders are caused by either hypersecretion or insufficient secretion of a gland. Hypersecretion presents as overactivity of the target organ regulated by the gland. Insufficient secretion results in underactivity of the organ controlled by the gland. Glucose metabolic derangements, or disorders,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