

COURSE OUTLINE OF RECORD



Palo Verde College

One College Drive, Blythe, CA 92225
(760) 921-5500

Course Control Number: 000544593

Course Outline Approval Dates		
	Curriculum Committee	Board of Trustees
Face-to-Face	4/11/13	5/14/13
Correspondence Ed.	N/A	N/A
Distance Ed.	4/11/13	5/14/13

1. Course Information. Course Initiator: Roger Bloom & Scott Peterson

Subject Area and Course Number: EMS 161		Course Title: Emergency Medical Technician Refresher	
New Course <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Updated <input type="checkbox"/>		Static ID	TOP Code 1250.00
Classification Code I=Occupational Education		SAM Code C=Clearly occupational	
Noncredit category Y=Not Applicable; Credit Course		Meets a unique need: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Course duplicated: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Transfer request B=CSU only		Demand/Enrollment Potential: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Basic Skills N=Not a Basic Skills Course		Funding Agency Y=Not Applicable	
Co-Op Status N=Not Part of a Co-Op Program		Course Program Status 2=Stand-alone	

JUSTIFICATION FOR NEED:

Coursework meets the requirements of California Department of Public Health, EMS division and the National Registry Standards for Emergency Medical Technician

CATALOG DESCRIPTION:

The EMT Refresher course contains information on current EMT Techniques, procedures and local protocols; provides a review of the skills and knowledge covered in EMT Basic course in order to meet recertification. The course is designed for recertification of a current EMS License or EMT card that has not expired for more than six (6) months. Skills verification and passing performance on written examinations are required for course completion.

SEMESTER UNITS: 1-1.5

Course Length: Lecture: 24 hours Laboratory: 0-8

PRE-REQUISITES, CO-REQUISITES AND ADVISORIES:

Current Emergency Medical Technician current license or no more than 6 months expired license

STUDENT LEARNING OUTCOMES:

Meet the standards of entry level practice of an Emergency Medical Technician to safely care for patients experiencing trauma and emergency medical conditions for recertification of licensure

COURSE OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Perform a thorough patient assessment on a trauma and medical patient in the pre-hospital setting.
2. Perform airway, oxygenation and ventilator support, using airway adjuncts on patients with varying degrees of respiratory distress.
3. Apply and use an Automatic External Defibrillator (AED)
4. Identify common childhood and geriatric emergencies and the special needs of pediatric and geriatric patients.
5. Discuss local EMS Protocols pertaining to EMTs.
6. Discuss changes in EMT techniques and procedures.

COURSE OUTLINE AND SCOPE:

- a. Preparatory measures
- b. Airway
- c. Scene and patient assessment
- d. Medical/Behavior
- e. Basic anatomy and physiology, assessment/re-assessment, intervention, medical direction, and documentation
- d. Assessment, care, and documentation for poisoning/overdose
- e. Behavioral Emergencies
- f. Special multicultural and geriatric considerations
- e. Trauma
- f. Obstetrics, infants, and children
- g. New Equipment and Procedures

2. If a course contains laboratory or clinic/field hours, list examples of activities or topics:

Performance of EMT-Basic skills checklist

3. Examples of reading assignments:

Assigned readings from Textbook or Handouts

4. Examples of writing assignments:

Documentation of Patient Care Record

5. Appropriate assignments to be completed outside of class:

N/A

6. Appropriate assignments that demonstrate critical thinking:

Case studies are utilized to promote critical thinking when teaching both the theory and hands-on skill portions of the course.

7. Other assignments (if applicable):

N/A

8. Face-to-Face Course Sections:

Face-to-face education is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

a. Describe the methods of instruction.

1. Lecture, Class participation, and discuss are utilized to introduce and clarify concepts and answer questions in all phases of instruction, but primarily in the didactic portion of the lessons.
2. Demonstration is used to show students how to perform a skill.
3. Case studies are utilized to promote critical thinking when teaching both the theory and hands-on skill portions of the course.
4. Media presentations are used as appropriate by the instructor to support both theory and skills instruction in all content areas.

b. Describe the methods of evaluating of student performance.

1. Skills performance

c. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

d. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

Skills verification examination as required by the State of California

9. Correspondence Education Course Sections (correspondence, hybrid correspondence)

Correspondence education is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and student is asynchronous. **Hybrid correspondence education** is the combination of correspondence and face-to-face interaction between instructor and student.

N/A

a. Describe the methods of instruction.

b. Describe the methods of evaluating student performance.

c. Describe how regular, effective contact between the instructor and a student is maintained.

(Note: Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.)

d. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

[Suggested response]: Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

e. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

(The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.)

f. Describe how the confidentiality of the student's work and grades will be maintained.

[Suggested response] Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

g. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

h. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

10. Distance Education Course Sections (online, ITV, hybrid)

Course not offered by Distance Education

Online education is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues. **Interactive television (ITV)** is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit). **Hybrid** instruction is a combination of face-to-face instruction and online instruction.

a. Describe the methods of instruction.

b. Describe the methods of evaluating student performance.

c. Describe how regular, effective contact between the instructor and a student is maintained.

(Note: Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.)

d. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

[Suggested response]: Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

e. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

(The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.)

f. Describe how the confidentiality of the student's work and grades will be maintained.

[Suggested response] Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

- g. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.**
- h. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.**

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

Limmer, D., Mistovich, J. Transition Series: Topics for the EMT current edition. Brady/ Prentice Hall

SIGNATURES:

COURSE INITIATOR: _____ **DATE:** _____

LIBRARY: _____ **DATE:** _____

CHAIR OF CURRICULUM COMMITTEE: _____ **DATE:** _____

SUPERINTENDENT/PRESIDENT: _____ **DATE:** _____