

EMT Preparatory and Airway Modules

Course Design

2001-2002

Course Information

Organization:	Eastern Arizona College
Division:	Science and Allied Health
Course Number:	EMT 071
Title:	EMT Preparatory and Airway Modules
Credits:	1
Developed by:	Christopher Black
Lecture/Lab Ratio:	1/0
Transfer Status:	No
Extended Registration Class:	No
CIP Code:	51.0904
Assessment Mode:	Pre/Post Test (100 questions, 100 points)
Semester Taught:	Offered Upon Request
Gen. Ed. Area:	None
Separate Lab:	No
Awareness Course:	No
Intensive Writing Course:	No
Prerequisites:	1. None.
Educational Value:	This course is intended as a retention tool for students enrolled in EMT 103. Additionally, certified EMT's may use this course to meet applicable recertification requirements.
Description:	This course is designed to supplement the Basic EMT course; modules 1 & 2. It serves as a retention tool for students not meeting EMT 103 course academic standards.
Textbooks:	O'Keefe, Limmer, et al.. <i>Emergency Care</i> . 9th. Brady, 2000. This textbook is not required.
Supplies:	NONE

Competencies and Performance Standards

1. Acquire knowledge of the Emergency Medical Services system.			
<i>Domain-- Cognitive</i>	<i>Level-- Application</i>	<i>Importance-- Useful</i>	<i>Difficulty-- Medium</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> • learner identifies milestones in the history of EMS • learner identifies key federal legislation related to EMS • learner lists the 10 components of an EMS system 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> • on a written examination • on assigned activities • through participation in classroom discussions 	Learning Objectives: <ol style="list-style-type: none"> Discuss the timeline of the development of the EMS system Discuss the components of the EMS system 	
2. Discuss the Well-Being of the EMT.			
<i>Domain-- Affective</i>	<i>Level-- Responding</i>	<i>Importance-- Essential</i>	<i>Difficulty-- Medium</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> • learner uses proper BSI precautions • learner defines the causes of stress • learner defines signs and symptoms of stress • learner performs a scene safety survey 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> • On assigned activities • On a written examination • On a practical evaluation 	Learning Objectives: <ol style="list-style-type: none"> Discuss the importance of Body Substance Isolation Precautions Identify personal protective equipment Discuss stress and its impact on the EMS provider Discuss the components of the "scene safety" survey 	
3. Discuss Medical/Legal and Ethical issues related to EMS.			
<i>Domain-- Cognitive</i>	<i>Level-- Analysis</i>	<i>Importance-- Important</i>	<i>Difficulty-- High</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> • learner defines legal terms • learner describes the components of a patient refusal • learner identifies and discusses advanced directives and DNR orders • learner identifies the procedure used during a crime scene 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> • On assigned activities • On a written examination 	Learning Objectives: <ol style="list-style-type: none"> Define legal terms Discuss the patient right to refuse care Discuss advanced directives and Do Not Resuscitate Orders Describe procedures related to crime scenes 	
4. Review human anatomy and physiology.			
<i>Domain-- Cognitive</i>	<i>Level-- Comprehension</i>	<i>Importance-- Important</i>	<i>Difficulty-- High</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> • learner defines anatomical terms including directional and positional terms. • learner describes each body system. 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> • On assigned activities. • On a written examination. 	Learning Objectives: <ol style="list-style-type: none"> Define anatomical terms. Discuss body systems. 	

5. Discuss airway management.		
<i>Domain-- Cognitive</i>	<i>Level-- Application</i>	<i>Importance-- Essential</i> <i>Difficulty-- High</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> • learner describes the components of respiration • learner can maintain an airway manually • learner can maintain an airway using mechanical adjuncts 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> • On assigned activities • On a written examination • On a practical examination 	Learning Objectives: <ol style="list-style-type: none"> a. Define Respiration b. Discuss manual airway management c. Discuss mechanical airway management d. Discuss oxygen therapy

Types of Instruction

Classroom Presentation

Grading Policy

Evaluation Methods: Post test is used 100% in determining written examination pass/fail status. Two attempts to successfully complete the written and practical examinations are permitted.

Grading Scale:

Grade	Requirement
P	75% or better on written examination and successful completion of all practical skills examinations.
F	Less than 75% on written examination or failure of any practical skills examination.

Learning Plans

Learning Plan 1-- Learning Plan 1

Overview:

- Competency:** 1. Acquire knowledge of the Emergency Medical Services system.
- Competency:** 2. Discuss the Well-Being of the EMT.
- Competency:** 3. Discuss Medical/Legal and Ethical issues related to EMS.
- Competency:** 4. Review human anatomy and physiology.
- Competency:** 5. Discuss airway management.

Learning Activities:

- _____ 1. LISTEN to lectures.
- _____ 2. PARTICIPATE in discussions.
- _____ 3. READ assigned sections and handouts.
- _____ 4. DEMONSTRATE skills.
- _____ 5. COLLABORATE with others on assignment.

Performance

Assessment Activities:

- _____ 1. Complete assigned activities.
- _____ 2. Complete practical skills examinations.
- _____ 3. Complete written examinations.