

EMS 60A: PARAMEDIC COGNITIVE & AFFECTIVE IA

Foothill College Course Outline of Record

Heading	Value
Units:	9
Hours:	9 lecture per week (108 total per quarter)
Prerequisite:	BIOL 40A or equivalent (with laboratory).
Corequisite:	EMS 60B.
Advisory:	Not open to students with credit in EMTP 60A or 100A.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Description

First of three modularized lecture series in which paramedic students will learn and discuss the EMS System, understand the relationship of anatomy and physiology of the human body, life span of the patient, cellular function and disease, medical terminology, and pharmacology related to patient care. Intended for students in the Paramedic Program; enrollment is limited to students accepted in the program.

Course Objectives

The student will be able to:

- Demonstrate an understanding of the EMS System and the paramedic role and an understanding of their responsibility.
- Exhibit knowledge, understanding, and application of the human anatomy.
- Discuss ways that they can improve the EMS system through education.
- Demonstrate an understanding of the legal system and how it protects them and what laws govern them.
- Demonstrate and present themselves throughout the program in a professional manner.
- Discuss proper terminology and incorporate medical language in labs and when performing documentation.
- Demonstrate an understanding of the human anatomy with an understanding of the inter-relationships of each system with each other.
- Demonstrate an understanding of the pathophysiology of injuries and diseases at a cellular level.
- Discuss the various age groups that the paramedic will come in contact with and how this will affect their assessment and treatment.
- Demonstrate an understanding of the pharmacology that is in the scope of practice and expected understanding for paramedic.

Course Content

- EMS System and Paramedic roles and responsibilities
 - EMS systems
 - Professionalism
 - Attributes and responsibilities of a paramedic
 - Medical direction

- Improving system accountability
- Body systems: anatomy and physiology
 - Review of anatomy and physiology
 - Organizational structure
 - Cell structure
 - Tissues
 - Organ systems
 - Systems
- EMS System Improvement and education
 - The cost of injuries
 - Reason for EMS involvement
 - A successful drowning prevention program
- Legal and regulatory issues
 - The legal system
 - Legal accountability for the paramedic
 - Paramedic patient relationships
 - Resuscitation issues
- Ethics and professional behavior
 - Code of ethics
 - Common dilemmas for paramedics
 - Patients rights
 - Professional accountability
- Medical terminology review
 - Origins of medical words
 - Using a medical dictionary
 - Abbreviations
- Review Anatomical System Functions
 - How various system interact with other
 - System compromise and the results on other systems
 - Signs and symptoms of system compromise
- Review Pathophysiology
 - Alterations in cells and tissues
 - Cellular injury
 - Cellular environment
 - How each system works with each other
- Life Span development
 - Infants
 - Toddlers and preschoolers
 - School age children and young adults
- Basic principles of pharmacology
 - Drug names
 - Drug classifications
 - Routes of medication
 - Medication administration

Lab Content

Not applicable.

Special Facilities and/or Equipment

- Students will attend a cadaver lab as part of the requirement
- Students will be required to bring their PPE
- Smart classroom, with audio visual equipment

Method(s) of Evaluation

- Written tests: multiple choice, matching, essays, fill-in-the-blank, short answer.
- Assignments: workbooks that accompany texts, matching, multiple choice, fill-in-the-blank, identify, ambulance calls, true/false, short answer, word find, place photos in order, fill-in-the-table, problem solving, labeling diagram.

- C. Written research paper.
- D. National-style paramedic affective evaluation: observe student behavior, document, and counsel student.

Method(s) of Instruction

- A. Lecture presentations and classroom discussion on related subject during lecture.
- B. In-class reading assignments, including but not limited to handout material relative to class lecture.
- C. Text book assignments, reading about 1 to 5 chapters a week paramedic care and treatment.
- D. In-class projects, e.g., scenarios for critical thinking, and a research paper to assess student capability in patient care and treatment modalities.

Representative Text(s) and Other Materials

- Caroline, L. Nancy. Emergency Care in the Streets. 7th ed. Text and Workbook. Jones/Bartlett.
- American Heart Association. Advanced Cardiac Life Support (ACLS) Provider Manual. (NZ15-1005). Channing Bete, 2015.
- American Heart Association. BLS for the Healthcare Provider. (NZ15-1010). Channing Bete, 2015.
- American Heart Association. Pediatric Life Support (PALS) Provider Manual. (NW90-1052). Channing Bete, 2015.
- Foothill College Paramedic Program. Student Policy Handbook. 2016-2017.
- Foothill College Paramedic Program. Student Lab Manual. 2016-2017.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. Read 1-6 chapters per week throughout the quarter on paramedic: anatomy & physiology, cardiology, electrocardiogram, electrophysiology, etc. Weekly reading assignments 60-100 pages.
- B. Writing Assignments: Weekly essays are assigned relative to different patient medical and traumatic situations.
- C. Workbook/writing assignments are given each week, e.g., matching, multiple choice, fill-in-the-blank.

Discipline(s)

Emergency Medical Technologies