



Course Number and Title: EMT 200 Intro to Paramedic Technology

Campus Location:

Dover

Effective Date:

2020-51

Prerequisite:

BIO 130

Co-Requisites:

EMT 201, EMT 207

Course Credits and Hours:

5.00 credits

3.00 lecture hours/week

7.00 lab hours/week

Course Description:

An introductory course that prepares the student for the role of paramedic. The topics covered include an overview of the emergency medical services (EMS) system, roles and responsibilities of the paramedic, well-being of the paramedic, ambulance operations, and national and local issues that impact EMS. In addition, this course provides the student with the theory and skills necessary to provide basic care in the prehospital environment.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Disclaimer:

All students must be able to access the Internet and know how to retrieve information from the Learning Management System on the DTCC web page.

Core Course Performance Objectives (CCPOs):

1. Explain the history and design of the Delaware and national emergency medical services (EMS) systems. (CCC 5; PGC 4)
2. Discuss the roles and responsibilities of EMS providers. (CCC 1, 2, 4; PGC 4, 6)
3. Identify safety issues and safety equipment related to the profession. (CCC 1, 2; PGC 4, 5)
4. Function as a basic EMT in a simulated prehospital environment. (CCC 1, 2, 3, 4, 6; PGC 1, 2, 3, 4, 5, 6, 7)
5. Communicate effectively with patients and clinical team. (CCC 1, 2, 3, 4; PGC 1, 4, 6, 7, 8)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Explain the history and design of the Delaware and national emergency medical services (EMS) systems.
 1. Identify the components of an EMS system.
 2. Describe the role of national groups involved in the development, education, and implementation of EMS.
 3. Describe the history of EMS nationally and on the state level.
 4. Compare and contrast the roles and responsibilities of each recognized level of EMS providers, including required education and certification nationally and on a state level.
 5. Identify issues that impact the statewide EMS system.
 6. Describe the role of medical direction in relation to prehospital care.
 7. Explain the process for development of policies and protocols for all provider levels within the state.
2. Discuss the roles and responsibilities of EMS providers.
 1. Describe the EMT/paramedic's role as a professional as it relates to behavior, communication techniques, continuing education, certification, and appearance.
 2. Describe the profession as an extension of primary care facilities.
 3. Explain the role of the paramedic in illness and injury prevention.
 4. Summarize the importance of EMS research and quality improvement programs to the EMS provider's practice.
 5. Describe the strategies to promote physical, emotional, and psychological well-being for the EMS provider.
3. Identify safety issues and safety equipment related to the profession.
 1. Demonstrate the use of body substance isolation (BSI) measures.
 2. Identify potential scene dangers and hazards.
 3. Demonstrate the use of personal protective equipment.
4. Function as a basic EMT in a simulated prehospital environment.
 1. Perform the role of team leader or team member in simulated patient contacts.
 2. Evaluate scene safety by conducting a scene survey.
 3. Demonstrate the use of body substance isolation (BSI) measures.
 4. Demonstrate performance of primary assessments on simulated medical and trauma patients, and implement management.
 5. Demonstrate secondary assessment procedures for simulated medical and trauma patients.
 6. Assign a patient priority, mode of transport, and appropriate receiving facility for a simulated patient.
 7. Integrate pathophysiologic principles of pharmacology related to basic EMS medications into assessment findings to develop a treatment plan for a simulated patient.
 8. Identify indications, contraindications, and complications commonly associated with airway, ventilation, and circulatory management.
 9. Identify techniques and equipment used to manage airway and ventilation.
 10. Describe indications and contraindications for airway, ventilator, and circulatory management.
 11. Perform suctioning and use of basic airway adjuncts.
 12. Provide oxygen and ventilation therapy.
 13. Demonstrate manual control of the cervical spine.
 14. Perform airway control maneuvers: head-tilt chin lift, trauma jaw thrust, and oral and nasal airway adjuncts.
 15. Perform ventilation techniques: mouth to mask and bag valve mask.
 16. Differentiate types of soft tissue injuries.
 17. Perform techniques to control bleeding and manage shock: pressure dressing and positioning of patient and tourniquet.
 18. Perform cardiopulmonary resuscitation and use of an automatic external defibrillator (AED).
 19. Perform vital sign assessment: pulse, blood pressure, respiratory rate, pulse oximeter, and breath sounds.
 20. Demonstrate techniques for lifting and moving patients.
 21. Identify common injuries to the musculoskeletal system, including injuries to the head and spine.
 22. Demonstrate management of musculoskeletal injuries using the following techniques: splinting, supine immobilization, and seated immobilization.
 23. Demonstrate management of musculoskeletal injuries using the following equipment: rigid cervical collar, long board, Kendrick extrication device, traction splint, and scoop stretcher.
 24. Compare and contrast physiological and psychosocial characteristics of the following lifespan development stages: infant, toddler, preschooler, school-age, adolescent, early adult, middle-age adult, and late-age adult.
5. Communicate effectively with patients and clinical team.
 1. Perform interviews that incorporate the principles of therapeutic communication, and adjust communication strategies to be appropriate for the patient's age, stage of development, and special needs or culture.
 2. Demonstrate active listening.
 3. Demonstrate techniques used to assess mental status and to obtain a chief complaint, history of present illness or injury, pertinent past medical history, and family/social history.
 4. Demonstrate the use of clinical reasoning to focus questioning to obtain a medical history.
 5. Communicate a treatment plan based on the assessment that incorporates Delaware Standing Orders.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Block Exams (5) (Summative) (Equally Weighted)	45%
Final Exam (Summative)	15%
Skill Evaluations (Formative)	15%
Quizzes (Formative)	10%
Homework/Self Study Courses (Formative)	5%
Groupwork Assessments (Formative)	5%
FISDAP EMT Readiness Exam (Summative)	5%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Perform all psychomotor, paramedic skills in the National Emergency Medical Services Education Standards consistent with acceptable practice for an entry-level paramedic.
2. Conduct complete, accurate and timely patient assessments, to include history and physical exam, and communicate findings.
3. Interpret assessment findings in order to accurately identify a differential diagnosis and integrate pathophysiologic principles and legal responsibilities to formulate a treatment plan.
4. Effectively perform the role of Team Leader to include: timely decision making, effective resource utilization, implementing appropriate plan of action for a given situation, adapting the plan to changing conditions and communicate.
5. Assess a scene or situation in order to identify threats to operating safely.
6. Apply communication and ethical decision-making skills required for an entry-level paramedic.
7. Exhibit professional, affective behavior.
8. Function effectively as an entry-level paramedic in the pre-hospital working environment in the roles of Team Leader and Team Member.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.