

Department:

Allied Health

Course Description:

This course is designed for individuals interested in providing medical care to patients in the pre-hospital setting. The course will provide the participant with opportunities to gain information, skills, and attitudes necessary for certification and practice as an Emergency Medical Technician-Basic in Kansas. Course is designed to follow outline of K.A.R. 109-11-1 and 109-11-3 of <https://www.ksbems.org/html%20pages/KAR%20109%20EMS.pdf>

Course Competencies:

Upon completion of the course, the student should be able to:

1. Use an assessment-based format for all situations and all ages, which will enable the student to recognize the nature and seriousness of the patient's condition or extent of the injuries to render emergency care.
2. Demonstrate an understanding of human anatomy and physiology, and the rationale and fundamentals of pre-hospital care and treatment of the sick and injured.
3. Demonstrate adequate/complete primary skills of initial assessment and Airway, Breathing, and Circulation.
4. Perform a complete focused and detailed assessment.
5. Understand, recognize, and provide appropriate care for life-threatening and non-life-threatening emergencies.
6. Learn and demonstrate correct application and utilization of equipment in the pre-hospital setting, and lift, move, position, and otherwise handle the patient to minimize discomfort and prevent further injury.
7. Complete a written record of events for the use of the receiving hospital as well as a permanent record for local use (written run report).
8. Transmit necessary information from the scene and/or ambulance to the receiving facility in an orderly manner using mobile radio equipment.
9. Understand and discuss the rationale for personal and patient safety and care at the scene and throughout transport to a receiving facility.
10. Understand the rationale for practicing infection control procedures during and after any contact with a patient.

Course Content:

- A. Preparatory
 1. Emergency Medical Services (EMS) Systems
 2. Research
 3. Workforce Safety and Wellness
 4. Documentation

5. Emergency Medical Services (EMS) System Communication
6. Therapeutic Communication
7. Medical/Legal Ethics
8. Anatomy and Physiology
9. Medical Terminology
10. Pathophysiology
11. Life Span Development
12. Public Health
- B. Pharmacology
 1. Principles of Pharmacology
 2. Medication Administration
 3. Emergency Medications
- C. Airway Management Restoration and Artificial Ventilation
 1. Airway Management
 2. Respiration
 3. Artificial Ventilation
- D. Patient Assessment
 1. Scene Size-Up
 2. Primary Assessment
 3. History-Taking
 4. Secondary Assessment
 5. Monitoring Devices
 6. Reassessment
- E. Medicine
 1. Medical Overview
 2. Neurology
 3. Abdominal and Gastrointestinal Disorders
 4. Immunology
 5. Infectious Disease
 6. Endocrine Disorders
 7. Psychiatric
 8. Cardiovascular
 9. Toxicology
 10. Respiratory
 11. Hematology
 12. Genitourinary/Renal
 13. Gynecology
 14. Non-Traumatic Musculoskeletal Disorders
 15. Diseases of the Eyes, Ears, Nose, and Throat
 16. Shock and Resuscitation
- F. Trauma
 1. Trauma Overview
 2. Bleeding
 3. Chest Trauma
 4. Abdominal and Genitourinary Trauma
 5. Orthopedic Trauma
 6. Soft Tissue Trauma
 7. Head, Facial, Neck, and Spine Trauma
 8. Nervous System Trauma
 9. Special Considerations in Trauma
 10. Environmental Emergencies
 11. Multi-system Trauma

- G. Special Patient Populations
 - 1. Obstetrics
 - 2. Neonatal Care
 - 3. Pediatrics
 - 4. Geriatrics
 - 5. Patients with Special Challenges
- H. Emergency Medical Systems Operations
 - 1. Principles of Safely Operating a Ground Ambulance
 - 2. Incident Management
 - 3. Multiple Casualty Incidents
 - 4. Air Medical
 - 5. Vehicle Extrication
 - 6. Hazardous Materials Awareness
 - 7. Mass Casualties Due to Terrorism and Disaster
 - 8. Crime Scene Preservation

Learning Assessments:

Competencies may be evaluated by multiple measures, including homework, written quizzes, pop quizzes, section exams, and course final. Psychomotor objectives will be evaluated by performance evaluation tools and final scenarios. Affective objectives will be evaluated by monitoring student interaction with classmates, patients, and hospital/EMS personnel.

Instructional Materials:

Textbook: American Academy of Orthopedic Surgeons. Title of work: *Emergency Care and Transportation of the Sick and Injured* (12th ed.). Location: Jones & Bartlett Learning. ISBN-13: 9781284243796

Additional materials may be used to augment the course and provide updated medical information.

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).