

# Part I



**North Central**  
**MICHIGAN COLLEGE**  
*Your growth. Our mission.*

## *Master Course Syllabus*

Course Name: EMT Basic \_\_\_\_\_

Course Number: EMS 110 \_\_\_\_\_

Credit Hrs. 9      Lecture Hrs. 7      Lab Hrs. 2      Clinical Hrs. 3      Variable Hrs. \_\_\_\_\_

Total Hours of Instruction: 12

Total Contact Hours: 211.2

*(Total Contact Hours Formula: (lecture hrs. + lab hrs. + clinical hrs.) x 17.6)*

### Course Description:

#### **EMS 110 EMT BASIC**

**(F,W,S) 9(7-2-3)**

Follows the outline prescribed by the National Registry and the State of Michigan to receive National Registry Certification as a Basic Emergency Medical Technician. The course involves classroom, hands- on- instruction both in the College lab and clinical sites. Students may be expected to spend time beyond that indicated in the syllabus to achieve course objectives. **Students must pass this course with a "C" or better to enroll in advanced paramedic courses.**

**PREREQUISITES:** valid driver's license, no felony convictions, completed physical examination, immunizations, and current health insurance prior to clinical.

**STUDENTS MUST SUBMIT PROOF OF IMMUNITY, COMPLETED PHYSICAL EXAM, PROOF OF INSURANCE, AND SUBMIT WAIVER FOR A BACKGROUND CHECK TO THE NURSING AND ALLIED HEALTH DEPT. BEFORE THEY CAN TAKE PART IN ANY CLINICAL EXPERIENCES.** Students must be 18 years of age at the time they sit for licensure.

**Course Objectives and Outcomes:** Students will meet classroom and clinical objectives as outlined in the **MDCH** and National Registry educational requirements

Satisfies Lumina Degree Qualification Profile #'s (DQP) (as approved on 04/11/12): **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 19**

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these — (231) 348-6687 or (231) 348-6817, [kflewelling@ncmich.edu](mailto:kflewelling@ncmich.edu), Room 533 SCRC.



Suggested Methods of Instruction: Lecture, laboratory, skills demonstration and return demonstration, case studies

Suggested Methods of Evaluation: Written examinations, Practical assessments (Pass/Fail only), Quizzes, Case Studies

Adopted Text at Time of Course Adoption/Revision:

TEXTS: Brady's Emergency Care  
 Brady's Emergency Care Workbook  
 NCMC Allied Health Program Student Handbook

Topics Covered During the Semester:

*Sequence of topics and time allowance are at the discretion of the instructor.*

<b>Content</b>	<b>Hours</b>
Introduction to Emergency Care	1.5
Well-Being of the EMT Basic	1.5
Medical/Legal Ethical Issues	1.5
The Human Body	2.5
Baseline Vital Signs/SAMPLE History	2
Lifting and Moving Patients	3
Evaluation: Preparatory Module	1
Airway	4
Practical Lab: Airway	2
Evaluation: Airway Module	1
Scene Size up	0.5
Initial Assessment	1
Focused History and Physical: Trauma	4
Focused History and Physical: Medical	2
Detailed Physical Exam	1
On going Assessment	1
Communications	1
Documentation	1.5
Practical Lab: Patient Assessment	8
Evaluation: Patient Assessment Module	1
General Pharmacology	1
Respiratory Emergencies	2.5
Cardiovascular Emergencies	7
Diabetic Emergencies/Altered Mental Status	2
Allergies	2
Poisoning/Overdose	2

Environmental Emergencies	2
Behavioral Emergencies	1.5
Obstetrics	2
Practical Lab: Medical/Behavioral/Obstetrics	8
Evaluation: Medical/Behavioral/Obstetrics	1
Bleeding and Shock	2
Soft Tissue Injuries	2
Musculoskeletal Care	4
Injuries to the Head and Spine	4
Practical Lab: Trauma	6
Evaluation Trauma	1
Infants and Children	3
Practical Lab: Infants and Children	3
Evaluation: Infants and Children	1
Ambulance Operations	1
Gaining Access	1
Overviews	2
Evaluation: Operations	1
Final Written Evaluation	2
Final Practical Evaluation	5
Advanced Airway	6
Practical Lab: Advanced Airway	4
Evaluation: Advanced Airway	2
<b>Total</b>	<b>122</b>

**Specialized Knowledge**

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

**Broad Integrative Knowledge**

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

**Intellectual Skills – Analytic Inquiry**

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

**Intellectual Skills – Use of Information Resources**

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

**Intellectual Skills – Engaging Diverse Perspectives**

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

**Intellectual Skills – Communication Fluency**

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

**Applied Learning**

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

**Civic Learning**

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

Adopted by CRDAP: April 11, 2012