North Central

MICHIGAN COLLEGE

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Master Course Syllabus

Course Name: Paramedic 1 _____

Course Number: EMS 120 _____

Credit Hrs. _6___   Lecture Hrs. __4__   Lab Hrs. __2__   Clinical Hrs. 4   Variable Hrs. _____

Total Hours of Instruction: __10__   Total Contact Hours: 176

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

Course Description:

EMS 120 PARAMEDIC 1   **(F) 6(4-2-4)**

Part of a composite program that is designed to prepare the student to function safely and effectively in the role of the EMS Paramedic Specialist in the emergency setting. This course introduces students to the preparatory information needed to work in the paramedic field. Material addressed in lecture will include basic A & P, EMS system operations, paramedic well-being, therapeutic communications, lifespan development, history taking, physical exam techniques, assessment based management, medical-legal issues and ethical issues.

PREREQUISITES: BIO 133, EMS 110 with a "C" or above and the ability to take National Registry EMT-Basic exam or sit for EMT-Basic Michigan licensure.

Course Objectives and Outcomes: Meets United States Department of Transportation National Highway Safety Administration Paramedic: National Standard Curriculum objectives.

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, Room 533 SCRC.

Suggested Methods of Instruction: Lecture, discussion, case studies, videos, lab demonstration and practice, clinical experiences.

Suggested Methods of Evaluation: Practice exams, quizzes, video skill sessions, final exam.

Adopted Text at Time of Course Adoption/Revision: Brady's Paramedic Care: Principles and Practice Series

Topics Covered During the Semester:

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

Topic Scheduled hours

Topic	Scheduled hours
Introduction to Emergency Medical Care	2
Med/Legal	2
Telemetry/Communications	2
Patient Assessment, Triage	12
Respiratory Emergencies, Chest Injuries, Acid-Base Airway, Oxygen, Ventilation	24
Fluids and Electrolytes, IV Therapy, Shock	28
Intro to Pharmacology	2
Cardiovascular System	8
Central Nervous System, Other Traumatic Injuries: Bleeding, Soft Tissue injuries, Musculoskeletal Injuries, Facial Injuries, Abdominal Injuries, Burns	2
Acute Abdomen, Diabetes	2
Geriatrics	2
OB/GYN	2
Pediatrics	2
Environmental Emergencies	2
Exams	4
Clinical Hours	75
Total	171

Lumina Foundation, 2011

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