

# EMT R109: EMERGENCY MEDICAL RESPONDER

**Originator**

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**College**

Oxnard College

**Discipline (CB01A)**

EMT - Emergency Medical Technology

**Course Number (CB01B)**

R109

**Course Title (CB02)**

Emergency Medical Responder

**Banner/Short Title**

Emergency Medical Responder

**Credit Type**

Credit

**Start Term**

Fall 2020

**Catalog Course Description**

In this course students learn to assess and initiate immediate lifesaving care to critical patients. Students will obtain basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional Emergency Medical Services (EMS) response and to assist higher level personnel at the scene and during transport. Emergency Medical Responders (EMR) function as part of a comprehensive EMS team under medical oversight, and perform basic interventions with minimal equipment. This course provides emergency care knowledge and skills to prepare students for EMT R169 - Emergency Medical Technician, and in the fields of Professional and Volunteer Firefighters and Peace Officers. Upon successful completion of this course, the student will receive an American Heart Association Healthcare Provider Card. Additionally, students will be prepared to take the National EMR Exam.

**Taxonomy of Programs (TOP) Code (CB03)**

1250.00 - \*Emergency Medical Services

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

C - Clearly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

2 - Not Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

Letter Graded

**Alternate grading methods**

Credit by exam, license, etc.

**Does this course require an instructional materials fee?**

Yes

**Fee Amount**

10

**What personal property or material does the student need that the fee pays for?**

American Heart Association CPR card

**Identify a specific course objective that cannot be met but for the use of the materials at issue.**

(15) Define the components of pulmonary resuscitation and airway emergencies

**Describe how the material has continuing value outside the classroom.**

Current CPR certification is a mini

**Repeatable for Credit**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

35

**Maximum Contact/In-Class Lecture Hours**

35

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

52.5

**Maximum Contact/In-Class Laboratory Hours**

52.5

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

87.5

**Total Maximum Contact/In-Class Hours**

87.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

70

**Maximum Outside-of-Class Hours**

70

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Describe the EMS System and the role of the of the Emergency Medical Responder (EMR)   |
| 2 | Identify and treat various medical and trauma emergencies.   |
| 3 | Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice and state scope of practice. |
| 4 | Explain the EMR's role in responding to a hazardous material and terrorist incidents.  |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Define medical oversight and discuss the first responder's role in the process. |
| 2 | Explain the need to determine scene safety.                                     |

- 3 Discuss the importance of body substance isolation.
- 4 Describe the steps the first responder should take for personal protection.
- 5 Discuss the medical, legal and ethical issues in patient care.
- 6 Define consent and the methods of obtaining consent.
- 7 Explain the importance and legality of patient confidentiality.
- 8 Discuss issues of abandonment, negligence and battery and their implications to the first responder.
- 9 Describe the anatomy and functions of the body systems.
- 10 Define body mechanics when lifting & moving a patient.
- 11 Describe the indications of moving emergency and non-emergency patients.
- 12 Discuss the components of scene size-up.
- 13 Discuss methods of obtaining a primary and secondary patient assessment.
- 14 Discuss the components of the on-going assessment.
- 15 Define the components of pulmonary resuscitation and airway emergencies.
- 16 Explain the steps in providing emergency medical care to a patient with general medical complaint.
- 17 Explain the steps in providing care to a patient with a behavior or psychological crisis.
- 18 State the emergency medical care for internal and external bleeding.
- 19 Describe the emergency medical care of the patient with a soft tissue injury.
- 20 Describe the emergency medical care of burns.
- 21 Describe the function of the musculoskeletal system.
- 22 Describe the emergency medical care for injuries to the extremities, head and spine.
- 23 List the steps in the emergency medical care of the mother during pre and post-delivery.
- 24 Discuss the steps in caring for a newborn.
- 25 Describe the differences in anatomy and physiology of the infant, child, and adult patient.
- 26 Discuss emergency medical care of the infant and child for medical and trauma emergencies.
- 27 List various methods of gaining access to the patient.
- 28 Describe the criteria for a multiple-casualty situation.
- 29 Summarize the components of basic triage.

## Course Content

### Lecture/Course Content

1. Preparatory
  - a. EMS Systems
  - b. Research
  - c. Workforce Safety and Wellness
  - d. Documentation
  - e. EMS System Communication
  - f. Therapeutic Communication
  - g. Medical/Legal and Ethics
2. Anatomy and Physiology
  - a. Anatomy and Body Function
  - b. Life Support Chain
  - c. Age-Related Variations for Pediatrics and Geriatrics
3. Medical Terminology
4. Pathophysiology
  - a. Respiratory Compromise
  - b. Shock
5. Life Span Development
  - a. Infancy (Birth to 1 Year)
  - b. Toddler (12 to 36 Months) and Pre-School Age (3 to 5)
  - c. School-Age Children (6 to 12)
  - d. Adolescence (13 to 18)

- e. Early Adulthood (19 to 40)
- f. Middle Adulthood (41 to 60)
- g. Late Adulthood (61 and Older)
- 6. Public Health
- 7. Pharmacology
  - a. Medication Administration
  - b. Emergency Medications
- 8. Airway Management
- 9. Respiration
- 10. Artificial Ventilation
- 11. Patient Assessment
  - a. Scene Size-Up
  - b. Primary Assessment
  - c. History-Taking
  - d. Secondary Assessment
  - e. Reassessment
- 12. Medicine
  - a. Medical Overview
  - b. Neurology
  - c. Abdominal and Gastrointestinal Disorders
  - d. Immunology
  - e. Infectious Diseases
  - f. Endocrine Disorders
  - g. Psychiatric
  - h. Cardiovascular
  - i. Toxicology
  - j. Respiratory
  - k. Genitourinary/Renal
  - l. Gynecology
  - m. Diseases of the Eyes, Ears, Nose, and Throat
- 13. Shock and Resuscitation
- 14. Trauma
  - a. Trauma Overview
  - b. Bleeding
  - c. Chest Trauma
  - d. Abdominal and Genitourinary Trauma
  - e. Orthopedic Trauma
  - f. Soft Tissue Trauma
  - g. Head, Facial, Neck, and Spine Trauma
  - h. Special Considerations in Trauma
    - i. Environmental Emergencies
    - j. Multi-System Trauma
- 15. Special Patient Populations
  - a. Obstetrics
  - b. Neonatal Care
  - c. Pediatrics
  - d. Geriatrics
  - e. Patients with Special Challenges
- 16. EMS Operations
  - a. Principles of Safely Operating a Ground Ambulance
  - b. Incident Management
  - c. Multiple Casualty Incidents
  - d. Air Medical
  - e. Vehicle Extrication
  - f. Hazardous Materials Awareness
  - g. Mass Casualty Incidents Due to Terrorism and Disaster

### Laboratory or Activity Content

1. Airway and Breathing
  - a. Insertion of airway adjuncts intended to go into the oropharynx
  - b. Use of positive pressure ventilation devices such as the bag-valve-mask
  - c. Suction of the upper airway
  - d. Supplemental oxygen therapy
2. Pharmacological interventions
  - a. Use of unit dose auto-injectors for the administration of life saving medications intended for self or peer rescue in hazardous materials situations (MARK I, etc.)
3. Medical/Cardiac Care
  - a. Use of an automated external defibrillator
4. Trauma Care
  - a. Manual stabilization of suspected cervical spine injuries
  - b. Manual stabilization of extremity fractures
  - c. Bleeding control
  - d. Emergency moves

### Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Problem solving exercises  
Skills demonstrations  
Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
Film/video productions  
Group projects  
Individual projects  
Journals  
Laboratory activities  
Laboratory reports  
Oral presentations  
Projects  
Problem-Solving Assignments  
Quizzes  
Reports/papers  
Research papers  
Skills demonstrations  
Skill tests  
Simulations

### Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
Computer-aided presentations  
Collaborative group work  
Class activities  
Class discussions  
Case studies  
Distance Education  
Field trips  
Group discussions  
Guest speakers  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Role-playing  
Small group activities

**Describe specific examples of the methods the instructor will use:**

1. The instructor will lecture on bleeding control and demonstrate various methods for bleeding management used within the EMR scope of practice. Students will then practice bleeding management using simulations such as mannequins and moulage.
2. Following lecture on foreign body obstruction, students will demonstrate proper assessment and treatment methods for a patient with a foreign body obstruction.
3. Following a lecture on environmental emergencies, students will work in groups and prepare a power-point presentation outlining various environmental hazards within a specific ecosystem and present it to the class. Grading will be based on rubric provided to the students.

**Representative Course Assignments****Writing Assignments**

1. Completion of workbook exercises associated with the weekly reading assignments, summary of patient encounter scenarios describing types of patient presentations and interventions utilized.
2. Quizzes and exams related to possible field trips, such as the Ventura County Fire Communications Center and the Ventura County Sheriff's Search and Rescue Heliport.

**Critical Thinking Assignments**

1. The instructor will facilitate classroom discussion on case studies of EMS calls and identify how these incidents relate to the role of the Emergency Medical Responder within the sphere of emergency medicine.
2. Following a lecture on treating patients with respiratory issues, students will be given multiple respiratory scenarios and must determine the proper type of intervention. Grading will be pass/fail based on industry standards/
3. Working in groups using provided scenarios, solve problems related to lifesaving interventions related to medical and trauma incidents and present conclusions to the class.

**Reading Assignments**

1. Assigned chapters in textbook.
2. Articles from related journals, such as Journal of Emergency Medical Services and EMS Magazine.
3. Workbook.

**Outside Assignments****Representative Outside Assignments**

1. Students will read the assigned material on emergency medicine in the text. They will develop a personal education plan.
2. Students will present information to the class in the form of a presentation.

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**

Textbook

**Description**

Le Baudour, C., Bergeron, J.D. (2016). *Emergency Medical Responder* (10). Brady/ Pearson.

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**Resource Type**

Textbook

**Description**

Hanzinki, Mary Ann (2016). *Basic Life support Provider*. American Heart Association.

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**Resource Type**

Textbook



**Description**

Limmer, D. (2014). *EMR Complete (2)*. Pearson.

**Resource Type**

Other Instructional Materials

**Description**

Mannequins, bandaging, spine boards, assessment supplies/equipment and all other materials and equipment needs for an emergency medical response course.

**Distance Education Addendum**

**Definitions**

**Distance Education Modalities**

Hybrid (51%–99% online)  
Hybrid (1%–50% online)

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact**

**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will watch films or read narratives that describe medical scenarios which they are likely to experience in the field, then individually or in groups students will break down the scenario and describe medical interventions that are appropriate to the MOI/NOI and with in scope of practice. Students will post on a discussion board topics such as a medical call and they will respond to another classmate or two with the intent for dialogue. Any real-time instruction/ interaction will be recorded and available to students through the LMS as there are inherent equity issues in any real-time instruction.

**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Students will watch films or read narratives that describe medical scenarios which they are likely to experience in the field, then individually or in groups students will break down the scenario and describe medical interventions that are appropriate to the MOI/NOI and with in scope of practice. Students will share their thoughts of the online lecture in an online chat with their classmates. Any real-time instruction/interaction will be recorded and available to students through the LMS as there are inherent equity issues in any real-time instruction.

## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online

### Primary Minimum Qualification

EMERGENCY MEDICAL TECHNOLOGIES

### Additional Minimum Qualifications

#### Minimum Qualifications

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Fire Technology

### Additional local certifications required

NREMT or CA Licensed Emergency Medical Technician or Paramedic. Training Instructor 1A and 1B OR NAEMSE Educators Course OR National Fire Academy's Instructional Methodology. AND American Heart Association CPR Instructor

## Review and Approval Dates

### Department Chair

08/20/20

### Dean

08/20/20

### Technical Review

08/26/20

### Curriculum Committee

08/26/20

### Curriculum Committee

12/09/2020

### CCCCO

MM/DD/YYYY

### Control Number

CCC000599299

### DOE/accreditation approval date

MM/DD/YYYY