CASPER COLLEGE COURSE SYLLABUS
EMT 1500 01 - Emergency Medical Technician-Basic

Semester/Year: Spring, 2016

Lecture Hours: 6   Lab Hours: 9   Credit Hours: 9

Class Time: 5:30pm – 8:30pm   Days: M/T/Th; Saturdays as scheduled   Room: LH 186/198

Instructor’s Name: Russ Christiansen, NREMT-P, CCEMTP; Kaela Bretz, NREMT-P; Matt Gacke, NREMT-P, FP-C; Randy Pickett, NREMT-P, FP-C; Phil Hansen, NREMT-P; Stevi Unterseher, NREMT, AEMT; Ben Leonard, NREMT-P, CCEMTP

Instructor's Contact Information: Office Phone: 268-2693   Home Phone: 267-5548   Email: rchristiansen@caspercollege.edu

Office Hours: TBA

Course Description: This course is designed to provide the student with a basic working knowledge of Emergency Medical Services and how to provide care for the sick and injured. This course follows the current National EMS Education Standard.

Statement of Prerequisites: The student must contact the instructor for approval prior to enrollment in EMT 1500. Completion of the Emergency Medical Responder course is preferred but not required.

Disclaimer: Please be advised that participation in this course will require physical contact with peers, patients, models and/or faculty.

Goal: Upon successful completion, the student will be ready to sit for state and national certification exams. The student will also be prepared for an entry level position in Emergency Medical Services.

Outcomes: In addition to the cognitive, affective and psychomotor outcomes described below, upon completion of EMT 1500, the student will have met the applicable Casper College General Education outcomes goals listed below:

1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process numerical data

Cognitive:
1. Apply a fundamental knowledge of the EMS system, safety and well being of the EMT and medical/legal/ethical issues to the provision of emergency care.
2. Apply a fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.
3. Apply a fundamental knowledge of anatomical and medical terms and abbreviations used in written and oral communication with colleagues and other health care professionals.
4. Apply fundamental knowledge of pathophysiology to patient assessment and management.
5. Apply fundamental knowledge of life span development to patient assessment and management.
6. Apply a fundamental knowledge of the principles of illness and injury prevention and its use in emergency care.
7. Apply fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency.

Affective:
1. Demonstrate professionalism, commitment to the profession, and the education process thru appearance, punctuality, preparation, classroom/skills lab participation, and effective communication skills.

Psychomotor:
1. Demonstrate fundamental knowledge of the EMS system, safety and well being of the EMT and medical/legal/ethical issues to the provision of emergency care.
2. Demonstrate fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.
3. Use foundational anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals.
4. Demonstrate fundamental knowledge of pathophysiology to patient assessment and management.
5. Demonstrate fundamental knowledge of life span development to patient assessment and management.
6. Use simple knowledge of the principles of illness and injury prevention in emergency care.
7. Demonstrate a fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency.
8. Apply scene information and patient assessment findings to guide emergency management and transportation of an acute or chronically ill or injured patient.
9. Demonstrate a fundamental knowledge of growth, development, aging and assessment findings to provide care and transportation for a patient with special needs.

Methodology: Classroom lecture, discussion and practical lab including demonstrations, audio/visual aids and guest presenters.

Evaluation Criteria: The student will be evaluated using quizzes, written testing and practical performance evaluations. An 80% cumulative average must be maintained in order to sit for the state licensure exam. You must score 80% or better on the state final and successfully complete all practical skills stations in order to be certified. Students will also receive a cumulative affective evaluation score each week worth 5 points. One point will be awarded for each of the following criteria: Appearance, Preparation, Classroom participation, Skills Lab participation and Effective Communication skills. These points will be part of your cumulative grade. Workbook assignments will be due on Tuesday of each week for the materials being covered during the previous week. While the student will not receive points for attendance, the student will not be allowed to miss more than 2 (two) 3 hour class or lab sessions or 1 (one) 6 hour class or lab session. This is a Wyoming OEMS requirement for licensure exam eligibility. Missed classes can be made up with the instructor at his/her discretion. In all cases, the student must notify the lead instructor of absences prior to the missed class.
In preparation for field and clinical experiences, all required background checks, drug screens and other required paperwork must be submitted and approved by the primary clinical site, with the results given to the program director on the night of Exam 1 (2/3/14). Students are also required to have a current American Heart Association Basic Life Support for Healthcare Providers card prior to 2/10/14. Failure to complete this process will result in the student not being allowed to continue in the program.

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<thead>
<tr>
<th>Exam Type</th>
<th>Points per Exam</th>
<th>Total Available</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>Test (7)</td>
<td>100</td>
<td>700</td>
<td>560/700</td>
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<tr>
<td>Quizzes (6)</td>
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<td>150</td>
<td>120/150</td>
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<tr>
<td>Final Written</td>
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<tr>
<td>Final Practical</td>
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<td>P/F</td>
<td>P</td>
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<tr>
<td>Affective</td>
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<td>80</td>
<td>64/80</td>
</tr>
<tr>
<td>Workbook</td>
<td>10</td>
<td>150</td>
<td>120/150</td>
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</tbody>
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**Grading Scale**

1156 – 1230 = A
1070 – 1155 = B
984 - 1069 = C

**Required Text, Readings, and Materials:**


**Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade:** Last Date to Change to Audit Status or to Withdraw with a W Grade is April 16, 2015.

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Interim Vice President for Academic Affairs.

**Academic Dishonesty:** (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.
ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Calendar or schedule indicating course content:

See course schedule distributed on first night of class.

It is imperative that the student realize and understand that while all of the topics listed in the Course Schedule of this syllabus will be covered during class, in order for the student to effectively demonstrate cognitive, affective and psychomotor competency and understanding of the material as demonstrated by successfully completing quizzes, tests, practical examinations, along with meeting expected behavioral standards, time must be devoted outside of the classroom to the textbooks, reference materials, skills references and notes taken in class. As a student, you are responsible for all of the information contained in the prescribed textbooks, references and lecture materials.