El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Fire and Emergency Technology 131
Descriptive Title: Field Assessing and Reporting

Course Disciplines: Emergency Medical Technologies

Division: Industry and Technology

Catalog Description: This course covers assessment techniques used in a nonhospital/ non-clinical setting. The necessity of obtaining complete and accurate vital signs is stressed. Trauma assessment is discussed and demonstrated.

Conditions of Enrollment: **Enrollment Limitation**

Admission to Paramedical Technician program

Course Length: ☐ Full Term ☑ Other (Specify number of weeks): 13
Hours Lecture: 2.00 hours per week ☐ TBA
Hours Laboratory: 1.00 hours per week ☒ TBA
Course Units: 1.50

Grading Method: Letter
Credit Status Associate Degree Credit

Transfer CSU: ☐ No
Transfer UC: ☐ No

General Education:
El Camino College: _____
CSU GE: _____
IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. SLO #1 PRIMARY PATIENT SURVEY Given a simulated medical emergency

patient, the student will be able to successfully evaluate the components in a primary patient survey.

2. SLO #2 SECONDARY PATIENT SURVEY Given a simulated medical emergency patient, the student will be able to successfully evaluate the components in a secondary patient survey.

3. SLO #3 ASSESSING AND REPORTING Student will be able to recognize the process in reporting patient finding to hospital staff.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at http://www.elcamino.edu/academics/slo/.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Describe the decisions which must be made when initially assessing a patient.

   Oral exams

2. Evaluate the main components in an initial patient survey.

   Performance exams

3. Analyze the mnemonic Alert Verbal Stimulus/Painful Unresponsive Stimulus (AVPU) and its use in assessing the level of consciousness in a patient.

   Oral exams

4. Describe the component of a focused patient assessment.

   Oral exams

5. Differentiate between a sign and a symptom.

   Oral exams

6. Compare systolic and diastolic blood pressure

   Performance exams

7. Evaluate the importance of assessing a patient's level of consciousness during both the initial and focused assessment.

   Performance exams

8. Detail the four steps and the seven critical areas in the management of a trauma patient.

   Performance exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	9	I	FIELD ASSESSING AND REPORT A. Role of the Emergency Medical Technician (EMT) in pre hospital care scene assessment B. Patient rapport C. Components of a primary assessment D. Alert, Voice, Pain, Unresponsive (AVPU) E. Components of a secondary survey

			F. Provoking Factor Quality Recurrence Severity Time (PQRST) G. Dyspnea H. Degree of Consciousness, Pupillary Status, Respiratory Status, Motor Response (DERM) I. Alcohol, Apnea, Arrhythmia, Anaphylaxis, Epilepsy, Environmental, Insulin, Overdose, Underdose, Uremia (AEIOU); Trauma, Infection, Psychiatric/Poisening, Stroke/ Shock (TIPS) J. Radio Reports
Lecture	3	II	VITAL SIGNS A. Components of vital signs B. Body temperature C. Pulse rate D. Central and peripheral pulses E. Blood pressure F. Respiratory rate G. Skin signs
Lab	7	III	TRAUMA ASSESSMENT A. Patient management B. Assessment priorities for trauma C. Medical Antishock Trousers (MAST) survey D. Secondary trauma assessment E. "Load and Go" criteria
Lecture	8	IV	TRAUMA ASSESSMENT A. Patient management B. Assessment priorities for trauma C. MAST survey D. Secondary trauma assessment E. "Load and Go" criteria
Lab	3	V	BREATH SOUNDS A. Auscultation B. Breath sound locations C. Assessing breath sounds D. Abnormal breath sounds
Lecture	3	VI	NEUROLOGICAL ASSESSMENT A. Level of Consciousness (LOC) B. Assessing LOC C. Patient history versus LOC D. Neurologic deficits E. Pupil assessment F. Motor and sensory responses

			G. Brainstem posturing H. Glascow Coma State
Lab	3	VII	SIMULATOR WORK SHOP A. Performing assessment skills B. Performing diagnostic skills C. Performing treatment skills
Lecture	3	VIII	RADIO/TELEPHONE TAPE REVIEW A. Components of a radio assessment report B. Critique of radio reports
Total Lecture Hours		26	
Total Laboratory Hours		13	
Total Hours		39	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. **PRIMARY METHOD OF EVALUATION:**

Skills demonstrations

B. **TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

In a classroom setting, after PowerPoint presentations, demonstrate to the instructor the ability to auscultate bilateral breath sounds in a patient.

C. **COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. In a classroom setting, after PowerPoint presentations, verbalize to the instructor lung sounds heard in a healthy patient versus lung sounds heard in a Chronic Obstructive Pulmonary Disease (COPD) patient.
2. In a classroom setting, after PowerPoint presentations, discuss with the instructor the appropriate method for assessing both sensory and motor response in a patient with suspected spinal trauma. Also, detail what special precautions must be taken with these patients. Explain your rationale for treatment.

D. **OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Performance exams

Objective Exams

Quizzes

Class Performance

Homework Problems

Multiple Choice

Completion

Matching Items

True/False

Other (specify):

SIMULATIONS

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Group Activities
Guest Speakers
Laboratory
Lecture
Role Play

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Skill practice
Required reading
Problem solving activities
Written work

Estimated Independent Study Hours per Week: 4

VII. TEXTS AND MATERIALS

A. **UP-TO-DATE REPRESENTATIVE TEXTBOOKS**
Andrew Pollack, Bob Elling, Mike Smith . Nancy Caroline's EMERGENCY CARE IN THE STREETS . 7th ed. American Academy of Orthopedic Surgeons, 2013.
The County of Los Angeles. ADVANCED PREHOSPITAL CARE CURRICULUM. Department of Health Services, 2004.
Qualifier Text: INDUSTRY STANDARD,

B. **ALTERNATIVE TEXTBOOKS**

C. **REQUIRED SUPPLEMENTARY READINGS**

D. **OTHER REQUIRED MATERIALS**

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification

B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification

D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
Admission to Paramedical Technician program	

Course created by Craig Neumann on 02/01/1994.

BOARD APPROVAL DATE: 05/16/1994

LAST BOARD APPROVAL DATE: 01/23/2017

Last Reviewed and/or Revised by Kevin Huben on 09/30/2016

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