JEFFERSON COLLEGE
COURSE SYLLABUS

EMT 206-1
Pre-Paramedic Training
3 credit hours

Prepared by:
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Temporary
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Course Number and Title

I. Catalogue Description

Pre-Paramedic Training is directed toward exposing the EMT to the concepts and techniques of pre-hospital care at the paramedic level. This course allows those prehospital providers with little or no working experience in EMS to be evaluated in their performance, as well as their knowledge. This evaluation will allow the student to consider if he/she is competent to pursue a career in EMS as a paramedic.

A. Prerequisites:
   - High School Diploma or GED
   - Current of Pending EMT license

B. Pre-paramedic Training is a summer session consisting of 3 credit hours.

C. EMT 206 is only offered in the Summer Session.

II. Expected Learning Outcomes of the course are in compliance with the learning outcomes outlined in the National Standards

   Basic Drug Calculation Comprehension

   Basic ECG recognition

   Advanced Cardiac Life Support overview

   Pharmacological Overview

**Medical/Cardiac Care Minimum Psychomotor Skill Set**

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<tr>
<th>Emergency Medical Responder</th>
<th>Emergency Medical Technician</th>
<th>Advanced EMT</th>
<th>Paramedic</th>
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<tr>
<td>CPR</td>
<td>Mechanical CPR</td>
<td>Cardioversion</td>
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<tr>
<td>AED</td>
<td>Assisted complicated</td>
<td>Carotid massage</td>
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<tr>
<td>Assisted normal delivery</td>
<td>delivery</td>
<td>Manual defibrillation</td>
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<td>TC pacing</td>
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III. **Course Outline with Unit Objectives (denote optional content parenthetically)**

The course is designed to be examined in an overview of the important and often difficult sections of the Paramedic I and Paramedic II program. It is not intended to go in depth with theory of practice, but is designed to give a foundation of knowledge that will be expanded upon in Paramedic I and Paramedic II. This course is not designed to prove mastery or certification in ACLS or paramedic skills.

The areas of study include the following:

**Basic Drug Calculation Comprehension**

- Basic math skills will be reviewed. It is suggested that if a problem with math is noted, that the student utilize the math lab for further assistance with underlying basic math comprehension. The instructors will not provide special needs for underlying learning disabilities.

- Drug formulas for EMS will be learned. Formulas that are utilized in everyday practice will be addressed. The student will be able to analyze an order, and formulate a correct dosage to administer in an emergent situation.

**Basic ECG recognition**

- Review of anatomy and physiology of the electrical conduction system of the myocardium.

- The student will be taught an analytical approach to normal ECG interpretation utilizing a five step approach of P wave analysis; determining a PRI, measuring the width of the QRS complex, determining rate and determining rhythm.

- The student will be taught an analytical approach to dysrhythmia ECG interpretation utilizing a five step approach of P wave analysis; determining a PRI, measuring the width of the QRS complex, determining rate and determining rhythm. Each major “classification” of dysrhythmias will be addressed:
  - Atrial Dysrhythmias
  - Ventricular Dysrhythmias
  - Atrioventricular Node Dysrhythmias
  - Junctional Node Dysrhythmias
  - Pacer Rhythms
  - Cardiac Arrest Dysrhythmias
Advanced Cardiac Life Support Overview

- The student will be able to formulate a treatment plan for a patient who is symptomatic to his dysrhythmia based on current ACLS standards of care. Each algorhythm will be addressed:
  - Tachycardia Narrow Complex
  - Tachycardia Wide Complex
  - Atrial Fibrillation/Atrial Flutter
  - Premature beats
  - Pulseless Electrical Activity/Asystole
  - Shockable Rhythms

- The student will demonstrate the ability to successfully resuscitate a patient in cardiac arrest.

Pharmacological Overview

- The student will review the major cardiac pharmacology accepted by the American Heart Association in the treatment of cardiac emergencies in the pre hospital setting.

- The student will formulate the correct pharmacological agent to utilize in a cardiac setting.

IV. **Method(s) of Instruction**

Lecture
Psychomotor Practice & Simulations

Lecture: 24 clock hours of Lecture. Traditional lecture with the use of power point lecture format, digital AV and case base studies are presented over the course of six weeks.

Psychomotor Practice: 22 hours of simulation, experiential learning through scenarios based training, as well as simulations with Sim Man, Mega Code Kelly humanoid simulators focusing on the important topics of ACLS protocols.

V. **Required Textbook(s) (with publication information; denote if different text is used for online sections)**

Currently none used.

VI. **Required Materials (student)**

None
VII. Supplemental References
None

VIII. Method of Evaluation (basis for determining course grade)

- Didactic
  - Quizzes: Scheduled quizzes serve as a formative assessment tool of the currently covered objectives from didactic material.
    - 25% of the overall grade
  - Final Exam: The final exam is given at the end of the session and serves as a summative exam for the session.
    - 50% of the overall grade.

Other factors such as attendance and overall professionalism also play a key role into the success of this fast-paced class. Absenteeism is not tolerated. Excessive absenteeism, even with an average grade or higher, is deemed justification for dismissal. This is clearly outlined in the beginning of class and is documented throughout the session. (Excessive tardiness and absenteeism would not allow a student to maintain an “average” grade in reality; the accelerated pace of the course would not allow a student to be competent)

- Psychomotor
  - NREMT skills sheets: Scheduled practice labs are utilized throughout the session to help student’s master understanding and will serve as a summative examination at the end of the six-week session. All skills are graded with a cut score, and that grade integrated into the student’s overall session grade.
    - 25% of the overall grade.

IX. ADA Statement

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-797-3000, ext. 169).

X. Academic Honesty Statement

All students are responsible for complying with campus policies as stated in the Student Handbook

All students review and sign a contract of understanding, regarding the additional rules applied to EMT 206.