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**Course Outline for EMS 30**  
**EMERGENCY MEDICAL RESPONDER**  
**Effective: Fall 2019**

**I. CATALOG DESCRIPTION:**

EMS 30 — EMERGENCY MEDICAL RESPONDER — 3.00 units

Development of knowledge and skills necessary for recognizing and caring for victims in emergency situations, including patient assessment, cardiopulmonary resuscitation with the use of an automated external defibrillator, and prevention of disease transmission. Designed for emergency medical responders in the public safety field. Successful completion of the psycho-motor skills tests and successful completion of the course with a score of 80%, and achieving a score on the course summative final at (80%) qualifies the student for an Emergency Medical Responder (EMR) Certificate issued by the Emergency Care and Safety Institute (ECSI).

2.00 Units Lecture 1.00 Units Lab

**Strongly Recommended**

EMS 70B - CPR for Health Care Providers  
with a minimum grade of C

**Grading Methods:**

Letter Grade

**Discipline:**

- Emergency Medical Technologies

	<b>MIN</b>
<b>Lecture Hours:</b>	36.00
<b>Lab Hours:</b>	54.00
<b>Total Hours:</b>	90.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**Before entering this course, it is strongly recommended that the student should be able to:**

**A. EMS70B**

1. Describe the importance of high-quality CPR and its impact on survival
2. List all the steps of the Chain of Survival and apply the BLS concepts of the Chain of Survival
3. Recognize the signs of someone needing CPR
4. Perform high-quality CPR for adults, children and infants
5. Recognize the importance of early use of an AED and demonstrate its use
6. Provide effective ventilations by using a barrier device
7. List the importance of teams in multi-rescuer resuscitation and perform as an effective team member during multi-rescuer CPR
8. Demonstrate the technique for relief of foreign-body airway obstruction (choking) for adults and infants

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. Explain how the Emergency Medical Services (EMS) system works and how the first responder's role in the EMS system differs from citizen responder's role
- B. Identify guidelines to follow to ensure personal safety and the safety of others at an emergency scene
- C. Explain what happens in the body if one or more body systems fail to function
- D. Identify ways in which diseases are transmitted and describe the universal safety precautions to prevent transmission
- E. Explain the four emergency action principles
- F. Recognize breathing emergencies, such as choking, and provide proper care for them
- G. Recognize life-threatening bleeding and demonstrate how to control it
- H. Identify the major risk factors for cardiovascular disease and injury, and describe how to control them
- I. Recognize the signs and symptoms of a possible heart attack, and describe how to care for someone who is experiencing a persistent chest pain and/or other signs and symptoms of heart attack
- J. Recognize the signs and symptoms of cardiac arrest, and demonstrate how to provide cardiopulmonary resuscitation (CPR) for the infant, child and adult
- K. Identify breathing devices and demonstrate how to use them

- L. Recognize the signs and symptoms of shock, and describe how to minimize the effects of shock
- M. Recognize the signs and symptoms of medical emergencies, including poisoning, heat and cold emergencies, and stroke, and describe both general and specific care for medical emergencies
- N. Recognize emergency care needs of special populations
- O. Describe the care of the pregnant woman to include child birth and care of the newborn
- P. Identify situations that require crisis intervention
- Q. Identify the correct process for gaining access and moving patients
- R. Describe the process for managing multiple casualty incidents
- S. Recognize situations that require automated external defibrillation
- T. Recognize the importance of healthy life styles, to include illness and injury prevention

#### V. CONTENT:

- A. The first responder and the emergency medical system
  - 1. Public emergency first responder
  - 2. Role of the EMR as a component of the emergency medical system
  - 3. Responsibilities of the EMR in the emergency medical system
- B. The emergency scene
- C. The human body
- D. Preventing disease transmission
- E. Establishing priorities of care: to include primary and secondary survey, respiratory emergencies, breathing adjuncts, cardiac emergencies, bleeding and shock
- F. Traumatic injuries
- G. Medical emergencies
- H. Special situations to include pediatric patients, elderly patients, physically or mentally challenged patients
  - I. Childbirth
- J. Crisis intervention to include specific emotional crisis, stages of grief, critical incident stress debriefing
- K. Reaching and moving victims
- L. Multi-casualty incidents
- M. Automated external defibrillation
- N. Healthy lifestyle and prevention of illness and injury

#### VI. LAB CONTENT:

- A. Properly managing the Primary Assessment of the patient.
  - 1. Check the Airway
  - 2. Check for Breathing
  - 3. Check for life threatening bleeding
- B. Manage any deficiencies identified in the Primary Assessment.
  - 1. Use the Head Tilt Chin Lift method to open a patient's airway

#### VII. METHODS OF INSTRUCTION:

- A. **Lecture** - Lectures in basic concepts and skills
- B. Reading assignments in text
- C. **Written exercises and case studies** - Written assignments from workbook
- D. **Audio-visual Activity** - Video tapes and overhead presentations
- E. **Demonstration** - Skills, demonstrations and practice

#### VIII. TYPICAL ASSIGNMENTS:

- A. Watch American Heart Association Basic Life Support Video and perform psychomotor skills as presented in video.
- B. Watch instructor perform the live skill and perform the appropriate psychomotor skill as performed by Instructor.

#### IX. EVALUATION:

##### Methods/Frequency

- A. Exams/Tests
  - one final exam
- B. Other
  - Perform psychomotor skills according to the standards of the American Heart Association Basic Life Support Provider in the following formats: 1. Rescue Breathing 2. One person CPR performance 3. Two person CPR performance 4. Two person CPR performance integrated with the use of an Automated External Defibrillator. 5. One person CPR for a child 6. One person CPR for an infant 7. Two person CPR for an infant 8. Foreign Body Airway Obstruction relief of an infant.

#### X. TYPICAL TEXTS:

- 1. Brady Books. *Emergency Medical Responder; First on Scene*. 10th ed., Pearson Education, 2015.
- 2. American Heart Association. *BLS Provider Manual*. 2016 ed., American Heart Association, 2016.
- 3. American Academy of Orthopedic Surgeons. *Emergency Medical Responder*. Sixth ed., Jones and Bartlett, 2018.

#### XI. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. CPR Pocket Mask with one way valve for prevention of disease transmission