ARIZONA WESTERN COLLEGE
SYLLABUS

EMS 152 BASIC EMERGENCY MEDICAL TECHNICIAN
Credit Hours: 12, 30 lec (393), 3.5 lab (47hrs)

PREREQUISITES:
1. Appropriate reading score
2. Students must submit the application and must fulfill the requirements of the Arizona Department of Health Services before being accepted into the Arizona Western College EMT Program.
3. Applicant needs to be at least 18 years of age.

COURSE DESCRIPTION
Intensive study of all techniques of emergency care currently considered as responsibilities of the Emergency Medical Technician. Development of skills in recognizing signs and symptoms of illness and injury, and proper procedures of emergency care. Study of anatomy, physiology, triage, patient assessment, and stabilization of patients.

1. COURSE GOALS
   - 1.1 Understand the theoretical and practical application of knowledge and skills associated with basic life support patient care.
   - 1.2 Develop an understanding of pre-hospital patient care as it relates to the universal health care system.
   - 1.3 Prepare the student for certification as an EMT by the Arizona Department of Health Services and National Registry of EMTs.
2. OUTCOMES
   Upon satisfactory completion of this course, students will be able to:

   2.1 Preparatory
   Cognitive Competencies
   - Understand the EMS system, its roles, and responsibilities.
   - Apply principles of medical documentation and report writing.
   - Demonstrate knowledge of EMS communication systems and legal/ethical considerations.
   - Recognize the importance of quality improvement and patient safety, including error prevention strategies (e.g., clear protocols, minimizing interruptions).
   - Understand wellness principles, including EMS provider safety, resilience, and stress management.

   Psychomotor Competencies
   - Demonstrate effective communication with patients, bystanders, and other healthcare professionals.
   - Perform accurate and concise patient care documentation.

   Affective Competencies
   - Exhibit professionalism, including integrity, empathy, and respect for patients.
   - Demonstrate commitment to personal and professional wellness.

   2.2 Anatomy and Physiology
   Cognitive Competencies
   - Describe basic human anatomy and physiology relevant to emergency medical care.
   - Understand the function of major body systems (e.g., cardiovascular, respiratory, nervous) as they relate to common emergencies.

   Psychomotor Competencies
   - Apply anatomical and physiological knowledge during patient assessment and management.

   Affective Competencies
   - Value the importance of understanding anatomy and physiology in delivering effective patient care.

   2.3 Medical Terminology
   Cognitive Competencies
   - Use appropriate medical terminology to communicate patient conditions and treatments.

   Psychomotor Competencies
   - Document patient care by using standardized medical terminology.

   Affective Competencies

- Appreciate the role of clear communication in reducing errors in EMS.

2.4 Pathophysiology

Cognitive Competencies

- Understand basic pathophysiological processes (e.g., shock, respiratory failure) encountered in emergency settings.
- Recognize how pathophysiology affects patient presentation and treatment priorities.

Psychomotor Competencies

- Apply pathophysiological knowledge to assess and manage patients effectively.

Affective Competencies

- Show curiosity and commitment to understanding the "why" behind patient conditions.

2.5 Life Span Development

Cognitive Competencies

- Identify developmental stages (pediatric, adult, geriatric) and their impact on emergency care.
- Understand how age-related changes affect patient assessment and treatment.

Psychomotor Competencies

- Adapt assessment and treatment techniques to different age groups.

Affective Competencies

- Demonstrate sensitivity to the unique needs of patients across the lifespan.

2.6 Public Health

Cognitive Competencies

- Recognize the role of EMS in public health, including injury prevention and community education.
- Understand basic epidemiology concepts relevant to EMS (e.g., infectious disease control).

Psychomotor Competencies

- Implement infection control practices (e.g., proper use of PPE).

Affective Competencies

- Advocate for community health and safety initiatives.

2.7 Pharmacology

Cognitive Competencies

- Understand the indications, contraindications, and administration of EMT-level medications (e.g., oxygen, oral glucose, epinephrine auto-injectors, albuterol, aspirin, nitroglycerin).
- Recognize principles of medication safety and administration.

Psychomotor Competencies

- Safely administer EMT-level medications following protocols.
- Demonstrate proper use of medication delivery devices (e.g., metered-dose inhalers, auto-injectors).

Affective Competencies

- Prioritize patient safety during medication administration.

2.8 Airway Management, Respiration, and Artificial Ventilation

Cognitive Competencies

- Understand airway anatomy and physiology.
- Recognize signs of respiratory distress and failure.
- Identify indications for basic airway management and supplemental oxygen.

Psychomotor Competencies

- Perform basic airway management techniques (e.g., oropharyngeal/nasopharyngeal airway insertion, bag-valve-mask ventilation).
- Administer supplemental oxygen using appropriate devices (e.g., nasal cannula, non-rebreather mask).
- Suction airways to maintain patency.

Affective Competencies

- Demonstrate confidence and calmness in managing airway emergencies.

2.9 Patient Assessment

Cognitive Competencies

- Understand the components of a primary and secondary patient assessment.
- Recognize critical findings during assessment that require immediate intervention.
- Differentiate between medical and trauma assessments.

Psychomotor Competencies

- Perform a systematic primary assessment to identify life-threatening conditions.
- Conduct a thorough secondary assessment, including vital signs and history-taking.
- Use assessment tools (e.g., glucometer, pulse oximeter) appropriately.

Affective Competencies

- Show empathy and effective communication during patient interactions.

2.10 Medical Emergencies
Cognitive Competencies
- Recognize and manage common medical emergencies (e.g., cardiac, respiratory, neurological, diabetic, allergic reactions, behavioral/psychiatric).
- Understand the pathophysiology and treatment of shock and anaphylaxis.

Psychomotor Competencies
- Perform interventions for medical emergencies (e.g., CPR, AED use, epinephrine administration for anaphylaxis).
- Manage patients with behavioral/psychiatric emergencies using de-escalation techniques.

Affective Competencies
- Demonstrate cultural humility and sensitivity when managing diverse patient populations.

2.11 Shock and Resuscitation
Cognitive Competencies
- Understand the pathophysiology of shock (e.g., hypovolemic, cardiogenic, distributive).
- Recognize indications for cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) use.

Psychomotor Competencies
- Perform high-quality CPR and operate an AED according to American Heart Association guidelines.
- Manage shock using basic interventions (e.g., positioning, oxygen administration).

Affective Competencies
- Maintain composure and teamwork during resuscitation efforts.

2.12 Trauma
Cognitive Competencies
- Understand the kinematics of trauma and common injury patterns.
- Recognize and prioritize treatment for life-threatening injuries (e.g., hemorrhage, tension pneumothorax).

Psychomotor Competencies
- Control bleeding using direct pressure, tourniquets, or hemostatic agents.
- Perform spinal immobilization and manage musculoskeletal injuries (e.g., splinting).
- Conduct a rapid trauma assessment for critical patients.

Affective Competencies
- Show urgency and compassion in managing trauma patients.

2.13 Special Patient Populations
Cognitive Competencies
- Understand unique considerations for pediatric, geriatric, obstetric, and bariatric patients.
- Recognize special needs populations (e.g., patients with disabilities, sensory impairments).

Psychomotor Competencies
- Adapt assessment and treatment techniques for special populations (e.g., pediatric CPR, assisting with childbirth).

Affective Competencies
- Demonstrate patience and adaptability when caring for diverse or vulnerable populations.

2.14 EMS Operations
Cognitive Competencies
- Understand principles of safe ambulance operations and incident management.
- Recognize the role of EMS in mass casualty incidents and triage protocols.
- Identify legal and ethical considerations in EMS operations.

Psychomotor Competencies
- Demonstrate safe patient lifting, moving, and transport techniques.
- Apply triage principles in simulated mass casualty scenarios.

Affective Competencies
- Value teamwork and collaboration with other responders (e.g., fire, police, emergency management).

2.15 Clinical Behavior and Judgment
Cognitive Competencies
- Integrate critical thinking to make sound clinical decisions based on assessment findings.
- Understand the importance of prioritizing patient care based on scene dynamics.

Psychomotor Competencies
- Demonstrate competent performance of skills in a variety of simulated scenarios.
- Manage dynamic scenes by prioritizing safety and patient care.

Affective Competencies

- Exhibit professionalism, adaptability, and resilience in high-stress situations.

Additional Requirements Clinical and Field Experience

- Complete a minimum number of clinical hours in a hospital or ambulance setting to demonstrate practical application of skills (typically includes 2–3 12-hour shifts in a prehospital setting).
- Perform a psychomotor competency portfolio to document skill proficiency.

2.16 Certification Preparation

- Prepare for the National Registry of EMTs (NREMT) cognitive (computer-adaptive test, 70–120 questions, 2-hour limit) and psychomotor exams to demonstrate entry-level competency.

3. METHODS OF INSTRUCTION

3.1 Lecture and large/small group discussion
3.2 Demonstration and individual return demonstration
3.3 Audiovisual presentations
3.4 Simulated emergency situations
3.5 Practical examination (National Registry)
3.6 In-hospital observation experience
3.7 Written quizzes and examinations
3.8 Vehicular observation experience
3.9 Homework

4.LEARNING ACTIVITIES

4.1 Complete all reading and/or written assignments prior to class
4.2 Participate in the student-centered class discussion utilizing the instructor as a resource person
4.3 Participate in all assigned laboratories and simulated emergency experiences
4.4 Participate in assigned in-hospital experiences (10 hours)
4.5 Complete required vehicular ride-along time

5. EVALUATION

5.1 Grades will be earned by exams, assignments, and participation.
5.2 Perform with 80% competency and no critical errors (specifically identified on the evaluation instruments) all practical skills.
5.3 Successfully pass written and practical final examinations in accordance with State regulations.

6. STUDENT RESPONSIBILITIES

6.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
6.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
6.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through Accessibility Resource Services (ARS). ARS provides reasonable and appropriate accommodation for students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodation in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
6.4 Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized “crib notes”, plagiarism, stealing tests, or forging an instructor’s signature—will be subject to the procedures and consequences outlined in AWC’s Student Code of Conduct.
6.5 Texts and Notebooks: Students are required to obtain the class materials for the course
6.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for "No Show" reporting during the first 10 days of each semester. Students who have enrolled but have never attended class may be issued a “No Show” (NS) grade by the professor or instructor and receive a final grade of “NS” on their official academic record. An NS grade may result in a student losing their federal financial aid. For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):

- Submitting an academic assignment
- Taking an exam, an interactive tutorial or computer-assisted instruction
- Attending a study group that is assigned by the school
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course