

**Section 1. Proposal Information**

**Course Developer:**

 *J. Cory Miner*

Date: *2/20/15*

Catalog year to take effect :

2014-2015 \_\_

2015-2016 \_X\_

**Revision in credits**

**/Contact Hours**

**Type of Proposal**

 Revised course

[ ]  199 Experimental Course

[ ]  299 Experimental Course

**Type of Course:**

[ ]  Lower Division Collegiate (transfer)

Professional/Technical (program requires)

[ ]  Professional/Technical (stand-alone)

[ ]  Developmental, numbered below 100

**Rationale:**

**How does this proposal further the goals of the program or department?**

      The majority of EMS agencies in Oregon and across the country are joint Fire/EMS systems. These agencies often look for candidates to have both a Fire Science degree and a Paramedic degree. Our county has already expressed the need for a Fire Science program to complement the Paramedic program. We lose several students each year to other schools offering Fire Science in addition to Paramedic. We expect not only to retain these students at LCC but also bring several new students to LCC each year from our county, who are seeking only the Fire Science Degree. Fire agencies in Lane County have already committed to helping this program be sustainable. This will allow us to continue meeting our goal of serving the needs of our community with high quality, technical, pre-hospital medical and fire suppression training, feeding the Emergency Services in Lane County and the surrounding areas. Making the small changes in this class help will allow this program to offer the dual Paramedic/Fire Science degree pathway, thereby retaining students who typically attend alternate schools for this pathway.

**What evidence supports this proposal?**

     We expect to retain students who leave LCC for other schools that offer Fire Science and Dual Degrees. At best estimates, this is approximately 5-10 degree seeking students per year or as much as 25-30% of our Paramedic cohort. Additionally, our county has a large contingency of licensed Paramedics who currently do not have a Fire Science degree. Local agencies have already expressed the need to provide these Paramedics the opportunity to obtain the Fire Science degree in order to advance in their agencies. We expect 5 or more students per year who are in this situation. Our current Paramedic degree-seeking students are aware that the job market often requires Paramedics to also be Fire Fighters. A large percentage of these students would choose the Dual Degree if it were offered. We expect 50 to 75% (8-12 students) of our current cohorts to select the Dual Degree, rather than Paramedic only, in addition to the students who already leave LCC for other schools that offer the dual pathway.

Our program has met with local Fire/EMS agency representatives and governing body (Fire Defense Board), as well as our own Advisory Board. There is full support for LCC to partner with Chemeketa CC to offer this sought after dual pathway. Our community partners have indicated, clearly, that support in terms of sustainability (i.e. agencies sending their staff and volunteers to LCC) of a dual pathway is not only feasible but much more desired than for the agencies then to have to send their people out of the community to receive training. Making this small changes allow this course to meet both the Fire Science and Paramedicine degree requirements.

**(New courses) How do you know there is a demand for this course?** N/A, revised class.

**PREVIOUS Catalog/Course Information:**

Course Number: EMT **169** Course Title in Banner: **Emerg Med Tech Rescue** (30 characters maximum)

Full Course Title in print catalog: **EMT Rescue**

Prerequisites: **EMT 152** Co-requisites: **None**

Grade Option:  Graded (with P/NP option) [ ]  Pass/No Pass only

|  |  |  |  |
| --- | --- | --- | --- |
| **Number / Type Credits** | **Term Minimum Contact** | **Term Maximum Contact** | **11-Week Term Contact** |
|    Lecture |    hours (lecture credits x 10) |    hours (lecture credits x 12) |    hours (lecture credits x 11) |
|  3 Lec/Lab |  60 hours (lec-lab credits x 20) |  72 hours (lec-lab credits x 24) |  66 hours (lec-lab credits x 22) |
|    Lab |    hours (lab credits x 30) |    hours (lab credits x 36) |    hours (lab credits x 33) |
|  3 **Total credits (sum)** |  60 **Total hours (sum)** |  72 **Total hours (sum)** |  66 **Total hours (sum)** |

**What will change in this course as a result of changing the credits?**

Course Description  Course Outline  Contact Hours

 Course Outcomes  Other (explain): Slight change to the title

**Section 2. Proposed Course Outline** (A general statement of course content that informs class syllabus construction.)

Course Number: **169** Course Title for Banner: **Emergency Services Rescue** (30 characters maximum)

Full Course Title for print catalog: **Emergency Services Rescue Practices**

Prerequisites: **EMT 152** Co-requisites: **None**

Grade Option:  Graded (with P/NP option) [ ]  Pass/No Pass only

|  |  |  |  |
| --- | --- | --- | --- |
| **Number / Type Credits** | **Term Minimum Contact** | **Term Maximum Contact** | **11-Week Term Contact** |
|    Lecture |    hours (lecture credits x 10) |    hours (lecture credits x 12) |    hours (lecture credits x 11) |
|  4 Lec/Lab | 80 hours (lec-lab credits x 20) | 96 hours (lec-lab credits x 24) | 88 hours (lec-lab credits x 22) |
|    Lab |    hours (lab credits x 30) |    hours (lab credits x 36) |    hours (lab credits x 33) |
|  4  **Total credits (sum)** | 80 **Total hours (sum)** | 96 **Total hours (sum)** | 88 **Total hours (sum)** |
| **Original Course Description:** |
|      Elementary procedures of rescue practices, systems, components, support, and control of rescue operations, including ladder procedures and basic rescue tools. Introduction to techniques and tools of patient extraction, emphasizing application to traffic assistance. This course is required for application into the second year of the AAS degree in Paramedicine. |

|  |
| --- |
| **New Course Description (300 character limit):** |
|      Presents technical information on various emergency services rescue situations. Covers tools and personal protective equipment, ropes and knots, trench rescue, confined space rescue, water rescue, building searches, outdoor searches, rescue in situations involving elevation differences, packaging patients, and vehicle extrication. This course is required for both the Fire Science degree and for application into the second year of the AAS degree in Paramedicine. |
| **Original Course Outcomes and Proficiencies** | **Assessments Used** |
| What did the student ***know,*** what could the student ***do*** at the end of the course***,*** or what ***attitudes*** related to the subject would the student hold?**Upon successful completion of this course, the student:** | What evidence did you gather that students have achieved course outcomes? (assessment tools include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)**How each outcome was assessed:** |
| A. Describe the role of the EMT at emergencies involving a rescue operation | A. Written exams, class discussions |
| B. Describe an organizational structure used to deploy resources on an emergency scene | B. Written exams, performance scenarios, class discussions |
| C. Describe and demonstrate the basic use of rescue techniques such as rope rescue knots, rope systems and victim packaging | C. Written exams, performance exams, performance scenarios |
| D. Demonstrate the use of a portable fire extinguisher and know its limitations | D. Performance/Skill check offE. Written exams, performance scenarios |
| E. Describe the role of the EMT during vehicle extricationF. Demonstrate the correct procedure for spinal immobilization during the removal of an entrapped victimG. Demonstrate the use of basic vehicle extrication equipmentH. Estimate weight of various materials found in a building collapseI. Demonstrate the proper use of shoring and cribbingJ. Demonstrate basic lifting and moving techniques as they may be used to rescue an entrapped victim | F. Performance/skill check off, performance scenariosG. Performance/skill check off, performance scenariosH. Written exam, Performance/skill check off, performance scenarios, class discussionsI. Written exam, Performance/skill check off, performance scenariosJ. Performance/skill check off, performance scenarios |
| **New Course Outcomes and Proficiencies** | **Assessments Planned** |
| What will the student ***know*** or ***be able to do*** at the end of the course***,*** or what ***attitudes*** related to the subject will the student hold?**Upon successful completion of this course, the student will:** | What evidence will you have that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)**How each outcome will be assessed:** |
| A. Define the role of the ***Emergency Services (including Emergency Medical Services and Fire Services)*** at emergencies involving ***various rescue operations/situations*** | A. Written exams, class discussions |
| B. Describe the desired organizational structure used to deploy resources ***for both EMS and Fire services*** on an emergency scene ***and be able to apply that structure to various scenarios*** | B. Written exams, performance scenarios, class discussions |
| C. Describe and demonstrate the basic use of rescue techniques such as rope rescue knots and rope systems | C. Written exams, performance exams, performance scenarios |
| D. Demonstrate the use of a portable fire extinguisher and know its limitations | D. Performance/Skill check off |
| E. Describe the role of ***EMS and Fire personnel*** during vehicle extrication F. Demonstrate the correct procedure for spinal immobilization during the removal of an entrapped victim G. Demonstrate the use of basic vehicle extrication equipmentH. Estimate weight of various materials found in a building collapseI. Demonstrate the proper use of shoring and cribbing J. Demonstrate basic lifting and moving techniques as they may be used to rescue an entrapped victim**K. Understand victim packaging from both an EMS and Fire Service perspective****L. Properly select and use extrication tools including, hydraulic tools, various hand tools, and other related equipment during rescue operations** | E. Written exams, performance scenariosF. Performance/skill check off, performance scenariosG. Performance/skill check off, performance scenariosH. Written exam, Performance/skill check off, performance scenarios, class discussionsI. Written exam, Performance/skill check off, performance scenarios J. Performance/skill check off, performance scenarios**K. Written exam, performance scenarios, class discussions****L. Performance/skill check off, performance scenarios, class discussions** |

**Original Course Content by Major Topics**

What topics were originally presented? What were the main activities of the course? What were the central themes?

1. Pre-Rescue Planning
	1. Facts
	2. Probabilities
	3. Possibilities
	4. Resources
	5. Decisions
2. Emergency Scene Organization
	1. Roles and Responsibilities
3. Rescue Situations
	1. Transportation accidents
		1. Aircraft
		2. Trains
		3. Other commercial transportation tactical considerations
	2. Automobiles, trucks, and buses tactical considerations
	3. Electrical contact tactical considerations
	4. Structural collapse/cave-ins tactical considerations
	5. Environmental emergencies
		1. Natural cover/search and rescue
		2. Water and ice
	6. Hazardous materials emergencies
		1. Recognition and identification
		2. Tactical considerations
4. Basic Ropes and Knots
5. Patient Handling
	1. Stretchers
	2. Carries
	3. Drags
		1. Confined spaces
		2. Vertical obstacles
		3. Terrain
6. SCBA
	1. Introduction
	2. Donning and use
	3. Maintenance
7. Raising and Lowering
	1. Ladders
	2. Ropes
8. Vehicle Extrications
	1. Hazard stabilization
	2. Patient access
	3. Patient assessment
	4. Disentanglement
	5. Packaging
	6. Removal

**New Course Content by Major Topics**

What topics will be presented? What are the main activities of the course? What are the central themes?

(See sample at <http://www.lanecc.edu/copps>

1. Pre-Rescue Planning
	1. Facts
	2. Probabilities
	3. Possibilities
	4. Resources
	5. Decisions
2. **Natural Ground Cover Search**
3. **Incident Command System and Building Searches**
4. Emergency Scene Organization
	1. Roles and Responsibilities
5. Rescue Situations
	1. Transportation accidents
		1. Aircraft
		2. Trains
		3. Other commercial transportation tactical considerations
	2. Automobiles, trucks, and buses tactical considerations
	3. Electrical contact tactical considerations
	4. Structural collapse/cave-ins tactical considerations
	5. Environmental emergencies
		1. Natural cover/search and rescue
		2. Water and ice
	6. Hazardous materials emergencies
		1. Recognition and identification
		2. Tactical considerations/Response
		3. **Decontamination**
	7. **Machinery/Elevator Rescue**
	8. **Confined Space Equipment**
	9. **Water Rescue**
	10. **Swift-Water Rescue Practices**
6. Basic Ropes and Knots
	1. **Ascending Rope**
	2. **Rappelling**
	3. **Pick Offs**
7. **Low-Angle and High-Angle Rope Rescue**
8. **Low-Angle Rescue Systems and Practices**
9. Vehicle Extrications
	1. Hazard stabilization
	2. Patient access
	3. Patient assessment
	4. Disentanglement
	5. Packaging
	6. Removal
10. **Confined-Space and Trench Rescue**
11. **Raising and Lowering Systems**
12. Rescue Equipment
	1. Patient Handling
		1. Stretchers
		2. Carries
		3. Drags
			1. Confined spaces
			2. Vertical obstacles
			3. Terrain
	2. SCBA
		1. Introduction
		2. Donning and use
		3. Maintenance
	3. Raising and Lowering
		1. Ladders
		2. Ropes
	4. **Rigging**
	5. **Other current tools**
13. **Wilderness Search and Rescue**
14. **Urban Search and Rescue**
	1. **Response**
	2. **Equipment**

**Section 3. Curriculum Equity** <http://www.lanecc.edu/copps>

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane’s Curriculum Equity policy in the following way(s):

* Written exam questions will include both sexes (male and female), and include examples and names of a variety of ethnicities and races.
* Scenarios will incorporate various ethnicities, ages, and sexes.
* Written exam questions will refer to women and men who are working in nontraditional roles/jobs (i.e. Women may be construction workers, and men may be caregivers).
* Written exam questions will include examples of people who span all ages.
* During class, discussions will include age and sex specific considerations when developing a rescue plan

**Section 4. Required Signatures**

**Library Impact Statement**

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

**What assignments will require the use of library and information resources?**

      Assignments require information that can be gathered in textbooks (including the required text), and industry specific websites.

Each academic area has a Liaison Librarian <http://www.lanecc.edu/library/services/liaison.htm> to help faculty identify materials to be ordered to support the curriculum. Make an appointment with the designated librarian to discuss the library needs of your course at least a week ahead of the deadline for submission.

**To be completed by Liaison Librarian:**

[ ]  Library resources are adequate to support this proposal.

[ ]  Additional resources are needed but can be obtained from current funds.

[ ]  Significant additional Library funds/resources are required to support this proposal.

 Liaison Librarian Date

**Divisional Approvals**

**Human, Physical, and Financial Resources (select one):**

 Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding: Addition of one credit will applied to the faculty teaching the course

[ ]  No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.
Explain:

**Divisional Recommendation (select one):**

 The Academic Dean and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

[ ]  Faculty review of this course was completed within the division on      (date).

[ ]  New course outlines have been prepared for the Divisional binder containing all current course outlines.

Office Administrator Date

**Fees (select one):**

 We have completed a fee request form to be submitted to ASA upon course approval. ***NOTE: Fee request is already approved for previous class. No additional fees are requested.***

[ ]  No special fees will be required for this course.

**Required Certifications:**

 We have developed minimum course certification standards for this course to be filed with ASA to allow compliance with the faculty contract. ***NOTE: No changes are required from previous class.***

 We have completed faculty certification form(s)
(http://www.lanecc.edu/cops/faccertf.pdf )
for this course to be filed with ASA and Human Resources so RIF grid information will be updated. ***NOTE: No changes are required from previous class.***

**Divisional Recommendation (select one):**

 Pass [ ]  Do Not Pass

Academic Dean Date

**College Approval**

Curriculum Committee Chair Date Executive Dean for Academic Affairs Date

Curriculum Approval Committee hearing:       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date Vice President for Academic & Date

 Student Affairs