

**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 **175** Course Title in Banner: **Intro to Emerg Med Ser** (30 characters maximum)

Full Course Title in print catalog: **Introduction to Emergency Medical Services**

Prerequisites: **None** 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** |
| 3 Lecture | 30 hours (lecture credits x 10) | 36 hours (lecture credits x 12) | 33 hours (lecture credits x 11) |
| Lec/Lab | hours (lec-lab credits x 20) | hours (lec-lab credits x 24) | 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)** | 30 **Total hours (sum)** | 36 **Total hours (sum)** | 33 **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: **175** Course Title for Banner: **Intro to Emergency Services**(30 characters maximum)

Full Course Title for print catalog: **Introduction to Emergency Services**

Prerequisites: **None** 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** |
| 4 Lecture | | 40 hours (lecture credits x 10) | 48 hours (lecture credits x 12) | 44 hours (lecture credits x 11) |
| Lec/Lab | | hours (lec-lab credits x 20) | hours (lec-lab credits x 24) | 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)** | | 40 **Total hours (sum)** | 48 **Total hours (sum)** | 44 **Total hours (sum)** |
| **Original Course Description:** | | | | |
| Explores the role and responsibilities of a paramedic, to include, different kinds of emergency medical services systems, applicable Oregon law, relationship with governmental regulatory agencies, exposure risk to infectious disease and exposure to critical incident stress. This course is required for application into the second year of the AAS degree in Paramedicine. | | | | |

|  |  |
| --- | --- |
| **New Course Description (300 character limit):** | |
| Explores the philosophy and history of emergency services. Presents the history of loss of life and property in fire, major medical emergencies, and natural disasters. Covers the responsibility of emergency services in a community, the roles and responsibilities of a paramedic and firefighter, an overview of the Incident Command System (ICS), and the organization and function of emergency services agencies and allied organizations, education and certification. Includes sources of professional literature, awareness and identification of hazardous materials, emergency services apparatus, fire behavior, detection and protection systems, cultural diversity, harassment in the workplace, survey of professional career opportunities and requirements, and development of a resume.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. Define the role and responsibilities of a paramedic. | A. Written exams, class discussions, assignments |
| B. Describe the components of the EMS system. | B. Written exams, class discussions, assignments |
| C. Relate medical-legal considerations to the area of EMS. | C. Written exams, class discussions, assignments |
| D. Propose the steps in a major incident response. | D. Written exams, class discussions, assignments  E. Written exams, class discussions, assignments |
| E. Define stress management and relate it to the EMS. |  |
| **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. List major events in human’s association with fire, mass casualty incidents, and natural disasters.  B. Describe the historical evolution of emergency services.  C. Explain the organizational structure and purposes of emergency services agencies and the different career opportunities available.  D. Discuss the legal considerations of emergency services and the function of standard operating procedures (SOPs) and rules and regulations.  E. Identify the purpose of the various divisions as they relate to emergency services.  F. Explain the fire tetrahedron.  G. With relation to fire, describe the phases of burning, explain how fire spreads, list the products of combustion, and identify classes of fire and identify various types of fire suppression apparatus and equipment and the function of each.  H. Identify the purpose and explain functioning of detection and protection systems.  I. Define and identify of hazardous materials.  J. Describe the role of national agencies and organizations with regard to emergency response/prevention.  K. Explain how various regional and state organizations impact the emergency services.  L. Define blood-borne pathogens and discuss national and local policies regarding body-substance isolation (BSI) precautions.  M. Define stress management techniques, discuss crisis intervention, and describe a CISD.  N. Identify goals relating to emergency services and discuss time management techniques.  O. Describe cultural diversity and harassment in the workplace. | A. Written exams, class discussions, assignments  B. Written exams, class discussions, assignments  C Written exams, class discussions, assignments  D. Written exams, class discussions, assignments  E. Written exams, class discussions, assignments  F. Written exams, class discussions, assignments  G. Written exams, class discussions, assignments  H. Written exams, class discussions, assignments  I. Written exams, class discussions, assignments, HAZMAT Awareness Course  J. Written exams, class discussions, assignments  K. Written exams, class discussions, assignments  L. Written exams, class discussions, assignments  M. Written exams, class discussions, assignments  N. Written exams, class discussions, assignments  O. Written exams, class discussions, assignments |

**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. Roles and Responsibilities of the Paramedic
   1. The role of the paramedic
   2. Professional ethics
   3. Benefits and responsibilities of continuing education for the EMT-P
   4. Major purpose of the National Registry of Emergency Medical Technicians
   5. Major benefits of subscribing to professional journals
2. EMS Systems
   1. Development of the EMS system in the United States
   2. Components of an EMS system as defined by the EMSS Act 1973
   3. Attributes of an EMS system a presented in the EMS *Agenda for the Future*
   4. Responsibilities of the physician medical director regarding on-line and off-line medical control
   5. Research in EMS
   6. Receiving facilities and the coordination of resources
   7. Summarize the history of EMS in the United States
3. Medical-Legal Considerations of EMS
   1. Categories of law in the United States
   2. Medical practice act and its implications in pre hospital care
   3. State motor vehicle laws that apply to emergency vehicles
   4. “Living Will” and a “Durable Power of Attorney” for health care
   5. “Standard of Care” as it applies to pre hospital care
   6. The importance of the medical record
4. Major Incident Response
   1. Controlling and organizing
   2. Responsibilities of the incident commander
   3. Sectors that are used at mass-casualty incidents and the responsibilities of each sector
   4. Plans and procedures in responding to mass-casualty incidents
5. Stress Management in EMS
   1. Stress
   2. Stress reaction, including the various psychological and physiological components
   3. Causes of job stress for the paramedic
   4. Critical incident stress debriefing
   5. Needs of the dying patient, the family of the dying patient, and the EMT-P
6. Blood-Borne Pathogens/Communicable Diseases and Safety Precautions
   1. Body immune system
   2. Transmission of disease
   3. Precautions to protect pre hospital personnel from AIDS and HIV
   4. Universal precautions

**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. History of Emergency Services
2. Human association with fire, major medical emergencies, and natural disasters
3. History and evolution of emergency services
4. Emergency Services Organization and Operation
5. Organizational structure and purpose of emergency services agencies
6. Staff and line positions
   1. The roles and responsibilities of a paramedic
   2. The roles and responsibilities of a firefighter
7. Six suggestions for new emergency services providers
8. Overview of the ICS system
9. Legal Considerations of Emergency Services
10. SOPs and rules regulations
11. Report writing
    1. Soap chart and narrative chart
    2. NFIRS
12. Fire Behavior
13. Fire tetrahedron
14. Burning phases, fire spread, reflex time, products of combustion, and classes of fire
15. Hazardous Materials

A. Identification and awareness of hazardous materials

1. Apparatus, Equipment, and Detection/Protection Systems
2. Type and function of apparatus
3. Purpose and function of detection/protection systems
4. National, Regional and State Agencies and Organizations
5. Role of national agencies and organizations
6. Regional and state agencies and organizations
7. Education and certification
8. Emergency Services Career
9. Entrance and promotional process
10. Resume preparation
11. Blood-Borne Pathogens
12. Communicable diseases
13. Universal precautions
14. Legal issues
15. Stress Management
16. Crisis intervention
17. CISD
18. Time Management
19. Goal setting
20. Time management techniques
21. Diversity
22. Cultural diversity
23. Harassment in the workplace

**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.
* Discussions in class will included approaches to patients of various ages, sexes, and ethnicities.
* 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.

**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