



Articulation Request and Agreement 2018-2019

Discipline:	Emergency Medical Services
High School:	Sonora High School
High School Course:	ROP Emergency First Responder
Columbia College Course:	EMS 157
Date Accepted:	2018-2019
Renewal:	2021-2022

This request and agreement is submitted for consideration of the following course as an articulated course at Columbia College. Students would receive course credit at Columbia College.

Directions:

- Complete a separate form for each course.
- Attach the course outline for the course.
- Attach the course final if course is to be considered for credit.
- Mail to: Dean of Career Technical Education, 11600 Columbia College Drive, Sonora, CA 95370

Completed by High School Instructor:

High School/ROP:	Sonora High School
Instructor Name:	Jackie Potts
Mailing Address:	430 North Washington Street, Sonora, CA 95370
Email Address:	jpotts@sonorahs.k.12.ca.us
Contact Number:	209-743-2668

High School / ROP/CTE Course Title:	ROP Emergency First Responder
HS/ROCP Credits:	10.0
HS/ROCP Prerequisite(s):	2.0 GPA Good Attendance Instructor Approval
High School / ROP/CTE Course Description:	This course provides students with the knowledge and skills to take appropriate action as the first responder to an emergency scene. Upon successful completion of the course, students will receive a certificate of the course, students will receive a certificate of completion for Emergency Medical Responder and American Heart Association First Aid and CPR Certification as well as California Disaster Preparedness Incident Command Systems Certifications. This course is aligned with the EMS programs at Columbia College One hours class daily (180 hours).

College Course Title:	EMS 157
College Units:	3.0
College Prerequisite(s):	None

Advisories/Recommendations: Satisfactorily completion OFTEC 50 (Medical Terminology) or BIOL 150 (Elementary Anatomy & Physiology) prior to enrolling in EMS 157/ROP Emergency First Responder.

Course Content and Format:

I. Preparatory: Orientation

Unit Objective: Discuss the role of a first responder, the objectives for the course, including student and teacher expectations, policies, and career opportunities.

Unit Competencies:

- A. Define the roles and responsibilities of a first responder.
- B. Review course objectives and competencies.
- C. Demonstrate knowledge of course requirements and grading policies.
- D. Discuss standard expectations, such as behavior, class rules, appropriate dress and pre-course knowledge.
- E. Discuss the career opportunities, certification requirements and education or training required for the next steps.
- F. Discuss ROP Student Learning Goals (SLGs) and their relationship to the course and employability.

II. Occupational and Personal Safety

Unit Objective: Discuss the occupational and personal safety and health services industry.

Unit Competencies:

- A. Define the emotional aspects of emergency care encountered by patients, patients' families and first responders.
- B. Explain the signs and symptoms of stress and the action to take to reduce or alleviate stress.
- C. Identify potential safety and health hazards.
- D. Describe the universal precautions for preventing infectious diseases from blood-borne and air-borne pathogens.
- E. Describe the types of hazards to look for when assessing the scene for unsafe conditions.
- F. Describe three phases of scene safety.
- G. Demonstrate proper safety practices, procedures and use of safety equipment.

III. Legal and Ethical Issues

Unit Objective: Discuss the basic legal principles and ethical responsibilities of the first responder.

Unit Competencies:

- A. Define "duty to act" as it relates to a first responder.
- B. Describe the ethical responsibilities of the first responder.
- C. Discuss the legal aspects and types of consent involved in providing emergency medical services.
- D. Describe the steps to be taken at a crime scene.
- E. Discuss the importance of accurate documentation.

IV. The Anatomy and Function of Body Systems

Unit Objective: Identify the basic structure and describe the function and relationships among eight body systems.

Unit Competencies:

- A. Identify and locate primary systems and structures of surface anatomy:
 1. Identify standard anatomical body positions and planes.
 2. Identify the major body cavities and organs contained in each.
 3. Identify the functions of the body systems.
 4. Locate major bones of the skeletal system.
 5. Locate landmarks of the skull, facial, neck, abdomen and extremities.
 6. Locate and identify functions of the eye and ear structures.
- B. Identify the basic structure and describe the basic functions of the nervous system:

1. Identify the cerebral, spinal cord, peripheral and autonomic nerves.
2. Identify the primary functions of the cerebral lobes.
3. Identify vital centers of the brainstem and their functions.
4. Identify signs/symptoms of neurological dysfunction.
- C. Identify the basic structure and describe the basic functions of the circulatory system:
 1. Locate the heart using surface landmarks.
 2. Identify the primary function of the heart.
 3. Identify the path of blood flow within the circulatory system.
 4. Locate and identify the function of the atria, ventricles, and vena cava.
 5. Identify the primary functions of arteries, veins, and capillaries.
- D. Identify the basic function of the respiratory system:
 1. Identify the location and function of the upper/lower airway.
 2. Identify the location and function of parts of the respiratory system.
 3. Identify the structure which protects the respiratory system.
 4. Identify the location of the lungs during inspiration and exhalation.
 5. Identify sign and symptoms of respiratory distress.
 6. Identify the signs of adequate oxygenation.

V. **Airway: Airway Care and Rescue Breathing**

Unit Objective: Demonstrate the steps for recognizing respiratory arrest and performing rescue breathing on an adult patient, a child and an infant.

Unit Competencies:

- A. Identify the anatomic structures of the respiratory system and state the function of each structure.
- B. State the differences in the respiratory systems of infants, adults and children.
- C. Describe the process used to check a patient's responsiveness.
- D. Describe how to perform rescue breathing using mouth to mask, mouth to barrier and mouth to mouth techniques.
- E. State the differences between the signs and symptoms of partial airway obstruction and complete airway obstruction.
- F. List special considerations of airway care and rescue breathing in children and infants.
- G. Perform the steps needed to remove a foreign body airway obstruction in an adult patient, child and an infant.

VI. **Patient Assessment: Assessing the Scene and Patient**

Unit Objective: Identify, measure and explain the significance of the following sign on adult, child and infant patients: respiration, pulse, capillary refill, skin color, skin temperature, skin moisture, pupil size and reactivity, level of consciousness.

Unit Competencies:

- A. Describe the factors involved in assessing the scene.
- B. Identify the difference between a sign and a symptom.
- C. Define terms associated with heart, blood pressure, and illness.
- D. Identify the purpose and state the elements of a primary and secondary patient assessment.
- E. List and describe the importance of the following steps of the initial patient assessment:
 1. Forming a general impression of the patient.
 2. Assessing the patient's responsiveness and stabilizing the spine if necessary.
 3. Assessing the patient's airway, breathing and circulation.
- F. Describe the difference in checking airway, breathing and circulation when the patient is an adult, a child, or an infant.
- G. Describe the importance of obtaining the patient's medical history.
- H. List the information that should be addressed in your hand-off report about the patient's condition.
- I. List the differences between performing a patient assessment on a trauma patient and performing one on a medical patient.

- J. Describe the components of on-going assessment.
- VII. Circulation: The Anatomy of the Circulatory System**
 Unit Objective: Demonstrate the techniques of external chest compression on an adult, a child and an infant.
 Unit Competencies:
- Describe the anatomy and function of the circulatory system.
 - List the reason for a heart to stop beating.
 - Describe the components of CPR.
 - Explain the links in the cardiac chain of survival.
 - State the conditions under which you should start and stop CPR.
 - Demonstrate the steps of one-rescuer and two rescuer adult CPR and discuss the difference in performing CPR on infants and children.
 - Discuss the complications and explain the legal implications of performing CPR.
- VIII. Illness and Injury: Medical and Environmental Emergencies**
 Unit Objective: Discuss the importance of the patient assessment and medical history in relation to providing treatment for medical emergencies.
 Unit Competencies:
- Explain the causes, symptoms, and treatment of a patient with the following conditions:
 - Altered mental status
 - Seizures
 - Exposure to heat
 - Exposure to cold
 - Explain the cause or major cause, signs, symptoms, and initial treatment of the following conditions:
 - Angina pectoris
 - Heart attack
 - Congestive heart failure
 - Dyspnea
 - Stroke
 - Insulin shock
 - Diabetic coma
 - Abdominal problem
 - Describe the sign, symptoms and treatment of a patient who has:
 - Ingested poisons
 - Inhaled poisons
 - Injected poisons
 - Absorbed poisons
 - Describe the signs, symptoms and treatment of a drug overdose cause by uppers, downers, hallucinogens and abused inhalants.
- IX. Behavioral Emergencies**
 Unit Objective: Explain the role of a first responder in dealing with a patient experiencing a behavioral emergency.
 Unit Competencies:
- Describe the principle for assessing patients experiencing a behavioral emergency.
 - Discuss safety precautions that should be taken when dealing with a potentially violent patient.
 - Explain the importance of following communication skills: restatement, redirection and empathy.
 - Discuss the medical and legal considerations related to dealing with behavioral emergencies.

Competencies and Skill Requirements (Use additional pages as necessary)

At the conclusion of this course, the student should be able to:	
Measurement Methods (include any industry certification or licensure):	
Sample Textbooks or Other Support Materials (including Software):	
CC faculty Signature:	Date:
<small>[Office use only.]</small> TOPs Code:	<small>[Office use only.]</small> Internal Tracking Number:

Completed by Columbia College

This portion is completed after Columbia College faculty and High School faculty meet and agree on the terms of the articulation agreement.

Department Faculty Signature	x	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	____/____/2019
CTE Dean Signature	x	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	____/____/2019
CTE Transition Officer Signature	x	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	____/____/2019
Admissions and Records Notified			____/____/2019
High School Notified			____/____/2019