

## MASTER SYLLABUS

### EMS 1122 Introduction to EMS Systems August, 2017

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**INSTRUCTOR: NELSON**  
**OFFICE HOURS: As posted**  
**CLASS TIME(S)/SECTIONS: M-R 8-4**

**OFFICE LOCATION: AHS**  
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Course Description: This course introduces the student to the Emergency Medical Services (EMS) systems, roles, and responsibilities of the paramedic, well-being of the paramedic, illness and injury prevention, medical/legal issues, ethical issues, therapeutic communications, and life span development. This course was formerly taught as Fundamentals of Pre-hospital Care (EMT 1122). (2 sch: 1-hr lecture, 2-hr lab)

Textbook(s) and Material(s): *Brady Paramedic Care: Principles and Practice- Volume 1 (2017)*

#### Student Learning Outcomes:

**Upon completion of this course, the student will be able to do the following:**

1. Understand the relationship between basic life support and advanced life support care.
  2. Link the relationship between members of the pre-hospital chain of survival and what role the paramedic plays within that system.
1. Discuss roles and responsibilities within an EMS system and how these roles and responsibilities differ from other levels of providers. (EMS1, EMS14)
    - a. Define terms associated with an EMS system.
    - b. Describe key historical events that influenced the development of national EMS systems.
    - c. Identify national groups important to the development, education, and implementation of EMS.
    - d. Differentiate among the four nationally recognized levels of EMS training/education, leading to licensure/certification/registration.
    - e. Describe the attributes of a paramedic as a health-care professional.
    - f. Describe the state's recognized levels of EMS training/education, leading to licensure/ certification.
    - g. Explain the state's paramedic licensure/certification, recertification, and reciprocity requirements.
    - h. Evaluate the importance of maintaining one's paramedic license/certification.

- i. Describe the benefits of paramedic continuing education.
- j. List the state's current state requirements for paramedic education.
- k. Discuss the role of national associations and of a national registry agency.
- l. Discuss current issues within the state impacting EMS.
- m. Discuss the roles of various EMS standard setting agencies.
- n. Identify the standards (components) of an EMS system as defined by the National Highway Traffic Safety Administration.
- o. Describe how professionalism applies to the paramedic while on and off duty.
- p. Describe examples of professional behaviors in the following areas: integrity, empathy, self-motivation, appearance and personal hygiene, self-confidence, communications, time management, teamwork and diplomacy, respect, patient advocacy, and careful delivery of service.
- q. Provide examples of activities that constitute appropriate professional behavior for a paramedic.
- r. Describe the importance of quality EMS research to the future of EMS.
- s. Identify the benefits of paramedics' teaching in their communities.
- t. Describe what is meant by "citizen involvement in the EMS system."
- u. Analyze how the paramedic can benefit the health-care system by supporting primary care to patients in the out-of-hospital setting.
- v. List the primary and additional responsibilities of paramedics.
- w. Describe the role of the EMS physician in providing medical direction.
- x. Describe the benefits of medical direction, both online and off-line.
- y. Describe the process for the development of local policies and protocols.
- z. Provide examples of local protocols.
- aa. Discuss pre-hospital and out-of-hospital care as an extension of the physician.
- bb. Describe the relationship between a physician on the scene, the paramedic on the scene, and the EMS physician providing online medical direction.
- cc. Describe the components of continuous quality improvement.
- dd. Analyze the role of continuous quality improvement with respect to continuing medical education and research.
- ee. Define the role of the paramedic relative to the safety of the crew, the patient, and bystanders.
- ff. Identify local health-care agencies and transportation resources for patients with special needs.
- gg. Describe the role of the paramedic in health education activities related to illness and injury prevention.
- hh. Describe the importance and benefits of research.
- ii. Explain the EMS provider's role in data collection.
- jj. Explain the basic principles of research.
- kk. Describe a process of evaluating and interpreting research.
- ll. Advocate the benefits of working toward the goal of total personal wellness.
- mm. Serve as a role model for other EMS providers in regard to a total wellness lifestyle.
- nn. Value the need to assess the paramedic's lifestyle.
- oo. Challenge himself or herself to each wellness concept in his or her role as a paramedic.
- pp. Defend the need to treat each patient as an individual, with respect and dignity.

qq.	Assess the paramedic's prejudices related to the various aspects of cultural diversity.
rr.	Improve personal physical well-being through achieving and maintaining proper body weight, regular exercise, and proper nutrition.
ss.	Practice stress management techniques.
tt.	Defend the need to respect the emotional needs of dying patients and their families.
uu.	Practice the use of personal safety precautions in all scene situations.
vv.	Serve as a role model for other EMS providers relative to body substance isolation practices.
2.	Comprehend the importance of personal wellness in EMS, and serve as a healthy role model for peers. (EMS1, EMS14)
a.	Discuss the concept of wellness and its benefits.
b.	Define the components of wellness.
c.	Describe the role of the paramedic in promoting wellness.
d.	Discuss the components of wellness associated with proper nutrition.
e.	List principles of weight control.
f.	Discuss how cardiovascular endurance, muscle strength, and flexibility contribute to physical fitness.
g.	Describe the impact of shift work on circadian rhythms.
h.	Discuss how periodic risk assessments and knowledge of warning signs contribute to cancer and cardiovascular disease prevention.
i.	Differentiate proper from improper body mechanics for lifting and moving patients in emergency and nonemergency situations.
j.	Describe the problems that a paramedic might encounter in a hostile situation and the techniques used to manage the situation.
k.	Given a scenario involving arrival at the scene of a motor vehicle collision, assess the safety of the scene, and propose ways to make the scene safer.
l.	List factors that contribute to safe vehicle operations.
m.	Describe the considerations that should be used when operating an emergency vehicle.
n.	Discuss the concept of "due regard for the safety of all others" while operating an emergency vehicle.
o.	Describe the equipment available for self-protection when confronted with a variety of adverse situations.
p.	Describe the benefits and methods of smoking cessation.
q.	Describe the three phases of the stress response.
r.	List factors that trigger the stress response.
s.	Discuss the interrelationships between stress, coping, and illness.
t.	Differentiate between normal/healthy and detrimental reactions to anxiety and stress.
u.	Describe the common physiological and psychological effects of stress.
v.	Identify causes of stress in EMS.
w.	Describe behavior that is a manifestation of stress in patients and those close to them and how this relates to paramedic stress.
x.	Describe the defense mechanisms and management techniques commonly used to deal with stress.

y.	Describe the components of stress management.
z.	Provide examples of situations in which stress management would likely be beneficial to paramedics.
aa.	Given a scenario involving a stressful situation, formulate a strategy to help cope with the stress.
bb.	Describe the stages of the grieving process (Kubler-Ross).
cc.	Describe the needs of the paramedic when dealing with death and dying.
dd.	Describe the unique challenges for paramedics in dealing with the needs of children and other special populations related to their understanding or experience of death and dying.
ee.	Discuss the importance of universal precautions and body substance isolation practices.
ff.	Describe the steps to take for personal protection from airborne and bloodborne pathogens.
gg.	Given a scenario in which equipment and supplies have been exposed to body substances, plan for the proper cleaning, disinfection, and disposal of the items.
hh.	Explain what is meant by an exposure, and describe principles for management.
ii.	Advocate the benefits of working toward the goal of total personal wellness.
jj.	Serve as a role model for other EMS providers in regard to a total wellness lifestyle.
kk.	Value the need to assess the paramedic's lifestyle.
ll.	Challenge himself or herself to each wellness concept in his/her role as a paramedic.
mm.	Defend the need to treat each patient as an individual, with respect and dignity.
nn.	Assess the paramedic's prejudices related to the various aspects of cultural diversity.
oo.	Improve personal physical well-being through achieving and maintaining proper body weight, regular exercise, and proper nutrition.
pp.	Promote and practice stress management techniques.
qq.	Defend the need to respect the emotional needs of end-of-life patients and their families.
rr.	Advocate and practice the use of personal safety precautions in all scene situations.
ss.	Advocate and serve as a role model for other EMS providers relative to body substance isolation practices.
tt.	Demonstrate safe methods for lifting and moving patients in emergency and nonemergency situations.
uu.	Demonstrate the proper procedures to take for personal protection from disease.
3.	Apply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention. (EMS1, EMS6)
a.	Describe the incidence, morbidity, and mortality of unintentional and alleged unintentional events.
b.	Identify the human, environmental, and socioeconomic impact of unintentional and alleged unintentional events.
c.	Identify health hazards and potential crime areas within the community.
d.	Identify local municipal and community resources available for physical and socioeconomic crises.
e.	List the general and specific environmental parameters that should be inspected to

	<p>assess a patient's need for preventative information and direction.</p> <ul style="list-style-type: none"> <li>f. Identify the role of EMS in local municipal and community prevention programs.</li> <li>g. Identify the local prevention programs that promote safety for all age populations.</li> <li>h. Identify patient situations where the paramedic can intervene in a preventative manner.</li> <li>i. Document primary and secondary injury prevention data.</li> <li>j. Defend tenets of prevention in terms of personal safety and wellness.</li> <li>k. Defend tenets of prevention for patients and communities being served.</li> <li>l. Demonstrate effective documentation as one justification for funding of prevention programs.</li> <li>m. Demonstrate personal commitment to success of prevention programs.</li> <li>n. Demonstrate the use of protective equipment appropriate to the environment and scene.</li> </ul>
4.	<p>Discuss the legal issues that impact decisions made in the out-of-hospital environment. (EMS1)</p> <ul style="list-style-type: none"> <li>a. Differentiate between legal and ethical responsibilities.</li> <li>b. Describe the basic structure of the legal system in the United States.</li> <li>c. Differentiate between civil and criminal law as it pertains to the paramedic.</li> <li>d. Explain the importance of laws pertinent to the paramedic.</li> <li>e. Differentiate between licensure and certification as they apply to the paramedic.</li> <li>f. List the specific problems or conditions encountered while providing care that a paramedic is required to report.</li> <li>g. Identify in each instance to whom the report is to be made.</li> <li>h. Define terms associated with legal and ethical issues.</li> <li>i. Differentiate between the scope of practice and the standard of care for paramedic practice.</li> <li>j. Discuss the concept of medical direction, including off-line medical direction and online medical direction, and its relationship to the standard of care of a paramedic.</li> <li>k. Describe the four elements that must be present in order to prove negligence.</li> <li>l. Given a scenario in which a patient is injured while a paramedic is providing care, determine whether the four components of negligence are present.</li> <li>m. Given a scenario, demonstrate patient care behaviors that would protect the paramedic from claims of negligence.</li> <li>n. Explain the concept of liability as it might apply to paramedic practice, including physicians providing medical direction and paramedic supervision of other care providers.</li> <li>o. Discuss the legal concept of immunity, including Good Samaritan statutes and governmental immunity, as it applies to the paramedic.</li> <li>p. Explain the importance and necessity of patient confidentiality and the standards for maintaining patient confidentiality that apply to the paramedic, including HIPAA considerations.</li> <li>q. Differentiate among expressed, informed, implied, and involuntary consent.</li> <li>r. Given a scenario in which a paramedic is presented with a conscious patient in need of care, describe the process used to obtain consent.</li> <li>s. Identify the steps to take if a patient refuses care.</li> <li>t. Given a scenario, demonstrate appropriate patient management and care techniques</li> </ul>

	<p>in a refusal of care situation.</p> <ul style="list-style-type: none"> <li>u. Describe what constitutes abandonment.</li> <li>v. Identify the legal issues involved in the decision not to transport a patient or to reduce the level of care being provided during transportation.</li> <li>w. Describe how hospitals are selected to receive patients based on patient need and hospital capability and the role of the paramedic in such selection.</li> <li>x. Differentiate between assault and battery.</li> <li>y. Describe how to avoid assault and battery.</li> <li>z. Describe the conditions under which the use of force, including restraint, is acceptable.</li> <li>aa. Explain the purpose of advance directives relative to patient care and how the paramedic should care for a patient who is covered by an advance directive.</li> <li>bb. Discuss the responsibilities of the paramedic relative to resuscitation efforts for patients who are potential organ donors.</li> <li>cc. Describe the actions that the paramedic should take to preserve evidence at a crime or accident scene.</li> <li>dd. Describe the importance of providing accurate documentation (oral and written) in substantiating an incident.</li> <li>ee. Describe the characteristics of a patient care report required to make it an effective legal document.</li> <li>ff. Given a scenario, prepare a patient care report, including an appropriately detailed narrative.</li> <li>gg. Demonstrate the need to show respect for the rights and feelings of patients.</li> <li>hh. Assess the paramedic's personal commitment to protecting patient confidentiality.</li> <li>ii. Given a scenario involving a new employee, explain the importance of obtaining consent for adults and minors.</li> <li>jj. Discuss personal beliefs about withholding or stopping patient care.</li> <li>kk. Explain the value of advance medical directives.</li> </ul>
5. (EMS)1	<p>Explain the role that ethics plays in decision making in the out-of-hospital environment.</p> <ul style="list-style-type: none"> <li>a. Define ethics.</li> <li>b. Distinguish between ethical and moral decisions.</li> <li>c. Identify the premise that should underlie the paramedic's ethical decisions in out-of-hospital care.</li> <li>d. Analyze the relationship between the law and ethics in EMS.</li> <li>e. Compare and contrast the criteria that may be used in allocating scarce EMS resources.</li> <li>f. Identify the issues surrounding the use of advance directives in making a pre-hospital resuscitation decision.</li> <li>g. Describe the state's necessary criteria to honor an advance directive.</li> <li>h. Describe the patient's autonomy in the decision-making process.</li> <li>i. Discuss the following ethical positions: <ul style="list-style-type: none"> <li>(1) The paramedic is accountable to the patient.</li> <li>(2) The paramedic is accountable to the medical director.</li> <li>(3) The paramedic is accountable to the EMS system.</li> <li>(4) The paramedic is accountable for fulfilling the standard of care.</li> </ul> </li> </ul>

j.	Given a scenario, discuss a paramedic's actions concerning a patient who is treated against his or her wishes.
k.	Given a scenario, discuss a paramedic's actions in a situation where a physician orders therapy the paramedic feels to be detrimental to the patient's best interests.
l.	Describe confidentiality and HIPAA requirements.
6.	Integrate the principles of therapeutic communication to effectively communicate with any patient while providing care. (EMS1, EMS5)
a.	Define communication.
b.	Identify internal and external factors that affect a patient/bystander interview conducted by a paramedic.
c.	Restate the strategies for developing patient rapport.
d.	Provide examples of open-ended and closed or direct questions.
e.	Discuss common errors made by paramedics when interviewing patients.
f.	Identify the nonverbal skills that are used in patient interviewing.
g.	Restate the strategies for developing patient rapport.
h.	Summarize the methods to assess mental status based on interview techniques.
i.	Discuss the strategies for interviewing a patient who is unmotivated to talk.
j.	Differentiate the strategies a paramedic uses when interviewing a patient who is hostile compared to one who is cooperative.
k.	Summarize developmental considerations of various age groups that influence patient interviewing.
l.	Restate unique interviewing techniques necessary to employ with patients who have special needs.
m.	Discuss interviewing considerations used by paramedics in cross-cultural communications.
n.	Serve as a model for an effective communication process.
o.	Explain the importance of external factors of communication.
p.	Demonstrate the proper responses to patient communication.
q.	Demonstrate professional nonverbal behaviors.
r.	Demonstrate the development of proper patient rapport.
s.	Explain strategies to obtain patient information.
t.	Demonstrate professional behaviors in communicating with patients in special situations.
u.	Demonstrate professional behaviors in communication with patients from different cultures.
v.	Explain the importance of patient confidentiality and HIPAA requirements.
7.	Integrate the physiological, psychological, and sociological changes throughout human development with assessment and communication strategies for patients of all ages. (EMS1, EMS5)
a.	Compare the physiological and psychosocial characteristics of an infant with those of an early adult.
b.	Compare the physiological and psychosocial characteristics of a toddler with those of an early adult.
c.	Compare the physiological and psychosocial characteristics of a pre-school child with those of an early adult.
d.	Compare the physiological and psychosocial characteristics of a school-aged child

	with those of an early adult.
e.	Compare the physiological and psychosocial characteristics of an adolescent with those of an early adult.
f.	Summarize the physiological and psychosocial characteristics of an early adult.
g.	Compare the physiological and psychosocial characteristics of a middle-aged adult with those of an early adult.
h.	Compare the physiological and psychosocial characteristics of a person in late adulthood with those of an early adult.
i.	Explain the uniqueness of infants, toddlers, pre-school children, school-aged children, adolescents, early adulthood, middle-aged people, and late adulthood physiological and psychosocial characteristics.
8.	Outline an accepted format for dissemination of patient information in verbal form, either in person or over the radio. (EMS1, EMS3, EMS9)
a.	Identify the importance of communications when providing EMS.
b.	Identify the role of verbal, written, and electronic communications in the provision of EMS.
c.	Describe the phases of communications necessary to complete a typical EMS event.
d.	Identify the importance of proper terminology when communicating during an EMS event.
e.	Identify the importance of proper verbal communications during an EMS event.
f.	List factors that impede effective verbal communications.
g.	List factors that enhance verbal communications.
h.	Identify the importance of proper written communications during an EMS event.
i.	List factors that impede effective written communications.
j.	List factors that enhance written communications.
k.	Explain the importance of the legal status of written communications related to an EMS event.
l.	State the importance of data collection during an EMS event.
m.	Identify technology used to collect and exchange patient and/or scene information electronically.
n.	Recognize the legal status of patient medical information exchanged electronically.
o.	Identify the components of the local EMS communications system, and describe their function and use.
p.	Identify and differentiate among the following communications systems: <ul style="list-style-type: none"> <li>(1) Simplex</li> <li>(2) Multiplex</li> <li>(3) Duplex</li> <li>(4) Trunked</li> <li>(5) Digital communications</li> <li>(6) Cellular telephone</li> <li>(7) Facsimile</li> <li>(8) Computer</li> </ul>
q.	Identify the components of the local dispatch communications system, and describe their function and use.
r.	Describe the functions and responsibilities of the Federal Communications Commission.



s.	Describe how an EMS dispatcher functions as an integral part of the EMS team.
t.	List appropriate information to be gathered by the Emergency Medical Dispatcher.
u.	Identify the role of Emergency Medical Dispatch in a typical EMS event.
v.	Identify the importance of pre-arrival instructions in a typical EMS event.
w.	Describe the purpose of verbal communication of patient information to the hospital.
x.	Describe information that should be included in patient assessment information verbally reported to medical direction.
y.	Diagram a basic model of communications.
z.	Organize a list of patient assessment information in the correct order for electronic transmission to medical direction according to the format used locally.
aa.	Utilize proper terminology when describing a patient or patient condition.
bb.	Demonstrate the ability to use the local dispatch communications system.
cc.	Demonstrate the ability to use a radio.
dd.	Demonstrate the ability to use the biotelemetry equipment used locally.
9.	Effectively document the essential elements of patient assessment, care, and transport. (EMS3, EMS9)
a.	Identify the general principles regarding the importance of EMS documentation and ways in which documents are used.
b.	Utilize medical terminology correctly.
c.	List appropriate and accurate medical abbreviations and acronyms.
d.	Record all pertinent administrative information.
e.	Explain the role of documentation in agency reimbursement.
f.	Analyze the documentation for accuracy and completeness, including spelling.
g.	Eliminate extraneous or nonprofessional information from all communications.
h.	Describe the differences between subjective and objective elements of documentation.
i.	Evaluate a finished document for errors and omissions.
j.	Evaluate a finished document for proper use and spelling of abbreviations and acronyms.
k.	Evaluate the confidential nature of an EMS report.
l.	Describe the potential consequences of illegible, incomplete, or inaccurate documentation.
m.	Describe the special considerations concerning patient refusal of transport.
n.	Record pertinent information using a consistent narrative format.
o.	Explain how to properly record direct patient or bystander comments.
p.	Describe the special considerations concerning mass casualty incident documentation.
q.	Apply the principles of documentation to computer charting, as access to this technology becomes available.
r.	Record the pertinent, reportable clinical data of each patient interaction.
s.	Record "pertinent negative" clinical findings.
t.	Correct errors and omissions, using proper procedures as defined under local protocol.
u.	Revise documents, when necessary, using locally-approved procedures.
v.	Demonstrate responsibility for self-assessment of all documentation.

w.	Demonstrate proper completion of an EMS event record used locally.
x.	Demonstrate the relevance and importance of properly completed documentation.
y.	Discuss the common negative attitudes toward the task of documentation.

Attendance: The student will follow both school and program-specific attendance requirements as outlined in the CCC and Health Science handbooks.

#### Absence from Class for School Sanctioned Activities

The nature of the educational programs at Coahoma Community College is such that it is necessary for every student to attend class regularly. Instructors will keep accurate class attendance records, and those records will become part of the student's official record. Regular class attendance and punctuality are expected. All arrangements for completing missed work are to be made with the instructor. It is the student's responsibility to initiate these arrangements. *Excessive absences may result in loss of credit for the course concerned as well as loss of grant refunds and/or financial aid eligibility.* For more information, see the Attendance Policy section in the College Catalog.

#### Make-up Policy:

The student will be allowed one (1) make-up exam for any major exam missed in a given semester. No additional make-up exam shall be given beyond this.

#### Academic Dishonesty:

Cheating and plagiarism (the representation of someone else's work as your own, usually by directly copying or paraphrasing without a reference to the original source) will not be tolerated. The penalty will be receiving a (0) for that assignment, without any possibility of make-up work or alternative assignments. Additionally, according to the Student Handbook, *such acts will be considered a severe infraction and carry a possible sanction of suspension in semester (s) length or expulsion.* For a more in-depth explanation of academic dishonesty, see the Student Handbook.

#### Electronic Devices in Class

The use of cellular phones, pagers, CD players, radios, and similar devices is prohibited in the classroom and laboratory facilities.

#### Non-Discrimination/Disability Policy:

Coahoma Community College is an equal opportunity institution in accordance with civil rights and does not discriminate on the basis of race, color, national origin, sex, disability, age, or other factors prohibited by law in any of its educational programs, activities and employment opportunities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Michael Houston, Director of Human Resources/Coordinator for 504/ADA, Title IX Compliance Officer, Office #A100, Vivian M. Presley Administration Building, 3240 Friars Point Road, Clarksdale, Mississippi 38614, Phone: (662)621-4853, Email: [mhouston@coahomacc.edu](mailto:mhouston@coahomacc.edu).

### **Accommodations for Students with Disabilities.**

Disability Support Services Coordinator has established open hours when students, staff and faculty may drop in without an appointment. Appointments can be made by call (662) 621-4853 or by email to [mhouston@coahomacc.edu](mailto:mhouston@coahomacc.edu)

#### **Michael Houston**

Disability Support Services Coordinator  
Vivian M. Presley Administration Building  
(662) 621-4853  
[mhouston@coahomacc.edu](mailto:mhouston@coahomacc.edu)

#### Instructional Techniques:

Instructors may use many different methods of instruction, to include power-point, video presentations, hands-on participation in the skills lab and any other training aid the instructor feels would benefit the student, given the material being presented at that time, provided there is no unnecessary exposure of the student to risk.

#### Method(s) of Evaluation:

Didactic and psychomotor examinations at regular intervals throughout each semester. Such evaluations will be a direct measurement of the students' level of retention of the material. *(Method(s) of evaluation must measure the student learning outcomes listed above.)*

#### Grade Scale:

Coahoma Community College changed from the 3.0 system to the 4.0 system effective, September, 1974. College students' academic progress is evaluated according to the following grading system.

<b>Grading Scale for Paramedic</b>		
Grade	Scale	Quality Points
A – Excellent	94-100	4.0
B – Good	87-93	3.0
C – Average	<b>80-86</b>	2.0
D – Poor	70-79	1.0

F - Failure	69 or below	0.0
I – Incomplete		0.0
W – Withdrawal		0.0
Z – Unassigned Grade		0.0
Failure to attain a course grade of “C” or 80% will prevent the student from progressing to the next scheduled semester in the Paramedic Program. 80% will be considered the “cut score” for all major assignments.		

To be in good academic standing, students are required to maintain a cumulative 2.0 average on the 4.0 system. Each grade reported as having been earned by the student at the end of a semester or summer term will be included in computing the cumulative grade point average. The student should observe that the grade “F” carries zero quality points and will be included in the computation. For more information on the Coahoma Community College Grade Scale, students should see the College Catalog.

Revised Fall of 2009  
Office of Institutional Effectiveness

**COURSE OUTLINE**  
**EMS 1122**  
**Introduction to EMS Systems**  
**August, 2017**

<b>CHAPTER</b>	<b>ASSIGNMENTS</b>	<b>START DATE</b>
<b>1</b>	<b>Introduction to Paramedicine</b>	
<b>2</b>	<b>EMS Systems</b>	
<b>3</b>	<b>Roles, Responsibilities of the Paramedic</b>	
	<b>*Opportunity for test*</b>	
<b>4</b>	<b>Workforce Safety and Wellness</b>	
<b>5</b>	<b>EMS Research</b>	
	<b>*Opportunity for test*</b>	
<b>6</b>	<b>Public Health</b>	
<b>7</b>	<b>Medical, Legal Aspects of Out-of-Hospital Care</b>	

	<b>MID TERMS</b>	
<b>8</b>	<b>Ethics in Paramedicine</b>	
<b>9</b>	<b>Communications</b>	
<b>10</b>	<b>Documentation</b>	
<b>11</b>	<b>Human Life Span Development</b>	

*This outline is intended as a guideline for the course. The institution and the instructor reserve the right to make modifications in content, schedule, and requirements as necessary to enhance each student's educational experience and student learning outcomes.*

*\*\*Also, this particular class is often completed prior to the end of the semester. It's subject matter, however, is then integrated within practical lab scenarios, other course material, or both.*