

**Henry Ford Community College  
Trenton High School  
2601 Charlton  
Trenton, Michigan 48183**

Health Careers' Office (313) 845-9877 or THS Vice-Principal's Office (734) 692-4535.

**Course Name:** Public Safety Pathway

**Course Number:** 930TN/931TN and 932TN/933TN

**Course Credit:** For THS students course credit is 1.0  
For DCTC students course credit is 1.5

**School Year:** 2009

**Instructor:** Henry Ford Community College Faculty

**Course Description:**

EMS - As a Public Safety Pathway student, you will receive both a lecture and lab as a regular part of your MFR curriculum, 3 sessions a week for the first year. Completion of EMT/CJ-I will allow juniors to transfer into the EMT-II section as a senior, for the successful completion of a Certificate as an Emergency Medical Technician. The core of the EMT-I Medical First Responder class provides the information and skills for identifying life-threatening conditions and carrying out emergency procedures at the scene of an accident. Students can also become certified Health Care Providers by the American Heart Association, good for 2 years. Students who successfully complete the MFR component can take the National Registry Certifying exam, which, in-turn, allows them the opportunity to receive a state license after turning 18 years of age (must also be 18 to take the NR exam).

**Year one, EMT/CJ-1**

Medical First Responder – This course, described above, meets three days a week and is valued at 5 college credit hours and is half of the EMS 100, EMS 106 and EMS 109 college curriculums.

Criminal Justice I – This section meets two days a week during the first year of EMT/CJ-I. The curriculum covers the requirements of the CRJ 131 Introduction to Law Enforcement class on campus at HFCC. Successful completion of this section is valued at 3 college credit hours.

#### Year two, EMT/CJ-II

Emergency Medical Technician- This course builds off of the MFR course, from year one, to complete the other half of EMS 100, EMS 106, and EMS 109 college curriculums. This section is valued at 7.5 college credit hours. Also included is the Medical Terminology curriculum, which meets the college curriculum requirements for AH 100 Medical Terminology and is valued at 4 college credit hours.

Criminal Justice II – This section meets two days a week during the second year. The curriculum covers the requirements of the CRJ 135 Juvenile Justice Administration class on campus at HFCC. Successful completion of this section is valued at 3 college credit hours.

#### **Course Objectives and Competencies:**

##### **Course Objectives and Competencies for EMT I & II**

Lectures (lab, clinical & medical terminology are not included here due to space)

This lecture course presents the technical knowledge and skills necessary for certification as a Basic Emergency Medical Technician (EMT-B). This course focuses on Basic Life Support (CPR), airway management, poisoning emergencies, splinting, disaster management, bleeding, shock, emergency child birth, and psychological emergencies, as well as extrications. This course meets the recommendations of the National Department of Transportation for EMT- Basics. Note that successful completion of this course is required for individuals wishing to take the National Registry Certifying Exam for EMT-Basics.

Major Core Course Objectives (Measurable):

Note that this course is required to meet all objectives as outlined in National DOT Curriculum which is made available to all students.

- Differentiate proper from improper body mechanics for lifting and moving patients in emergency and non-emergency situations.
- Differentiate between normal/healthy and detrimental physiological reactions to anxiety and stress.
- Describe EMS systems, licensure, certification, registration, profession, professionalism, healthcare professional, ethics, peer review, Medical direction, and protocols.
- Identify the role of EMS in local municipal & community prevention programs.
- Describe the incidence, morbidity and mortality, and the human, environmental, and socioeconomic impact of unintentional and alleged unintentional injuries.
- \*Analyze the relationship between the law and ethics in EMS.
- Given several narrative circumstances, recommend a treatment plan in keeping with the ethical principles associated with EMS.
- Distinguish between ethical and moral decisions in EMS.
- Analyze disease risk in situations where the presence of “contaminants” poses a risk to the personnel, environment, patient, general public or equipment.
- Describe the cellular environment and factors that precipitate disease in the human body.
- Explain multiple organ dysfunction syndrome.
- Describe neuroendocrine regulation
- Explain the inflammation response and its systemic manifestations.
- Discuss the interrelationships between stress, coping, and illness.
- \*Evaluate and develop a management plan for a patient in cardiogenic, hypovolemic, neurogenic, anaphylactic, and septic shock.
- List the medications carried on the Basic-EMS unit and Demonstrate their proper administration.
- Recognize, manage and justify treatments for various respiratory emergencies.

- State the generic name, medication forms, dose administration, action, indications and contraindications for the prescribed inhaler.
- Recognize, manage and justify treatments for various cardiovascular emergencies.
- \*Evaluate and develop a management plan for a patient with an altered mental status and an unknown history.
- Demonstrate the proper steps in the emergency medical care for the patient taking diabetic medicine with an altered mental status and a history of diabetes.
- \*Evaluate and develop a management plan for the emergency care of a patient with an altered mental status and a loss of speech, sensory, or motor function.
- Differentiate between syncope and seizures.
- Differentiate between the general category of those patients having an allergic reaction and those patients having an allergic reaction and requiring immediate medical care, including immediate use of an epinephrine auto injector.
- List the signs/symptoms associated with poisoning and the proper patient management.
- List the six factors that may make a drug or alcohol emergency life-threatening.
- \*Evaluate and develop a management plan for the emergency care of a patient with signs/symptoms of acute abdominal pain.
- Differentiate between the various environmental emergencies including exposure to hot and cold environments, submersion, drowning, and diving emergencies.
- Describe the characteristics of an individual's behavior which suggest that the patient is at risk for suicide.
- Describe the procedures for handling abnormal deliveries, complications of pregnancy, and maternal complications of labor.
- Discuss the steps of patient assessment, including the priority decision, as they relate to and are guided by the mechanism of injury.
- Develop a treatment plan for the emergency medical care of the patient with signs and symptoms of shock.

- Recommend the appropriate assessment/ treatment plans for the emergency care of patients with the following categorical injuries: soft tissue, burns, musculoskeletal, head/spinal trauma, eye/face/neck, and chest/abdomen/genitalia.
- Identify the signs and symptoms of shock in the infant and child patient.
- Summarize the emergency medical care strategies for respiratory distress and respiratory failure in the infant/child.

\*Notes core objectives applicable for use in a critical thinking assessment.

### **Course Objectives and Competencies for Criminal Justice I (CJ II not included here)**

An overview of the criminal justice system in the U.S. Topics surveyed are the history of law enforcement: the political, sociological, and philosophic background of police functions; and the criminal courts. Constitutional problems as they relate to the police function are surveyed, and the use of recent technology in criminal justice is discussed.

Following the successful completion of this course, students should be able to:

#### **I. Ideas and events shaping the U.S. Criminal Justice System**

*Identify* the historical origins of the American Criminal Justice System

Explain how the U.S. Constitution is the most important well spring of our Criminal Justice System

It defines the rights of individuals

It defines the power of federal and state governments to create Laws

It sets limits on punishment

Explain how laws have shaped and changed American Society

#### **II. Institutional aspects of the Criminal Justice System in the U.S.**

*Explain how unique our U.S. Criminal Justice System is when compared to other countries e.g., China, Russia, and the Islamic country of Saudi Arabia*

*\* Identify and explain the three components of the U.S. Criminal Justice System and how they inter-relate with each other*

Identify and understand the two major sources of crime statistics in the U.S.

*Identify the three levels of law enforcement in the U.S.*

*\*Critical Thinking*

II. Institutional aspects of the Criminal Justice System in the U.S. (Cont.)

Identify and explain the three styles of policing in the U.S.

*Identify and explain the police function in the U.S. Society*

*Understand the concept of discretion in policing*

*Identify and distinguish major differences among theories of crime causation*

*Distinguish between the five types of laws in the U.S.*

*Identify some legal defenses for criminal responsibility*

*Identify the court process and structures in the U.S.*

*Distinguish between intermediate/determinate sentence and probation /parole*

II. Diversity issues in Criminal Justice System in the U.S.

- Understand how judicial decisions have upheld the importance of individual rights in the Criminal Justice System for example:
- Due process
- Exclusionary Rule of evidence and the exceptions to it
- Explain how multiculturalism and diversity present special challenges to and opportunities for the U.S. Criminal Justice System for example:
- Racial profiling by law enforcement
- Percentage of women and ethnic minorities employed in law enforcement and corrections
- Prison populations that do not reflect the racial make-up of society
- Disparity in sentencing/prison population by race and sex

**Required Text:**

This will be in accordance with current college selections from the main campus.

**References & Other Resources:** Due to the numerous references, instructors, and various resources, these vary annually and are provided through the program.

**Course Advisory Committee:** This is a dynamic board that fluctuates annually to reflect the current needs of the institution and the current student body and the industry we serve. For a current list of board members, see the DCTC for a copy of the PSP Advisory Committee or contact the EMS Program Manager at HFCC.

### **Class Assignments:**

Lectures: Classes are mainly in lecture format. The bulk of the material that the student will receive is in lecture format. Therefore, it is imperative that students be attentive and take exceptional notes. Instructors or guest speakers do not tolerate talking or other distractions.

Lab sessions: Students are required to participate in all practical sessions. Students are to conduct themselves in a professional manner and pay close attention to instructions. Horseplay and unsafe conduct is strongly prohibited and is not tolerated

Homework: Homework is given on an as needed basis and is the responsibility of the student to complete and turn in on time. Mailboxes are provided for every student and instructor so communication should not be an issue. Students must be responsible for all homework and missed assignments. Exams: Generally, a total of 8 exams will be given over the year (4 a semester) for EACH class. Exams are heavily weighted. Failing one exam can significantly change your grade in that specific course section. Attendance for exams is mandatory and they may not be taken at a later date, unless absence is excused and accompanied by a note from parent.

**Final Exam:** See Evaluation and Grading

### **Class Policies:**

Attendance/Tardiness: **Students are required to attend all classes and if they do not, they are equally responsible for the work missed in those classes.** Students who miss classroom instruction are required to make arrangements with the instructor for

any missed material. Tardiness is not tolerated. A deduction of points may be made for every tardy (depending on the instructor). Additional enforcement is done according to Trenton High School policy.

**Evaluation & Grading:**

Scale for MFR, EMT, and Medical Terminology

A= 93-100%

B= 85-92%

C= 75-84%

D= 60-74%

E= <60%

Scale for Criminal Justice

A= 90-100%

B=80-90%

C=70-80%

D=65-70%

E=<65%

A Final grade of C or better must be obtained in order to receive college credit. Note: The above scales can be changed by individual instructors to reflect changes within the program requirements.

**Course Outline:**

Due to the number of instructors and the large amount of content covered, this information is disseminated by each instructor at the start of classes.

**Articulation Agreements:**

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