Program Description:
The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Bloodborne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators. The course is a blend of lecture, hands on lab/learning, and practical scenario based learning/testing. The course will include Healthcare Provider CPR/AED Certification from a Nationally Recognized Body (American Heart Association). If this course is also approved by the Georgia State Office of Emergency Medical Services and Trauma (SOEMST), successful completion will allow the student to be eligible to take the National Registry of Emergency Medical Technicians (NREMT) Emergency Medical Responder (EMR) certification. Topics include: Preparatory; Anatomy and Physiology; Medical Terminology; Pathophysiology; Life Span Development; Public Health; Pharmacology; Airway; Management; Respiration and Artificial Ventilation; Assessment; Medicine; Shock and Resuscitation; Trauma; Special Patient Populations; EMS Operations; and Integration of Patient Assessment and Management.

Prerequisite/Pathway:
The prerequisite for this course with Healthcare Science is Introduction to Healthcare and Essentials of Healthcare. The prerequisites for the Law, Public Safety, Corrections and Security Cluster are Induction to Law, Public Safety, Corrections & Security and Fire and Emergency Services. Students successfully completing the first two years of the pathway while maintaining a minimum score of 75 or greater will have the third-year options which currently includes Emergency Medical Responder and/or Allied Health and Medicine.

Course Objectives:
A complete description of each unit may be found at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Emergency-Medical-Responder-HS.pdf

HS-EMR-1: Employability Skills
HS-EMR-2: Role of the Emergency Medical Responder
HS-EMR-3: Scene Safety, Well Being and Stress Management
HS-EMR-4: Documentation and Data
HS-EMR-5: Legal and Ethical Issues
HS-EMR-6: Anatomy & Physiology
HS-EMR-7: Medical and Anatomical Terminology
HS-EMR-8: Shock and Respiratory Compromise
HS-EMR-9: Public Health
HS-EMR-10: Pharmacology
HS-EMR-11: Airway Control
HS-EMR-12: Immediate Threats & Injuries
HS-EMR 13: Primary Assessment
HS-EMR 14: Medical History
HS-EMR 15: Focused Assessment and Vital Signs
HS-EMR 16: Secondary Assessment
HS-EMR 17: Healthcare Provider CPR Certification
HS-EMR 18: Trauma Care
HS-EMR 19: OB
HS-EMR 20: Neonatal Care
HS-EMR 21: Pediatric Care
HS-EMR 22: Geriatrics
HS-EMR 23: Safety of Public and Personnel
HS-EMR 24: Incident Command System
HS-EMR 25: Triage
HS-EMR 26: Air Medical Transport and Landing Zones
HS-EMR 27: Extrication Operations
HS-EMR 28: Hazardous Materials
HS-EMR 29: Terrorism
HS-EMR 30: Prepare for NAEMT EMR Evaluation (national test)

**Evaluation:**
Formative Assessments (classwork, quizzes, & online module assignments/quizzes): 40%
Summative Assessments (written exams and major projects): 40%
Final Exam: 20%

**Career Development:**
Students are encouraged to continuously work toward their career goals. Career development points are designed to reinforce CTE standard one, Employability Skills. Points may be demonstrated through class and CTSO activities such as medical reading and research, fundraisers, community service projects, CTSO meetings, and other activities. Career development opportunities are announced daily in class and on the google classroom site. Career development will be individually recorded on monthly point sheets. Earned points may be applied to a future month within the semester, but **will not be awarded retroactively**. Please read the Career Development Points: Frequently Asked Questions sheet for additional information.

**Labs/Lab Attire:**
Labs are hands-on learning experiences. Lab skills include topics such as maintaining a sterile field, proper patient movement techniques, CPR, and first aid. Students may be excluded from a lab activity due to behavior that could result in injury or not wearing appropriate attire. On lab days, are required to wear a shirt that covers the same area as a t-shirt (as worn by most adults). It is preferred that the student wears long pants, but modest shorts (“golf” shorts/ “Bermuda” shorts) are permissible. They must wear a standard analog watch with a second hand. Skirts are not allowed on lab days. No dangling jewelry may be worn. Shoes must be closed-toe and rubber soled with a non-slip surface. High heels, sandals, bare feet, and cowboy boots are prohibited. **Students not dressed appropriately will not participate and will receive a zero for that day’s lab grade.**

**Class Procedures**
- Arrive and be seated before the bell rings: “early is on time, on time is late, and late is left.”
- Take personal ownership of your learning experience: “ask three, then me.”
- Put away any personal electronics, food, or drink before entering class: “if I see it, I will take it.” Confiscated electronics will be turned into the office and appropriate disciplinary action taken.
- Come to class prepared with all needed supplies and materials. (analog watch, 3 ring binder, pen and pencil, ear buds, and one to one device)
- Respect yourself and others.
- Choose safe behaviors.

Please see the Fulton County Student Code of Conduct & Discipline Handbook at http://www.fultonschools.org/en/divisions/acd/supportserv/Pages/StudentDiscipline.aspx

**Virtual Class/Social Media:**
The HSTE program uses various technologies and Internet tools to facilitate learning. Students are expected to act professionally and appropriately when using these resources. An inappropriate action in these environments will be treated the same as if it happened in class and can result in school discipline. Students must be vigilant in protecting their passwords. Claiming someone else did something will not be a valid excuse for reducing responsibility; the responsibility will fall on the account holder. Please refer to county policies regarding technology use for additional regulations.

**Media Release:**
The Healthcare Science program is active in many community events; activities are frequently published in local newspapers, newsletters, and publications. Students are often photographed, interviewed, and quoted for use in such media. Please contact the instructor with any questions or concerns.

Throughout the school year the Fulton County School District and local schools will conduct activities that may be publicized through local or national news media. With parental consent (available on syllabus sign off form) the Fulton County School District may use or publicly display a child’s photograph, video image, or audio clip on the District’s Web site(s), individual school Web pages, or in other official District publications without further notice. The District will have the right to crop, edit, or treat the photograph, video, or audio clip at its discretion. Parents also agree to participation in any publicity activities for events sponsored by the District. Such activities may include but are not limited to: interview sessions with news reporters; photographs for newspapers or various School District publications including newsletters, calendars, and brochures; videotaping for local and national television newscasts, cable programming, and School District promotional videos.

**Safety:**
This course will involve frequent hands-on practical sessions. Appropriate safety procedures and techniques will be discussed prior to each activity. Deviance from these procedures at any time will result in automatic exclusion from that practical session, and a written project will be assigned. Repeat violations will be managed on an individual basis. General safety guidelines are as follows:

1. Be attentive to the instructor/supervisor.
2. Maintain a professional attitude at all times while refraining from horseplay of any type.
3. Be aware of any hazards in the classroom/lab or healthcare clinical facility, such as broken equipment, wet floors, or other hazards and report them immediately to the instructor/supervisor.
4. Only handle medical equipment and supplies with permission from the instructor/supervisor. Only handle equipment/supplies that appear to be safely maintained and after ensuring a safe environment for usage.
5. Only practice/perform a specific skill once you have received instruction and 
permission from the health care instructor.
6. Check with your instructor/supervisor if any clarification is needed in safely 
performing a procedure once you have been checked off on a skill.
7. ALWAYS use standard precautions. This includes the use of any personal 
protective equipment such as gloves, gown or mask.
8. Report any accident, no matter how minor, immediately to the 
instructor/supervisor.

**Make-up Work:**
Students should check google classroom daily, including when absent, to stay up-to-date 
on work and announcements. Makeup sessions for online module work, quizzes, and 
exams are held on Tuesdays before and after school. Students must submit a makeup 
“purple” form in advance to attend a session. Students have ten days from the end of a 
unit to attend a makeup session for any work assigned during that unit. *Modules will NOT be re-opened after the unit’s ten-day timeframe has ended.*

**Recovery Plan/Honor Code:**
Refer to the 2019-2020 recovery plan and honor code for the policy.

**Media:**
The program uses various videos, DVDs, audio tapes, programs, and similar media that 
may contain profanity, nudity, and/or gruesome images as a part of the class; some 
movies may be rated R. While all efforts are made to minimize such material, it can 
prove extremely useful for addressing some course content (such as an autopsy video). 
Never is such material used in a gratuitous manner. Parents are encouraged to express 
any concerns with the instructor in writing.

**End of Pathway Assessments:**
The End-of-Pathway assessment measures the level of technical skill attainment of each 
career pathway completer. The End-of-Pathway assessments will be administered to all 
CTE students who have finished or are finishing a pathway. 
During written and practical assessments, the cell phone and watches must be left in the 
cell phone pocket at the front of the classroom until the assessment is completed by all 
students.

Students will take the National EMR exam or National Consortium test dependent upon 
the criteria met by the student.

**Georgia Best Skills and Portfolio:**
Students in the Health Science pathway develop a portfolio that meets the standards of 
the Department of Labor Georgia BEST program. Students will complete rating sheets 
throughout the year to assess personal growth and achievement on the Georgia Best 
standards. Upon completion of the pathway, names of qualifying students will be 
submitted to the Department of Labor for issuance of student certificates.

**Method of Instruction:**
Lecture, hands-on skill sessions, guest speakers, computer programs, interactive online 
modules, multimedia presentations, handouts, videos/DVDs.

**Class Website:**
Individual classrooms may be found at classroom.google.com. Students are expected to 
visit the virtual classroom daily for updates, announcements, assignments, and postings.
Textbook:
Students will have access to aeseducation.com—the interactive, self-paced course modules are used for the bulk of the course material; texbooks are available in class as an extra reference. Students should attend class with a charged one to one device (or equivalent) in order to make full use of class time.

Conference/Help Sessions:
Tuesdays before and after school, or by appointment
branchc@fultonschools.org / E-31
cochranej@fultonschools.org / F-40