

WEST LOS ANGELES COLLEGE
DEPARTMENT OF ALLIED HEALTH

DO NOT PUBLISH ONLINE

- I. AH 43: ANATOMY & PHYSIOLOGY FOR EMERGENCY HEALTH PERSONNEL
- II. PREPARED BY: PARAMEDIC FACULTY
- III. REVISED FOR: WINTER 2016
- IV. PREREQUISITES: Open only to students admitted through the UCLA Center for Prehospital Care and currently certified as an Emergency Medical Technician (Allied Health 52) in the State of California.
- V. UNITS: 4 UNITS
- VI. OFFICE HOURS: WED. 8:00AM – 5:00PM
- VII. COURSE INSTRUCTOR: HEATHER DAVIS
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- VIII. COURSE DESCRIPTION:

This course will provide an overview of the structure and function of all body systems. Emphasis will be placed on knowledge that will enhance the student's ability to assess and treat medical emergencies.

- IX. SPECIAL ACCOMMODATIONS:
If there are special accommodations that you require to be successful in this course, please discuss your situation with the professor. To receive accommodations for a special need or disability, students must register with the Office of Disabled Student Program and Services at West Los Angeles College or the UCLA Center for Prehospital Care Office for Students with Disabilities. Tape recording of lectures and discussions will not be permitted without the consent of the instructor.
- X. TEXTS:

Nancy Caroline's Emergency Care in the Streets, 7th edition by the American Academy of Orthopaedic Surgeons, 2012.
- XI. COURSE SLO ADDRESSED IN THIS COURSE:

<u>Course SLO</u>	<u>Assessment Method</u>	<u>Criterion Level</u>
<p>One sentence that describes a major piece of knowledge, skill, or ability that students can demonstrate by the end of the course</p> <p><i>Finish the sentence, "At end of the course, the successful student will be able to..." "</i></p>	<p>Major assignment, project or test used to demonstrate or apply outcome</p> <p><i>Remember to have a mix of qualitative and quantitative assessment methods.</i></p>	<p>Reflects satisfactory performance on the SLO</p> <ul style="list-style-type: none"> • <i>At least X percent of students achieve this course SLO.</i> • <i>All students achieve at least the Y level on this SLO.</i> • <i>At least X percent of students achieve the Y level on this course SLO.</i>
1. Identify and show	Students will be evaluated by answering questions on a written	All students will correctly answer at least 80% of the exam questions.

understanding of anatomical and physiological systems of the body.	exam that will be evaluated using a scantron scanner.	
2. assess, evaluate and communicate the appropriate functions in emergency situations by applying anatomical and physiological concepts.	Students will be evaluated through skills demonstrations that will be assessed according to skills test grading guidelines/rubrics.	At least 75% of students will achieve 75% of the points available on the skills test on the first attempt.

XI. COURSE OBJECTIVES:

Topographical Anatomy

- Define anatomy, physiology and pathophysiology
- Name the levels of organization of the body and explain each
- Name the organ systems of the body
- Define homeostasis and give an example of a typical homeostatic mechanism
- Describe the anatomical position
- Describe the sagittal, midsagittal, and transverse and frontal planes
- Use proper terminology to describe the location of body parts with respect to one another
- Name the body cavities, their membranes and some organs within each cavity
- Explain the four quadrants of the abdomen and name the organs in those areas

Chemistry of Life

- Define matter, element, atom, proton, neutron, and electron
- Using symbols, name some of the common elements found in the body
- Describe the purpose of ionic, covalent and hydrogen bonds in the body
- Describe what happens in synthesis and decomposition reactions
- Explain the importance of water to the function of the body
- Describe where water is found in the body
- Explain the roles of oxygen and carbon dioxide in cell respiration
- Explain pH and state normal pH ranges in body fluids
- Explain how a buffer system resists major pH changes
- Describe the functions and types of sugar, fats, and proteins
- Explain how enzymes function as catalysts
- Describe the function of DNA, RNA, and ATP

Cells, Tissues, Membranes

- Name the organic molecules that make up the cell membrane and state their functions
- State the arrangement of the molecules in the cell membrane
- State the five functions of proteins in the cell membrane
- Describe the cytoplasm
- Describe how the cell membrane regulates the composition of the cytoplasm
- Explain isotonic, hypotonic, and hypertonic solutions and their effects on the cell
- State the function of the nucleus and chromosomes
- Describe the function of the cell organelles
- Define each of these cellular transport mechanisms and give an example of the role of each in the body: diffusion, osmosis, facilitated diffusion, osmosis, facilitated diffusion, active transport, filtration, phagocytosis and pinocytosis.
- Describe what happens in mitosis and meiosis and describe the importance of each
- Describe the four major categories of tissues and give general characteristics of each
- Describe the function of epithelial tissue depending on their location.
- Describe the functions of connective tissue and related them to the function of the body or an organ system
- Explain the basic differences between smooth, skeletal and cardiac muscle

- Describe in brief, nervous tissue
- Name the organs made of nerve tissue
- Describe the location of pleural membranes and state the function of mucus
- Name some membranes made of connective tissue

Integumentary System

- State the three functions of the integumentary system
- Name the two layers of skin
- State the location and function of the stratum corneum and the stratum germinativum
- Describe the function of melanocytes and melanin
- Describe the function of hair and nails
- Describe the functions of the secretions of sebaceous glands, ceruminous glands and exocrine sweat glands
- Describe how the arterioles in the dermis respond to heat, cold and stress
- Name the tissues that make up the subcutaneous tissue and describe their functions

Musculoskeletal System

- Describe the function of the skeleton
- Explain how bones are classified and give an example of each
- Describe how the embryonic skeleton is replaced by bone
- State the nutrients necessary for bone growth
- Name the hormones involved in bone growth and maintenance
- Explain what is meant by exercise for bones and explain its importance
- Identify the two major subdivisions of the skeleton and list the bones in each area
- Explain how joints are classified; give an example of each and describe the movements possible
- Describe the parts of a synovial joint and explain their function
- Describe muscle structure in terms of muscle cells, tendons and bones
- Describe the difference between antagonistic and synergistic muscles
- Name the energy sources for muscle contraction and state the simple equation for cell respiration
- Explain the importance of hemoglobin and myoglobin and oxygen debt and lactic acid
- Describe the neuromuscular junction and explain the function for each part
- Describe the structure of a sarcomere
- Explain polarization, depolarization and repolarization in terms of ions and charges
- Describe the sliding filament theory of muscle contraction
- State the major muscles of the body and their functions

Nervous System

- Name the divisions of the nervous system and state the general functions of each
- Name the parts of a neuron and the function of each
- Explain the importance of Schwann cells in the peripheral nervous system and neuroglia in the nervous system
- Describe the electrical nerve impulse and impulse transmission at the synapse
- Describe the types of neurons, nerves and nerve tracts
- Explain the importance of stretch reflexes and flexor reflexes
- Describe the reflex arc
- State the functions of the parts of the brain and locate each part on a diagram
- Name the meninges and describe their locations
- State the locations and functions of cerebrospinal fluid
- Explain the general purpose of sensations
- Name the parts of the sensory pathway and the general functions for each part
- Describe the characteristics of sensations
- Name the parts of the sensory pathway and the general functions of each part
- Describe the characteristics of sensations
- Name the parts of the sensory pathway and the general functions of each part
- Describe the characteristics of sensations
- Name the cutaneous senses and explain their purpose

- Explain referred pain and explain its purpose
- Explain the importance of proprioception, or muscle sense
- Describe the pathways for the sense of smell and taste and explain how these senses are interrelated
- Name the parts of the eye and explain their function in sight
- Name the parts of the ear and explain their function in hearing
- Describe the physiology of equilibrium

Endocrine System

- Distinguish between endocrine and exocrine glands
- Define hormone and prostaglandin
- Identify the primary endocrine glands and list the major hormones secreted by each
- Explain the roles of positive and negative feedback mechanisms in hormone secretions
- Describe the relationship between parathyroid hormone and calcitonin
- Describe the relationship between insulin and glucagon
- Explain what prostaglandins are made of and state their functions
- Explain how protein hormones are believed to exert their effects
- Explain how steroid hormones are believed to exert their effects

Cardiovascular System

- Describe the primary functions of blood
- List the formed elements of blood and state the primary functions of each
- Name the hemopoietic tissues and the kinds of blood cells each produces
- Describe what happens to red blood cells at the end of their life span including the fate of hemoglobin
- Explain the ABO and Rh blood types
- Name the five kinds of white blood cells and the functions of each
- State what platelets are and explain how they are involved in homeostasis
- Describe the three stages of blood clotting
- Explain how abnormal clotting is prevented in the vascular system
- Describe the location of the heart in terms of body cavities and relationship to other structures
- Name the chambers of the heart and the vessels that enter or leave each chamber
- State the valves of the heart and their function
- State how the heart sounds are created
- Trace the pathway of a blood cell throughout the body
- Describe coronary circulation
- Describe the cardiac conduction pathway and its relationship to a normal electrocardiogram
- Explain stroke volume, cardiac output and Starlin's law of the heart
- Explain how the nervous system regulates the function of the heart
- Describe the structure and function of each of the blood vessels: arteries, veins, and capillaries
- Describe the exchanges of gases that occur at the capillary level
- Name the major systemic arteries and the parts of the body they nourish
- Name the major systemic veins and the parts of the body they drain of blood
- Define blood pressure and state the normal ranges for the systolic and diastolic indices

Lymphatic System

- Describe the functions of the lymphatic system
- Stat how lymph is formed
- Describe the system of lymph vessels and explain how lymph is returned to the blood
- State the location and function of lymph nodules and nodes
- State the location and function of the spleen

Immune System/Microbiology

- Define immunity
- Explain the role of the thymus in immunity
- Explain the differences between humoral immunity and cell mediated immunity
- Compare and contrast the development and function of B Cells and T Cells

- Describe the differences between acquired immunity and genetic immunity
- Explain how vaccines work
- Explain how microorganisms are named and classified
- Describe the distribution of and the benefits of normal flora
- Explain what is meant by infectious disease
- Describe the different methods by which infectious diseases are spread
- List some important infectious diseases

Respiratory System

- State the general function of the respiratory system
- State the pathway of the respiratory system including nasal cavities, pharynx and larynx
- State the function of the turbinates in the nasal cavity
- Describe the structure and function of the larynx and the speaking mechanism
- Describe the structure and functions of the trachea and bronchial tree
- Describe the structure of the pulmonary capillaries, and explain the importance of surfactant
- State the roles of the visceral and parietal pleura in respiration
- State the changes in air pressure within the thoracic cavity during respiration
- Explain the diffusion of gases in external and internal respiration
- Describe how oxygen and carbon dioxide are transported in the blood
- Explain the nervous and chemical mechanisms that regulate respiration
- Explain how respiration affects the pH of certain body fluids

Digestive System

- Describe the general function of the digestive system and name the major divisions
- Identify the accessory organs of digestion
- Explain the difference between mechanical and chemical digestion
- Describe the structure and function of the teeth and tongue
- Explain the function of saliva
- Describe the location and function of the pharynx and esophagus
- List and describe the four layers of the alimentary canal
- Describe the difference in absorption between the large and small intestine
- Describe the function of the normal flora in the colon
- Define peristalsis
- Define chyme
- State the normal range of body temperature
- Define metabolism, catabolism and anabolism
- State the different ways heat is generated and lost in the body
- State why the hypothalamus is the thermostat of the body
- State what the products of cell respiration are and how the body disposes of them
- Describe the metabolic roles of fats, glucose and proteins
- Describe basal metabolic rate and the factors that affect it
- Define kilocalories
- Describe the water compartments and the name for the water in each
- Explain how water moves between the compartments
- Explain how water is taken in by the body and exits the body

The Renal System

- Describe the location and general function of each organ in the urinary system
- Name the parts of a nephron
- Define glomerular filtration rate
- Describe how the kidneys function in maintaining normal blood volume and pressure
- Describe how the kidneys help to maintain normal blood pH and electrolyte balance
- State the hormones that affect kidney function
- Explain the interaction between capillary blood pressure and blood proteins
- Describe the characteristics of normal urine

Reproductive System and Development

- Define diploid and haploid
- Describe the difference between spermatogenesis and oogenesis
- Define gametes
- Name the hormones necessary for the formation of gametes
- List the essential and accessory organs of the male and female, give the general function of each
- Identify and describe the structures that constitute external genitals in both sexes
- Name the parts of a sperm cell
- Define endometrium
- Briefly describe the life cycle of an oocyte
- Describe the menstrual cycle in terms of change in hormone levels and the condition of the endometrium
- Beginning with fertilization, describe the major developmental changes during gestation
- Describe the structure and function of the placenta and umbilical cord
- Describe the difference between fetal circulation/respiration and adult circulation /respiration
- State the length of an average gestation period
- Describe the states of labor
- Describe the major changes that take place in an infant at birth
- Define genetic disease
- Explain how genes can cause disease
- Define homologous chromosomes, autosomes, sex chromosomes and genes
- Define alleles, genotype, phenotype, homozygous and heterozygous
- Discuss the difference between dominant and recessive traits
- List some important genetic diseases

X. METHODS OF INSTRUCTION:

- Lecture
- Discussion
- Video Presentations
- Review of Articles and Informative Web Based Resources

XI. METHODS OF EVALUATION:

30%	Quizzes
40%	Block Exams
20%	Homework Assignments
10%	Participation (including skills labs)
P/F	Nationally Accredited Exams (BCLS, ACLS, PALS, PHTLS)
P/F	Skills Exams

The grading policy is as follows:

- 93-100% A
- 85-92% B
- 80-84% C

A minimum score of 80% is required to remain in the program. A score of 79% or less will be recorded as an "F".

XII. ETHICS AND STANDARDS OF CONDUCT:

Due to the high standards of the Program and the paramedic profession, student conduct must reflect professionalism, integrity and responsibility at all times. The following section sets forth ethical standards, standards of conduct, and examples of misconduct subject to disciplinary action (including probation or termination from the Program).

Ethical Standards

Students are expected to meet the following ethical standards while in the Program:

- Paramedics are health care professionals regardless of whether or not they receive monetary compensation for their work. Thus, a paramedic is bound by the highest standards of professional conduct and ethics. The program will not tolerate a breach of these standards by its students. **Certain acts may be so serious that they subject the student to immediate dismissal without progressive discipline.**
- Students must conduct themselves in an ethical manner throughout the classroom, clinical, and field internship phases of the program. Failure to adhere to these standards may result in immediate termination from the program. Violation of these standards includes, but is not limited to, physical violence, stealing, lying, cheating, or breach of patient confidentiality.

Professional Behavior

The conduct of the paramedic student reflects upon the individual, his or her agency, the program, and the EMS profession. Therefore, the student must conduct him/herself in a professional and responsible manner at all times as described below. **Failure to demonstrate professional behavior may result in termination.**

Professional Behavior/Attributes include:

- **Leadership.** Self-confidence, established credibility, ability to remain in control, ability to communicate, willingness to make a decision, willingness to accept responsibility for the consequences of the team's action.
- **Integrity.** Consistent honesty; being able to be trusted with the property of others or with confidential information; complete and accurate documentation of patient care and learning activities.
- **Empathy.** Showing compassion for others; responding appropriately to the emotional response of patients and family members; demonstrating respect for others; demonstrating a calm, compassionate, and helpful demeanor toward those in need; being supportive and reassuring to others.
- **Self-motivation.** Taking initiative to complete assignments; taking initiative to improve and/or correct behavior; taking on and following through on tasks without constant supervision; showing enthusiasm for learning and improvement; consistently striving for excellence in all aspects of patient care and professional activities; accepting constructive feedback in a positive manner; taking advantage of learning opportunities; participating in tutoring sessions; and completing prescribed remediation.
- **Appearance & Personal Hygiene.** Appropriate, neat, clean and well-maintained clothing and uniform; good personal hygiene and grooming.
- **Self-confidence.** Demonstrating the ability to trust personal judgment; demonstrating an awareness of strengths and limitations; exercising good personal judgment.
- **Communication Skills.** Speaking clearly; writing legibly; listening actively; adjusting communication strategies to various situations
- **Time Management Skills.** Consistent punctuality; completing tasks and assignments on time.
- **Diplomacy in Teamwork.** Placing the success of the team above self interest; not undermining the team; helping and supporting other team members; showing respect for all team members; remaining flexible and open to change; communicating with others to resolve problems.
- **Respect.** Being polite to others; not using derogatory or demeaning terms; behaving in a manner that brings credit to the profession.
- **Patient Advocacy.** Not allowing personal bias or feelings to interfere with patient care; placing the needs of patients above self interest; protecting and respecting patient confidentiality and dignity.
- **Careful Delivery of Service.** Mastering and refreshing skills; performing complete equipment checks; demonstrating careful and safe ambulance operations; following policies, procedures, and protocols; following orders.

Misconduct

Students are subject to disciplinary action up to and including termination from the Program for misconduct, including but not limited to:

- **Academic Dishonesty.** All forms of academic misconduct, including but not limited to cheating, fabrication, plagiarism, multiple submissions, or facilitating academic dishonesty. For the purposes of this policy, the following definitions apply:

Cheating. Cheating includes, but is not limited to, the use of or appearance of use of unauthorized materials, information, or study aids in any academic exercise; or helping another student commit an act of academic fraud; or the failure to observe the expressed procedures or instructions of an academic exercise (e.g., examination instructions regarding alternate seating or conversation during an examination).

Fabrication. Fabrication includes, but is not limited to, falsification or invention of any information or citation in an academic exercise.

Plagiarism. Plagiarism includes, but is not limited to, the use of another's words or ideas as if they were one's own; including but not limited to representing, either with the intent to deceive or by the omission of the true source, part of or an entire work produced by someone other than the student, obtained by purchase or otherwise, as the student's original work; or representing the identifiable but altered ideas, data, or writing of another person as if those ideas, data, or writing were the student's original work.

Multiple Submissions. Multiple submissions includes, but is not limited to, the resubmission by a student of any work which has been previously submitted for credit in identical or similar form in one course to fulfill the requirements of a second course, without the informed permission/consent of the instructor of the second course; or the submission by a student of any work submitted for credit in identical or similar form in one course to fulfill the requirements of a concurrent course, without the permission/consent of the instructors of both courses.

Other Forms of Dishonesty. Other forms of dishonesty, including but not limited to fabricating information or knowingly furnishing false information or reporting a false emergency to the program or to program officials acting in the performance of their duties.

- **Forgery.** Forgery, alteration, or misuse of any program document, record, key, electronic device, or identification. This policy applies to any individual for whom the program maintains records, regardless of current student status. Signing an attendance roster for another student or signing a clinical evaluation for a nurse are examples of forgery.
- **Theft.** Theft of, conversion of, misappropriation of, or damage to or destruction of any property of the program or University or property of others while on program or University premises or at official program functions; or possession of any property of the program or others stolen while on program premises or at official program functions.
- **Computers.** Theft or other abuse of computing facilities or computer time, including but not limited to unauthorized entry into a file to use, read, or change the contents or for any other purpose; unauthorized transfer of a file; unauthorized use of another individual's identification or password; use of computing facilities to interfere with the work of another student, faculty member, or program official; use of computing facilities to interfere with a program computing system.
- **Unauthorized Conduct.** Unauthorized possession of, receipt of, duplication of, or use of the program's name, insignia, or seal. Unauthorized entry to, possession of, receipt of, or use of any program properties, equipment, resources, or services. Selling or distributing course lecture notes, handouts, readers, or other information provided by an instructor, or using them for any commercial purpose, without the express permission of the instructor.
- **Physical Abuse.** Physical abuse, including but not limited to rape, sexual assault, sex offenses, and other physical assault; threats of violence; or conduct that threatens the health or safety of any person.
- **Rape.** Rape refers to "rape" as defined by the California Penal Code (as it may be amended from time to time). Among other acts, the Penal Code prohibits the following acts:
 - Sexual intercourse against a person's will accomplished by force or threats of bodily injury.
 - Sexual intercourse against a person's will where the person has reasonable fear that she (or he) or another will be injured if she (or he) does not submit to the intercourse.
 - Sexual intercourse where the person is incapable of giving consent, or is prevented from resisting, due to alcohol or drugs, and this condition was known, or reasonably should have been known by the accused.
 - Sexual intercourse where the person is incapable of resisting because she (or he), at the time, is unconscious or asleep, and this is known to the accused.
- **Sexual Assault.** The act of sexual assault includes forced sodomy (anal intercourse); forced oral copulation (oral-genital contact); rape by foreign object (forced penetration by a foreign object, including a

finger); and sexual battery (the unwanted touching of an intimate part of another person for the purpose of sexual arousal). These also include situations when the accused sexually assaults a complainant incapable of giving consent, including where the complainant is prevented from resisting due to alcohol or drugs and this condition was known, or reasonably should have been known by the accused. Note: For the purpose of this regulation, students should understand that:

Forced intercourse or other unwanted sexual contact is defined as rape or sexual assault whether the assailant is a stranger or an acquaintance of the complainant.

Intoxication of the assailant shall not diminish the assailant's responsibility for sexual assault.

- **Sexual Harassment.** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other Program activity;
 - Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
 - Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive Program environment.In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the record of the incident as a whole and to the totality of the circumstances, including the context in which the alleged incidents occurred.
- **Stalking.** Stalking is behavior in which an individual willfully, maliciously, and repeatedly engages in a knowing course of conduct directed at a specific person which reasonably and seriously alarms, torments, or terrorizes the person, and which serves no legitimate purpose.
- **"Fighting Words."** The use of "fighting words" by students to harass any person(s) on Program property, on other property to which these policies apply, or in connection with official Program functions or program-sponsored programs. "Fighting words" are those personally abusive epithets which, when directly addressed to any ordinary person are, in the context used and as a matter of common knowledge, inherently likely to provoke a violent reaction whether or not they actually do so. Such words include, but are not limited to, those terms widely recognized to be derogatory references to race, ethnicity, religion, sex, sexual orientation, disability, and other personal characteristics. "Fighting words" constitute "harassment" when the circumstances of their utterance create a hostile and intimidating environment which the student uttering them should reasonably know will interfere with the victim's ability to pursue effectively his or her education or otherwise to participate fully in Program programs and activities.
- **Hazing.** Hazing or any method of initiation or pre-initiation activity which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any student or other person.
- **Obstruction or Disruption.** Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other program activities.
- **Disorderly Conduct.** Disorderly or lewd conduct.
- **Disturbing the Peace.** Participation in a disturbance of the peace or unlawful assembly.
- **Failure to Comply.** Failure to identify oneself to, or comply with directions of, a program official or other public official acting in the performance of their duties while on program property or at official program functions, or resisting or obstructing such program or other public officials in the performance of or the attempt to perform their duties.
- **Controlled Substances.** Unlawful manufacture, distribution, dispensing, possession, use, or sale of, or the attempted manufacture, distribution, dispensing, or sale of controlled substances, identified in Federal and State laws or regulations.
- **Alcohol.** Manufacture, distribution, dispensing, possession, use, or sale of, or the attempted manufacture, distribution, dispensing, or sale of alcohol which is unlawful or otherwise prohibited by, or not in compliance with, Program policy or campus regulations.

- **Destructive Devices.** Possession, use, storage, or manufacture of explosives, firebombs, or other destructive devices.
- **Weapons.** Except as expressly permitted by law, possession, use, storage, or manufacture of a firearm or other weapon capable of causing bodily injury.
- **Program Properties.** Using Program properties for the purpose of organizing or carrying out unlawful activity.
- **Violations of Law.** Violation of Federal, State, or local laws.

Classroom Decorum

- Pagers must be turned to silent alert mode or turned off during class.
- Cellular phones and wireless devices must be turned off and stowed away during class and skills labs. Calls and text messages are not to be answered and students are not to leave the classroom during lecture or skills to receive or return calls.
- Student audio, but not video, recording devices are permitted during lectures. No recording devices (cell phones, PDA, personal recording devices, etc.) are allowed out or on your person during quiz reviews or testing, including skills testing. Any phone call to be made during an exam will be done from the front office phone.
- Emergency phone calls may be received by the front office during class and this must be told to anyone wishing to contact you.
- Students must be prepared for class each day. Students should have appropriate learning tools and implements such as: texts, pen, pencil, paper, notebooks, policy manuals, skills manuals, etc. On skills days, students should always wear a watch with second hand, have a stethoscope, and have their skills manuals with them.
- Regularly scheduled breaks will be given throughout the class period. These breaks should be used for returning pages or phone calls, using the restrooms, obtaining snacks or beverages, or smoking. Disrupting the class for any reason other than an emergency will not be tolerated. Special circumstances must be prearranged with the instructor.
- Smoking and use of tobacco products of any kind is not permitted in the building or near its entrances. Smoking is only permitted in assigned areas; proper disposal of cigarette butts is required.
- Reasonable food and **covered drinks** are allowed in the classroom so long as their consumption does not interfere with the instructor's lesson or other students' ability to concentrate. Food that is noisy or smelly may not be consumed in the classroom. Sunflower seeds will be banned if shells are found on the floor.
- Students are not permitted to use facility equipment, including phones, fax machines, staff or faculty computers, or copiers. Students must not enter any faculty office or area without faculty permission. Designated areas of the facility as defined by the faculty are off limits.
- The designated computer lab must only be used for academic work.
- While on breaks, students must respect other students, faculty, and staff with their activities. The facility is used for many other classes and activities. Please be respectful.
- Students must respect the physical property of the facility and its cleanliness. All student areas should be neat and clean prior to leaving the facility at the end of class. Students must wipe down their work surface and put their chair up at the end of class each day.

- Faculty or staff should be notified of any facility issues so that timely maintenance or repair can occur. Housecleaning responsibilities will be shared by the students and explained further during the first week of class.
- After all breaks, students must return to the classroom or skills group on time or be subject to the tardiness policy.
- Students must not sleep in class. Students may stand (not sit) in the back of the classroom if needed to remain attentive.
- Personal computers may not be allowed in the classroom except when specifically requested or allowed by the Instructor for an academic purpose on a given day.
- The Program is committed to reduce, reuse, and recycle. Recycle bins for glass, plastic and aluminum cans exist throughout the building and should be used by students and faculty. Students must not throw recyclables into regular trash bins.
- Students may not contact Clinical Instructors (skills instructors) with questions, comments or concerns without express permission from a full-time faculty member. It is a violation of the Standards of Conduct of the Program to engage in a social or physical relationship with any faculty or staff member, skills or clinical instructor or preceptor.

XIII. ATTENDANCE:

Attendance during all phases of the program is extremely important because of the nature of the material to be presented and the required commitment of outside professionals (clinical faculty and field preceptors) in the program. Following are the attendance requirements for each portion of the program.

General Attendance Rules

Attendance at all classroom, clinical, and field sessions is required. Attendance is verified by signing the attendance roster before the start of each class session (0800 for am sessions and 1330 for pm sessions unless otherwise indicated by the instructor). Students who are not signed in by 0800 or 1330 respectively will be determined to be late or absent.

Any absence requires **prior** notification of the Program Director, either personally, by phone or by e-mail. **A student's failure to make appropriate notification will result in administrative probation after the first occurrence and termination after the second occurrence, cumulatively throughout the entire course** to include classroom, clinical and field internship. Absences will be excused only in the event of severe illness requiring hospitalization, family emergency, jury duty or comparable occurrence. **Documentation of the emergency will be required.** These strict attendance rules are necessary due to the limited duration of the program and the large number of hours that must be completed for accreditation by the State.

Tardiness is defined as arrival after the start of class (morning or afternoon session) or clinical or field shift. A student who is more than two hours late for the start of class will be marked absent. In the clinical and field internship phases, any tardiness or absence must be reported both to the clinical or field site and to the Paramedic School. Tardiness beyond 30 minutes will result in the shift needing to be rescheduled and repeated at a later date.

Departure prior to the end of class or shift is also prohibited. Students leaving early must notify the instructor/preceptor prior to leaving. Students leaving more than 2 hours before the end of class or shift will be charged with an absence. Early departure between 30 minutes and two hours will result in the shift needing to be rescheduled and necessitate repeating the entire shift. Students leaving up to 30 minutes before the end of the shift will be charged with early departure.

Any combination of three tardies or early departures will be equivalent to one absence. Students will be placed on probation after the equivalent of three absences and terminated upon the tardy, early departure or absence that would exceed five absences for any reason, including withholding of services for nonpayment of installments on the tuition payment plan. Students will be allowed two additional occurrences in each of the clinical and field phases of the program, although the shifts will be required to be rescheduled and completed.

Classroom Phase

During the classroom phase, attendance is critical. All lectures and skills sessions build on material from prior lectures and skills sessions. Without a strong foundation in this prior material, it is extremely difficult to attain and master the new material or skill.

It is the student's responsibility to obtain the information from any lecture or practical session missed. The Program may require the student to perform additional assignments to make up information missed.

If a quiz is missed due to tardiness, early departure, or absence for *any reason* including withholding of services for nonpayment of installments on the tuition payment plan, the quiz grade will be a zero. The zero grade will be recorded and figured into the grade average, but not count against the total number of failed quizzes allowed. Students who miss the quiz shall not participate in any quiz review.

In an emergency, a class may be cancelled by the Program Director. Confirmation of classes can be made by calling (310) 680-1100, or checking the website.

WEST LOS ANGELES COLLEGE
DEPARTMENT OF ALLIED HEALTH

XIV. COURSE DATES:

This course is offered through the UCLA Center for Prehospital Care and is conducted in an accelerated format designed to meet the needs of students and employers. Class normally meets Monday – Friday, from 8:00am – 5:00pm. Please see the class schedule for specific dates.

XV. COURSE OUTLINE (SUBJECT TO CHANGES):

SESSION	LECTURE TOPIC	LECTURER
1	Organization of the Body	Paramedic Faculty
2	Cells, Tissues and Membranes	Paramedic Faculty
3	Chemistry of Life	Paramedic Faculty
4	Urinary System & Acid/Base	Paramedic Faculty
5	Reproductive System	Paramedic Faculty
6	Endocrine System	Paramedic Faculty
7	Cardiovascular System	Paramedic Faculty
8	Cardiovascular System	Paramedic Faculty
9	Nervous System	Paramedic Faculty
10	Immune System & Microbiology	Paramedic Faculty
11	Digestive System & Metabolism	Paramedic Faculty
12	Respiratory System	Paramedic Faculty
13	FINAL BLOCK EXAM	Paramedic Faculty