



Course Prefix/Number/Title: EMS 224 - Special Considerations

Number of Credits: 2 credits

Course Description: This course prepares the Paramedic student to identify, assess, manage, and treat age-related emergencies and other special challenges. The student will also be introduced to the concept of assessment-based management. Topics include neonatology, pediatrics, geriatrics, abuse and assault, patients with special challenges, acute interventions for the chronic care patient, assessment-based management, and associated pharmacological interventions.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies, presentations, discussion, critical thinking exercises, labs and class activities.

Pre-/Co-requisites: EMS 214

Course Objectives: To integrate assessment findings, history and knowledge of anatomy, physiology, and pathophysiology to recognize and manage patients with various special conditions as mentioned above in the course description.

Instructor: Wayne Fahy and Mary Jund

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Office Hours: By appointment.

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Lecture/Lab Schedule: Monday and Thursday from 6:15-10:15 PM. Friday from 9:00 AM to 4:00 PM. See class schedule.

Textbook(s): Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-5, 5th Edition. Hoboken, NJ: Brady Books. Fuchs, S., Klein, B. (2016). Pediatric Education for Prehospital Professionals, Revised 3rd Edition. Snyder, D., Shah, M., (2016). Geriatric Education for Emergency Medical Services, 2nd Edition. Other materials provided by instructors.

Course Requirements: Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. All final course grades will be calculated on a weighted grading system. Assignments, quizzes and other tests will be graded based on the scale below:

A	90- 100
B	80- 89
C	70- 79

D 60- 69
F < 59

Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable). Please see DCB Paramedic Handbook for full grading and course requirements.

Tentative Course Outline: Geriatric Education for Emergency Medical Services Ch. 1-15, 2nd Edition, Pediatric Education for Prehospital Professionals Ch. 1-16, 3rd Edition.

TOPIC – CLASSROOM

Reading

Geriatric Education for Emergency Medical Services

Aging	Ch. 1
Changes with Age	Ch. 2
Communication	Ch. 3
Assessment o the Older Patient	Ch. 4
Psychosocial Aspects of Aging	Ch. 5
End-of-Life are Issues	Ch. 6
Trauma	Ch. 7
Respiratory Emergencies	Ch. 8
Cardiovascular Emergencies	Ch. 9
Neurological Emergencies	Ch. 10
Other Medical Emergencies	Ch. 11
Pharmacology and Medication Toxicity	Ch. 12
Elder Abuse	Ch. 13
Mobile Integrated Healthcare	Ch. 14
Disasters and Older People	Ch. 15

Pediatric Education for Prehospital Professionals

Pediatric Assessment	Ch. 1
Using a Developmental Approach	Ch. 2
Respiratory Emergencies	Ch. 3
Shock	Ch. 4
Resuscitation and Dysrhythmias	Ch. 5
Medical Emergencies	Ch. 6
Trauma	Ch. 7
Toxic Emergencies	Ch. 8
Children in Disasters	Ch. 9
Emergency Delivery and Newborn Stabilization	Ch. 10
Children with Special Health Care Needs	Ch. 11
Sudden Unexpected Infant Death (SUID) and Death of a Child	Ch. 12
Child Maltreatment	Ch. 13
Medicolegal and Ethical Considerations	Ch. 14
Transportation Considerations	Ch. 15
Making a Difference	Ch. 16

TOPIC – LAB

Complicated Obstetric Delivery – Breech - SIM
Complicated Obstetric Delivery – Prolapsed Cord – SIM
Distressed Neonate - SIM

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): Students will apply knowledge gained in the didactic component of the program to achieve a minimum of 70% proficiency in all of the following curricular levels of EMS Testing exams: 1) airway management, 2) medicine, 3) EMS operations, 4) assessment, 5) preparatory, 6) special patient populations and 7) shock/resuscitation/trauma.

Relationship to Campus Theme: The goal of the Paramedic Program is to prepare professionals to work in the emergency medical services industry. The Paramedic Program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

Classroom Policies: Dakota College at Bottineau Paramedic Program guides.

Student Email Policy: Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity: According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs: Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services within the first two weeks of the semester to line up accommodations.

Title IX: Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX Webpage.