

Dakota College at Bottineau Course Syllabus

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

Number of credits: 2 credit

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.

Pre-/Co-requisites: None.

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

Office: 1900 8th Ave SE Minot ND

Office Hours: By appointment.

Email: Wayne Fahy---wayne.fahy@dakotacollege.edu
Mary Jund---mary.jund@dakotacollege.edu

Lecture/Lab Schedule: Mondays and Thursdays 6:15 – 10:15pm and 4 weekend day didactic/lab sessions. 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, 3rd Edition. Snyder, D., Shah, M., (2016). Geriatric Education for Emergency Medical Services, 2nd Edition.

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%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

Tentative Course Outline: Paramedic Care Principles and Practice Volumes 1-5, 5th Edition. Vol. 5, Chs. 1-2, Geriatric Education for Emergency Medical Services Ch. 1-15, 2nd Edition, Pediatric Education for Prehospital Professionals Ch. 1-16, 3rd Edition.

TOPIC – CLASSROOM

Gynecology	Ch. 1
<u>Obstetrics</u>	Ch. 2
Aging	Ch. 1

Changes with Age	Ch. 2
Communication	Ch. 3
Assessment of the Older Patient	Ch. 4
Psychosocial Aspects of Aging	Ch. 5
End-of-Life Care 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
<u>Disasters and Older People</u>	Ch. 15
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

- Normal Delivery with Newborn Care – Skill Lab
- Abnormal Delivery with Newborn Care – Skill Lab
- Comprehensive Normal Pediatric Physical Assessment Techniques – Skill Lab

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

General Education Goals/Objectives: Not identified as a general education course.

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

Classroom Policies: See Dakota College at Bottineau - paramedic program guide.

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 rest with the student.

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately this code will serve as the guideline for cease where cheating, plagiarism or academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.
 - a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.
 - b. 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.

View the [Plagiarism Tutorial-Pearson Education](http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html) to learn more about plagiarism, citing sources, etc. (http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html)

Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.