



Course Prefix/Number/Title: EMS 221 – Cardiac Emergencies II

Number of Credits: 2 credits

Course Description: This course prepares the student to identify single and multi-lead cardiac rhythms (12 lead interpretation) and treat those rhythms considered to be life threatening.

Pre-/Co-requisites: EMS 221- Cardiac Emergencies I

Course Objectives: To integrate patient assessment findings, patient history, knowledge of anatomy, physiology, pathophysiology, electrophysiology and basic and advanced life support interventions to recognize and manage patient with cardiac disorders.

Instructor: Wayne Fahy, Mary Jund & Karen Fritel

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Office Hours: By appointment.

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Lecture/Lab Schedule: Monday and Thursday from 6:15-10:15 PM and 2 weekend day 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.

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%. Lab will be graded on a pass/fail system with a passing grade received when all required skills are completed with appropriate, supervised technique. 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, 5th Edition. Vol.3, Ch. 2

TOPIC – CLASSROOM

Cardiology
12 Lead class

Ch. 2, Part 2

TOPIC – LAB

12 Lead ECG – Skill Lab
Acquisition, interpretation & transmission
Defibrillation (Unwitnessed Arrest) – Skill Lab
Synchronized Cardioversion – Skill Lab
Transcutaneous Pacing – Skill Lab
Cardiac Scenario Assessment – Skill Lab

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 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 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.