

**WILLIAM RAINEY HARPER COLLEGE
HEALTH CAREERS DIVISION
NORTHWEST COMMUNITY HEALTHCARE PARAMEDIC PROGRAM
COURSE SYLLABUS**

EMS	212	PARAMEDIC MEDICAL EMERGENCIES II	(7-1)	7
Course Prefix	Course Number	Course Title Connie J. Mattera, M.S., R.N., EMT-P Course Director	(Lec-Lab)	Semester Hours

Northwest Community Hospital
901 Kirchoff Center, EMS Office
Arlington Heights, IL 60005
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Dates: Inter-semester Clinical Prep: November 28-Dec. 2, 2016
January 16 – Feb 3, 2017

Time & location of classes: Northwest Community Hospital - 800 W. Central
Class days: 9 am – 5 pm; rooms LC 3&4 – see class schedule for specific class vs. clinical dates

Prerequisite: EMS 211 with a grade of C or better

Co-requisite: EMS 214: Hospital clinical rotations

COURSE DESCRIPTION

Presents a wide scope of OB, pediatric, geriatric, and medical emergencies. This course must be passed to continue in the program. Content and objectives are mapped to the National EMS Education Standards.

TOPICAL OUTLINE

- I. Gynecological emergencies
- II. Emergency childbirth; complications of pregnancy and delivery; care and resuscitation of newborn infants
- III. Pediatric medical and traumatic emergencies
- IV. Major or common geriatric diseases and/or emergencies
- V. Interpersonal violence, abuse, neglect, and homelessness
- VI. Behavioral/psychiatric conditions
- VII. Acute and chronic disorders of the endocrine, GI, GU, immune, neuro and hematopoietic systems
- VIII. Environmental emergencies: submersion incidents, temperature-related illness, bites and envenomations, dysbarism, high-altitude, and diving injuries
- IX. Toxicology and substance abuse; infectious and communicable diseases

METHODS OF PRESENTATION

1. Lecture; student and instructor-led discussions
2. Student-centered learning activities: Case studies; simulations, scenarios, role playing
3. Guided practice: Demonstrations; return demonstrations in precepted lab environment
4. Independent practice: Homework questions and collaborative practice: group assignments

STUDENT OUTCOMES: *(The student will...)*

1. integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint.
2. explain A&P, epidemiology, pathophysiology, psychosocial impact, reporting requirements, clinical presentations, prognosis, and management at a complex depth and comprehensive breadth for :
 - stroke/intracranial hemorrhage/transient ischemic attack; seizure; status epilepticus; and headache;
 - acute and chronic gastrointestinal hemorrhage, liver disorders, peritonitis, ulcerative diseases;
 - common or major immune system disorders and/or emergencies including: hypersensitivity, allergic and anaphylactic reactions, and anaphylactoid reactions;
 - HIV-related disease, hepatitis, and meningococcal meningitis;
 - acute diabetic emergencies
 - acute psychosis, agitated delirium
 - cholinergics, anticholinergics, sympathomimetics, sedative/hypnotics, opiates, alcohol intoxication and withdrawal, over-the-counter and prescription medications, carbon monoxide, illegal drugs, herbal preparations
 - Sickle cell disease

- complications of acute renal failure, chronic renal failure, dialysis and renal calculi;
 - vaginal bleeding, sexual assault
 - anatomy and physiology of pregnancy, pathophysiology of complications of pregnancy, assessment of the pregnant patient, psychosocial impact, presentations, prognosis, and management of normal delivery, abnormal delivery, nuchal cord, prolapsed cord, breech, spontaneous abortion/miscarriage, ectopic pregnancy, eclampsia, antepartum hemorrhage, pregnancy induced hypertension; third trimester bleeding, placenta previa, abruptio placenta, high risk pregnancy, complications of labor, fetal distress, pre-term premature rupture of membranes, rupture of uterus, complication of delivery, post partum complications;
 - anatomy and physiology of neonatal circulation, assessment of the newborn, presentation and management of the newborn and neonatal resuscitation;
 - specific major or common diseases, emergencies, and/or trauma seen in children; and
 - normal and abnormal changes associated with aging, pharmacokinetic changes, psychosocial and economic aspects of aging, polypharmacy, and age-related assessment and treatment modifications for the major or common geriatric diseases and/or emergencies.
3. demonstrate understanding at a fundamental depth and foundational breadth for the following:
- dementia, neoplasms, demyelinating disorders, • Parkinson's disease, cranial nerve disorders, movement disorders, neurologic inflammation/infection, spinal cord compression, hydrocephalus, and Wernicke's encephalopathy;
 - irritable bowel syndrome, Inflammatory disorders, pancreatitis, bowel obstruction, hernias, infectious disorders, gall bladder and biliary tract disorders;
 - collagen vascular disease and transplant related problems;
 - tuberculosis, tetanus, viral diseases, sexually transmitted disease, gastroenteritis, fungal infections, rabies, scabies and lice, Lyme disease, Rocky Mountain Spotted Fever, and antibiotic resistant infections;
 - adrenal disease, pituitary and thyroid, disorders
 - cognitive disorders, thought disorders, mood disorders, neurotic disorders, substance-related disorders /addictive behavior, somatoform disorders, factitious disorders, personality disorders, patterns of violence/abuse/neglect, organic psychoses
 - blood transfusion complications, hemostatic disorders, lymphomas, red blood cell disorders, white blood cell disorders, and coagulopathies;
 - urinary tract infections, male genital tract conditions;
 - reproductive organ infections, pelvic inflammatory disease, ovarian cysts, dysfunctional uterine bleeding, vaginal foreign body; and
 - hyperemesis gravidarum, post-partum depression.
4. demonstrate simple depth and simple breadth of understanding for rectal abscess, rectal foreign body obstruction, and mesenteric ischemia.
5. demonstrate psychomotor mastery at the precision level in obtaining and using information from patient assessments (GCS and stroke screens), monitoring devices including (but not limited to) capillary glucose sampling; applications of restraints; emergency childbirth; newborn and pediatric resuscitation, and those skills adopted by IDPH, and as specified in the Program Lab Manual.
6. characterize the professional behaviors stated in the program affective objectives.

METHODS OF EVALUATION

- Formative evaluation of student performance in all domains of learning
 - Cognitive objectives: quizzes; modular written examination
 - Psychomotor objectives: Precepted labs; practical exams
 - Affective objectives: Observation against criterion based rubric
- Student evaluation of program and faculty

COURSE GRADING POLICIES: All testing and grading policies are specified in the NCH Student Manual.

ASSIGNMENTS

- Daily: assigned text, handout readings
- Homework questions should be completed as independent that transitions to collaborative study. Squad homework officers will inspect completed questions every morning and note any incomplete work.
- Individual or group projects/assignments/presentations are defined in the class schedule.

ATTENDANCE POLICY: Because of the critical nature of the content and full time schedule of the course, students are expected to attend every class, lab and exam on the days and times they are offered. If a student misses three full days of class or is tardy three or more times, they will be subject to disciplinary action which may include dismissal from the program. Specific class attendance requirements are specified in the NCH Student Manual.

MAKEUP EXAMS/ASSIGNMENTS: Specific information relative to missed or late exams, quizzes or assignments is contained in the NCH Student Manual.

STUDENT BEHAVIOR

Information relative to civil, courteous and professional behaviors including, but not limited to, integrity, honesty, empathy, self-motivation, appearance and personal hygiene, self-confidence, communication, time management, teamwork, diplomacy, attitude, respect, patient advocacy, and use of electronic and social media, is specified in the NCH Student Manual at www.nwcemss.org and Harper College Student Handbook at <https://myharper.harpercollege.edu/pls/portal/url/ITEM/937272F78B81316DE0402E0A0A2A3059>.

Information relative to guided study, corrective coaching, disciplinary procedures, and student resources is also included in the NCH Student Manual.

TEXTBOOK: Aehlert, B. (2010). Paramedic Practice Today Above and Beyond. Volumes 1 & 2. St. Louis: Mosby JEMS Elsevier.

EQUAL OPPORTUNITY

The Paramedic Program does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability, or unfavorable discharge from military service as long as the candidate meets statutory requirements of licensure as a paramedic and is able to perform all the essential functions of the paramedic profession during the course with or without reasonable accommodation.

STUDENTS WITH DISABILITIES and Academic Accommodations

If you have a disability (learning, ADHD, physical, psychological or other) and may require any accommodation during this course, please contact the Course Coordinator at the *beginning* of the course to discuss. Students with disabilities must contact Access and Disability Services (ADS) to discuss approval of reasonable accommodations. Any student already connected with ADS should provide the Course Coordinator a copy of your approved Accommodation Plan if you would like to use any accommodations during the course. Access and Disability Services is located in Building D, D119; on the Harper College campus; 847.925.6266 (voice) or 224.836.5048 (videophone for deaf and hard of hearing callers only).

STUDENT E-MAIL NOTIFICATIONS

All notifications related to student registration or other Harper College business activities are sent to students via G-mail account that is assigned to students upon registration. Students access the G-mail account via an icon in the student portal (where you registered for classes). Please check this e-mail frequently. To forward e-mails from this account to a personal e-mail account please follow the instructions for forwarding Harper e-mail available to <http://harper.blackboard.com/>. Students must provide the NWC EMSS office with an e-mail address to be used for all direct correspondence relative to class academic and clinical activities.