Syllabus
Medical Emergencies I

Texts:


Aehlert, Barbara J. (2012). Workbook for Paramedic Practice Today: Above and Beyond. (Revised Reprint). Volumes I & II. Elsevier Health Sciences


Maryland Medical Protocols for EMS Providers. (July 2015). MIEMSS.

Course Description:

This course prepares students to manage medical emergencies most commonly seen by advanced EMS providers. Topics include physiology, pathophysiology and anatomy of the pulmonary system, cardiovascular system, neurology, endocrinology, allergies and anaphylaxis, toxicology, and environmental and behavioral emergencies. Hours: 26 lecture, 36 laboratory and 36 clinical. Prerequisites: EMS 207 and EMS 208 with grades of “C” or better or permission of the department head. Course fee: $60. Laboratory fee: $55. Insurance: $52. Usually offered in the spring.

Required Items:

1. A stethoscope. Your stethoscope must have a bell and diaphragm, or a tunable diaphragm.
2. A duty uniform consisting of a program approved collared polo shirt and navy blue or khaki uniform pants. This uniform must be worn during clinical sessions, unless surgical attire is required.
3. Wor-Wic student identification card. ID card must be worn at all times when attending clinical sessions.
4. Access to a computer with a Blackboard compatible Internet browser, an Internet connection, and software capable of producing documents for electronic submission in one of the following file formats: Microsoft Word (doc, docx), Adobe Portable Document Format (pdf), or Rich Text Format (rtf). The instructor does not accept files in Microsoft Works (wps) format. Most versions of Microsoft Works are able to save files in Rich Text Format (rtf). If you use Microsoft Works, save your final work product in Rich Text Format and submit the rtf file. If you do not have access to a personal computer with an Internet connection or the software capable of saving documents in one of the required formats, you may use the computers in the Wor-Wic Media Center or one of Wor-Wic’s Resource Labs. Microsoft Word Office software (which includes MS Word) is available on Wor-Wic computers. Failure to submit an assignment in the proper file format may result in a score of zero for the assignment.
### Course Objectives:

Upon completion of the course the student will:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Utilize the assessment findings to formulate a field impression and implement the treatment plan for the patient with a respiratory emergency. <em>GEO 1, 2</em></td>
<td>1. Discuss the anatomy and physiology of the respiratory system.</td>
<td>1. Online quiz</td>
</tr>
<tr>
<td></td>
<td>2. Describe the function of the upper and lower airway.</td>
<td>2. Medication Quiz #1</td>
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<tr>
<td></td>
<td>3. Demonstrate an appropriate assessment of the patient presenting with dyspnea.</td>
<td>3. Lab exam 1.</td>
</tr>
<tr>
<td></td>
<td>5. List the assessment findings commonly encountered when managing a patient with hypoglycemia.</td>
<td>5. Exam 1</td>
</tr>
<tr>
<td></td>
<td>7. List the assessment findings commonly encountered when managing a patient with diabetic ketoacidosis.</td>
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<tr>
<td></td>
<td>8. List the assessment findings commonly encountered when managing a patient with hyperosmolar non-ketotic coma.</td>
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<tr>
<td></td>
<td>9. Given a patient with a diabetic emergency develop a treatment plan.</td>
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</tr>
<tr>
<td><strong>2.</strong> Utilize the assessment findings to formulate a field impression and implement the management plan for the patient with a diabetic emergency. <em>GEO 1, 2</em></td>
<td>1. Discuss the Kreb’s cycle.</td>
<td>1. Online Quiz Medication Quiz #2</td>
</tr>
<tr>
<td></td>
<td>2. List the role of insulin and glucose within the body.</td>
<td>2. Lab Exam 1.</td>
</tr>
<tr>
<td></td>
<td>3. Discuss the pathophysiology of Diabetes Mellitus.</td>
<td>3. Exam 2</td>
</tr>
<tr>
<td></td>
<td>4. Define ketones, hypoglycemia and hyperglycemia.</td>
<td>4. Skills Check 1</td>
</tr>
<tr>
<td></td>
<td>5. List the assessment findings commonly encountered when managing a patient with hypoglycemia.</td>
<td>5. Final Exam Questions.</td>
</tr>
<tr>
<td></td>
<td>6. List the assessment findings commonly encountered when managing a patient with hyperglycemia.</td>
<td></td>
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<tr>
<td></td>
<td>7. List the assessment findings commonly encountered when managing a patient with diabetic ketoacidosis.</td>
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<td></td>
<td>8. List the assessment findings commonly encountered when managing a patient with hyperosmolar non-ketotic coma.</td>
<td></td>
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<tr>
<td></td>
<td>9. Given a patient with a diabetic emergency develop a treatment plan.</td>
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<tr>
<td><strong>3.</strong> Utilize the assessment findings to formulate a field impression and implement a treatment plan for a patient with an allergic or anaphylactic emergency. <em>GEO 1, 2</em></td>
<td>1. Define allergic reaction, antigen, allergen and anaphylaxis.</td>
<td>1. Online quiz</td>
</tr>
<tr>
<td></td>
<td>2. List the assessment findings found in a patient with an allergic reaction.</td>
<td>2. Medication quiz #3</td>
</tr>
<tr>
<td></td>
<td>3. List the assessment findings found in a patient with an anaphylactic reaction.</td>
<td>3. Exam 2</td>
</tr>
<tr>
<td></td>
<td>4. List the assessment findings found in a patient with an anaphylactic reaction.</td>
<td>4. Lab exam 1</td>
</tr>
<tr>
<td></td>
<td>5. List the assessment findings found in a patient with an anaphylactic reaction.</td>
<td>5. Skills Check 1</td>
</tr>
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</tbody>
</table>
| 3. | Determine if a patient is experiencing anaphylaxis.  
4. | Given a patient with an allergic reaction, develop a treatment plan.  
6. | Final examination questions  
| 4. | Utilize the assessment findings to formulate a field impression and implement a treatment plan for a patient with a toxic exposure. *GEO 1, 2*  
| 1. | Describe how a patient may become a victim of a toxicological emergency.  
2. | Given a toxin, list assessment findings common to a patient with a toxic exposure.  
3. | Given a toxin, develop a treatment plan for a patient with a toxic exposure.  
4. | Discuss the importance of scene safety and protective equipment in regards to a toxic exposure.  
| 5. | Utilize the assessment findings to formulate a field impression and implement a treatment plan for a patient with a neurological emergency. *GEO 1, 2*  
| 1. | Discuss the pathophysiological principles of a patient whom is a victim of a non-traumatic neurologic emergency.  
2. | Discuss the epidemiology, assessment findings, and management of a patient with each of the following: transient ischemic attack (TIA), CVA, seizure, COMA, altered mental status, syncope, weakness and headache.  
3. | Develop a treatment plan for a patient with a neurological emergency.  
| 6. | Utilize the assessment findings to formulate a field impression and implement a treatment plan for a patient with non-traumatic abdominal pain. *GEO 1, 2*  
| 1. | Discuss the pathophysiology of non-traumatic abdominal emergencies  
2. | Discuss the signs and symptoms of non-traumatic acute abdominal pain.  
3. | Demonstrate the technique for performing a comprehensive physical examination on a patient with non-traumatic abdominal pain.  
| 7. | Utilize the assessment findings to formulate a field impression and implement a treatment  
| 1. | Define environmental emergency.  
5. | Lab scenarios  
6. | Final Skills Check  
7. | Online quiz |
| Plan for a patient with an environmentally induced emergency. **GEO 1, 2** | 2. Describe the body’s method of temperature regulation.  
3. Discuss the mechanisms of heat loss.  
4. Discuss the pathophysiology, assessment findings and develop a treatment plan for a patient presenting with any of the following:  
   a. Hypothermia  
   b. Heat cramps  
   c. Heat exhaustion  
   d. Heat stroke  
   e. Near drowning  
   f. Diving emergencies  
   g. High altitude injuries | 8. Medication quiz #7  
9. Lab exam 2  
10. Final Exam questions |
|---|---|---|
| **Utilize the assessment findings to formulate a field impression and implement a treatment plan for a patient with a behavioral emergency. ** **GEO 1, 2** | 1. Define abnormal behavior.  
2. Discuss the pathophysiology of behavioral emergencies.  
3. Discuss appropriate measures to ensure the safety of the patient, EMT-Intermediate, and others.  
4. Identify techniques for a physical assessment in a patient with behavioral problems.  
5. Describe medical/ legal considerations for managing a patient with a behavioral emergency.  
6. List situations in which the EMT-Intermediate is expected to transport a patient against his will.  
7. Describe methods of restraint that may be necessary in managing a patient with a behavioral emergency.  
8. Formulate a field impression based on the assessment findings for patients with behavioral emergencies and develop a treatment plan. | 1. Lab scenarios  
2. Final Skills Check  
3. Online quiz.  
4. Lab exam 2  
5. Final Exam questions |
| **Demonstrate the practical skills of managing medical patients. ** **GEO 2, 3 7, 8** | 1. Given a scenario, appropriately manage a patient with a medical emergency. | 1. Lab scenarios  
2. Skills Checks 1 & 2  
3. Final Skills Check |

Specific learning outcomes from this course as defined by the USDOT/National Highway Traffic Safety Administration’s National Standard EMT-I curriculum can be viewed online at [http://icsw.nhtsa.gov/people/injury/ems/EMT-I/](http://icsw.nhtsa.gov/people/injury/ems/EMT-I/)
**Course Requirements**

For successful completion of the course, students are expected to:

Complete the lecture and laboratory sections of the course with a minimum grade of 75% ;

Complete the clinical section of the course with a grade of “pass”;

Complete all required examinations;

Demonstrate proficiency in all required skills for the course;

Complete an electronic research assignment;

Complete all on-line assignments;

Abide by the attendance policy of the course;

Abide by the make-up examination policy; and,

Actively participate during in-class discussions.

**Examination/Test Policy (GEO 2, 3, 8):**

Students are required to complete all examinations. This course has 4 exams (2 lecture exams, 2 lab exams) and a cumulative final exam. Several quizzes will be administered. Quizzes may be administered in class, in lab, or through Blackboard. Examinations and quizzes are based on the objectives of the course. The course objectives adhere to the National EMS Education Standards. Material for the exams and quizzes is derived from the course texts and class presentations. Please keep in mind that material assigned from the texts may not be covered during lecture or lab. The student is responsible for reading the text and knowing assigned material regardless if it is discussed during lecture or lab. Exams and quizzes may be in the form of true/false, multiple choice, short answer, and/or essay questions.

Unless authorized by the instructor, students are not permitted to use electronic devices during testing (i.e. calculators, PDA’s, cell phones, pagers, etc.). If the student is observed using an unauthorized device during testing, he or she will have their test or exam collected and the student will be dismissed from the examination site. The student will receive a score of zero for the quiz or exam. **No Exceptions.**

As a general rule, the quizzes for this course will be administered electronically using the Blackboard system. Blackboard quizzes are timed and must be taken by the posted deadline. Failure to complete a quiz by the posted deadline shall result in a score of zero for that particular quiz. Quizzes are graded automatically by the Blackboard system. Your score will be available as soon as you complete the quiz.

Examinations administered during the course may not be taken from the classroom. After exams are graded, students will be given an opportunity to review their exam. After review, the student must return all testing instruments to the instructor. You may view your exam file by arrangement with the instructor.

**Examination Make-Up Policy (GEO 2, 3, 8):**

Students are expected to be present on exam days. It is understood that emergencies, illness, or other situations may arise that cause a student to miss an exam. At the discretion of the instructor, a student may be permitted to take a make-up exam. In certain situations, the instructor may require the student to submit documentation verifying the circumstances that caused the student to miss an exam.
All make-up exams are administered in the Wor-Wic Testing Center or, at the discretion of the program faculty, in the faculty offices. The student will be provided with a time frame during which a make-up exam must be taken. If the student fails to take the make-up exam by the established deadline, he or she will receive the grade of zero (0) for the exam and will not be granted an opportunity to retest. Make-up exams will follow the same examination policy previously stated. Make-up exams may be an entirely different version than was originally administered on the exam date.

**Homework Assignments (GEO 1, 2, 3, 4, 6, 7):**

Homework assignments shall be given during the course. Homework assignments are generally distributed and submitted through Blackboard. Grades for most homework assignments are usually posted in Blackboard within 7 days after the due date.

**Grading Policy:**

A student’s grade for the course will be determined on a weighted basis as follows:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>4 Examinations:</td>
<td>40 %</td>
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<tr>
<td>Online assignments; Quizzes:</td>
<td>20 %</td>
</tr>
<tr>
<td>Writing Assignment:</td>
<td>10 %</td>
</tr>
<tr>
<td>Interpersonal Domain:</td>
<td>5 %</td>
</tr>
<tr>
<td>Comprehensive Final:</td>
<td>25 %</td>
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</tbody>
</table>

Clinical section of the course: Pass / Fail

Letter grades are awarded as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Final Course Average</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100 %</td>
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<tr>
<td>B</td>
<td>80 – 89 %</td>
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<tr>
<td>C</td>
<td>75 – 79 %</td>
</tr>
<tr>
<td>D</td>
<td>65 – 74 %</td>
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<tr>
<td>F</td>
<td>&lt; 65%</td>
</tr>
</tbody>
</table>

**Late Submission of Assignments:**

Assignments, including on-line quizzes, must be completed and submitted by the posted deadline. Due dates are listed in the syllabus or are posted in Blackboard. An assignment submitted past the deadline is late. If late submission of an assignment is permitted, a late assignment shall be assessed a ten (10) percentage point per day late submission penalty. Assignments that are 3 or more days late will not be accepted and shall receive a score of zero (0). The late submission policy does not apply to Blackboard quizzes or any assignment that explicitly states that late submission is not permitted. In such cases, failure to complete the Blackboard quiz or submit the assignment on time shall result in a score of zero for the quiz or assignment.

A problem with your personal computer system or your Internet connection does not relieve you of the duty to submit an assignment on time. If you are having a problem with your computer or your Internet connection that prevents you from completing a quiz or submitting an assignment on-time, please contact the instructor before the submission deadline.

**Attendance/Participation (GEO 8):**

Students are expected to attend lecture and lab sessions. Attendance is a graded element of the course, so attendance records will be maintained. A point system is used to determine your attendance grade. Attending a lecture or lab session earns the student five (5) attendance points. As there are a total of fourteen (14) lecture and
lab sessions, a total of seventy (70) attendance points may be earned. Any absence will result in zero (0) points earned for that date. Late arrival or early departure will result in a one and a half (1.5) point reduction per occurrence. In addition, the student is responsible for all information covered during their absence. Your total attendance/participation points are included in the element designated as Interpersonal Domain.

Students are expected to act and perform in a professional manner while in class, lab, and clinical. Repeated episodes of in-class disruption will be considered a valid reason for dismissal from the class session. Pagers (including fire department pagers) and cell phones must be placed in silent mode during lecture and lab sessions. Talking on cell phones or sending text messages during class (lecture or lab) is prohibited.

**Use of Personal Computers, Tablet Devices, and Smartphones in the Classroom: (GEO 7):**

Students may use notebook computers, tablet computers (such as iPAD) and smartphones for legitimate academic purposes during class. Examples of legitimate purposes include accessing an electronic version of the textbook, taking lecture notes, or accessing websites, when approved by the instructor, to research a topic germane to class.

Sending or receiving personal email, accessing social media (Facebook, Twitter, Instagram, etc.) sites and instant messaging are not legitimate academic uses and are prohibited during class.

**WRITING ASSIGNMENT (GEO 1,2,3,7):**

The Writing and Research Project will be discussed during the second class session of EMS 212 and will be posted on Blackboard. This project is worth 10% of your grade. For this assignment, you will use Wor-Wic’s electronic research databases to access scholarly research on an important topic related to out-of-hospital medical care. There will be a brief writing assignment related to your research. The grading criteria are described in the documentation explaining the assignment.

The Writing and Research Project must be submitted electronically and is due on **SUNDAY, FEBRUARY 21, 2016, BY 11:59 P.M.**

Electronically submitted documents must be:

1. Accepted file formats: (MS Word (doc, docx), Adobe PDF (pdf), or Rich Text Format (rtf). Please note that documents submitted in Microsoft Works format (wps) **WILL NOT** be accepted.
2. Submitted through the assignment section of Blackboard.

**Blackboard Online Learning System (GEO 7):**

Blackboard is being used as a supplementary resource for this course. To access course content in Blackboard you need to have access to a computer with an Internet connection. See number 6 of the required items for minimum requirements to access Blackboard. If you don’t have a computer or software that meets these requirements, you may use the computer resources available on campus. Computers that meet these requirements are available on campus in MTC 200, AAB 217, HH 100, GH 204, WDC 305, and AHB 108.

Please follow these directions to access course syllabi and any other materials posted for this course:

Login Information:

1. From WorWic home page, point to "Quick Links" (top right) and click the "Blackboard Login" link.
2. Enter your Wor-Wic user ID and password (same as your Wor-Wic email user ID and password).
3. If you don't know your user ID or password, contact Student Services.
During the course, Blackboard will be used for:

Testing and evaluation- Lecture section quizzes will usually be taken electronically using Blackboard. Blackboard automatically scores your quiz so you will receive immediate feedback regarding your performance. You may take the quizzes any time before the deadline. Online quizzes are timed, but they are “open book”. Once a Blackboard quiz is started, it must be completed. You cannot start a quiz, save your work, and return at another time to complete it.

Keeping up to date- Blackboard has a course calendar. The calendar lists important class events such as exam dates, assignment due dates, deadlines to take quizzes, and other significant events.

Submitting coursework- Unless directed otherwise by the instructor, all assignments will be submitted using the Blackboard system.

Following your progress- Your grades will be posted on Blackboard and can be viewed by you at any time.

Distributing class materials- Handouts and lecture notes can be viewed or downloaded from the Blackboard system.

**Use of Blackboard and Wor-Wic Community College Computer Systems:**

All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as described in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy: Using the campus computing network and facilities to violate the privacy of other individuals. Sharing of account passwords with friends, family members or any unauthorized individuals.

Violators are subject to college disciplinary procedures.

**Clinical Policy**

**Clinical schedule:**
Students are to select shifts online via FISDAP scheduler tool. Students are highly discouraged from dropping clinical shifts after shift selection takes place. If the student anticipates the need to drop a shift, the student must provide a minimum 48 hours’ notice to the clinical instructor. If an illness or emergency arises within this 48 hour window, the student shall mark the shift as absent and notify the EMS Program Office. Students shall use the following guide when selecting shifts to reach a total of 36 hours:

<table>
<thead>
<tr>
<th>Site</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Emergency Department</td>
<td>14</td>
</tr>
<tr>
<td>ICU</td>
<td>11</td>
</tr>
<tr>
<td>Physician Shadow</td>
<td>5.5</td>
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<tr>
<td>PSYC</td>
<td>5.5</td>
</tr>
</tbody>
</table>

**Clinical Attendance:**
Students are to document their attendance and enter all skills in FISDAP. Students shall have the clinical nurse complete the clinical evaluation form. The Student shall submit this form to the clinical instructor. Students are responsible for making up all missed sessions to meet the total of 36 clinical hours.

**Clinical Documentation:**
Students must enter all skills into FISDAP Skills Tracker and submit the online clinical site evaluation within 24 hours of the completed shift. Additionally, students must submit a Patient Care Report (PCR) for one patient encounter during the shift. The student shall document the chief complaint, assessment findings, treatments and other information traditionally included in a typical EMS PCR. Paper forms must be submitted to the clinical instructor by the next class session.
**Clinical Disciplinary Policy (GEO 8):**

**Clinical Conference:**
The clinical conference is used to inform the student of a behavior or action that needs to be changed and to identify suggestions for change that will help to avoid recurrence of those behaviors/actions. This will take place as soon as possible following the occurrence.

**Clinical Notice:**
The clinical notice is used to inform the student of unsatisfactory or unacceptable behavior/action that does NOT directly impact patient care during the clinical/field experience and identify changes the student has to make to correct the behavior/action.

The student will receive the clinical notice as soon as possible following the behavior/action.

**Clinical Reprimand:**
The clinical reprimand is used to notify the student of his/her unsafe behavior/action that directly impacts patient care or contact. The issue of the clinical reprimand requires a thorough investigation of the incident to determine if the unsafe behavior/action of the student placed the patient in a position of physical or emotional jeopardy.

**Physical Jeopardy**
Physical jeopardy is defined as any action or inaction that directly threatens the physical safety or well-being of another person. Examples of physical jeopardy include, but are not limited to, failure to follow safety precautions, medication errors, breaks in aseptic technique, poor judgment in the use of patient restraint, and leaving a patient unattended.

**Emotional Jeopardy**
Emotional jeopardy is defined as any action or inaction which directly threatens the emotional well-being of another person. Examples of emotional jeopardy include, but are not limited to, failure to address patients by name, use of nicknames or endearments without the patient’s permission, breach of confidentiality (with or without the patient’s knowledge), failure to respond to an expressed patient need, and the use of abusive, ridiculing, or inappropriate language.

Receiving multiple clinical reprimands can result in receiving a failing grade for the course. The student will receive the clinical reprimand as soon as possible following the behavior/action.

**Point Deductions from Final Course Grade**
The following list contains possible behavior/actions and the resulting point deduction from the final course grade for such behavior/actions.

<table>
<thead>
<tr>
<th>Behavior/Actions</th>
<th>Point Deduction from Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second and repeat episodes of tardiness:</td>
<td>2 point deduction</td>
</tr>
<tr>
<td>Dress code violation:</td>
<td>2 point deduction</td>
</tr>
<tr>
<td>Missing clinical assignment:</td>
<td>2 point deduction</td>
</tr>
<tr>
<td>Receipt of clinical notice:</td>
<td>5 point deduction</td>
</tr>
<tr>
<td>Receipt of clinical reprimand:</td>
<td>15 point deduction</td>
</tr>
<tr>
<td>Receipt of clinical reprimand for physical or emotional jeopardy:</td>
<td>25 point deduction</td>
</tr>
<tr>
<td>Appropriate removal from clinical site by the clinical instructor:</td>
<td>25 point deduction</td>
</tr>
<tr>
<td>Proved unethical or unprofessional conduct that is considered to be in serious violation of the program, college, hospital or field experience site policies, rules and regulations.</td>
<td>25 point deduction</td>
</tr>
</tbody>
</table>
Academic Integrity/Plagiarism (Geo 8)
Academic integrity is expected of all students. Cheating and plagiarism are violations of academic integrity. All papers and presentations must be the student’s own work. Any student who has violated the academic honesty policy will be denied credit (receive a 0) for the assignment, and then the matter will be turned over to the Student-Faculty Disciplinary Committee. Documented evidence of the offense will be kept in the Documented evidence of the plagiarism will be kept in the General Education Department office and/or the Emergency Medical Services Department office.

Cheating
Cheating is defined as the act of obtaining information or data improperly or by dishonest or deceitful means. This includes the intentional use or attempted use of unauthorized materials, information or study aids in any academic exercise. This ALSO includes helping or attempting to help another student to cheat or submitting the same paper for two different classes without the explicit authorization/approval of both instructors, etc. (see college catalog). Each instructor will be available for consultation regarding any confusion a student may have before submitting an assignment.

Plagiarism
Plagiarism is defined as copying or imitating the language, ideas or thoughts of another author and presenting them as one’s original work or the copying of another’s words in any medium without documenting the borrowing and thus failing to give credit to the original author in proper format (such as MLA or APA documentation format). Each instructor will be available for consultation regarding any confusion a student may have before submitting an assignment. Students are encouraged to use all available resources, including the instructor, assignment directions, handouts, suggested web resources and media center and/or writing center staff for help in avoiding plagiarism.

In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:

Any words quoted directly from a source must be in quotation marks and cited.
Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
Any ideas or examples derived from a source that are not in the public domain or of general knowledge must be cited.
# EMS 212 Theory Topics (Tentative Schedule)

Note: The instructor reserves the right to modify the schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>In-Class Topics</th>
<th>Text Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/11/16</td>
<td>Syllabus Review&lt;br&gt;Respiratory Emergencies</td>
<td>Aehlert, Vol. I,&lt;br&gt; pp. 690-694, 706-723</td>
</tr>
<tr>
<td>1/18/16</td>
<td>NO CLASS</td>
<td>Wor-Wic is closed in observance of the M.L. King federal holiday.</td>
</tr>
<tr>
<td>2 01/25/16</td>
<td>Diabetic Emergencies&lt;br&gt;Allergies and Anaphylaxis</td>
<td>Chapter 24: pp. 948-954, 957-963&lt;br&gt;Chapter 25: pp. 988-991</td>
</tr>
<tr>
<td>3 02/01/16</td>
<td>Exam 1&lt;br&gt;Toxicology</td>
<td>Chapter 30: pp. 1101-1136</td>
</tr>
<tr>
<td>4 02/08/16</td>
<td>Neurology</td>
<td>Chapter 23: pp. 894-912, 914-920, 923-930</td>
</tr>
<tr>
<td>5 02/15/2016</td>
<td>GI Emergencies&lt;br&gt;Research Assignment Due 02/21/2016</td>
<td>Chapter 26: pp. 1001-1029</td>
</tr>
<tr>
<td>6 02/22/16</td>
<td>Exam 2&lt;br&gt;Environmental Emergencies</td>
<td>Chapter 26: pp. 1001-1029&lt;br&gt;Chapter 52: pp. 533 – 552</td>
</tr>
<tr>
<td><strong>Online Material Must be Completed by Wednesday, 02/25/16</strong></td>
<td>Behavioral Emergencies</td>
<td>Chapter 32: pp. 1167-1179, 1203-1207</td>
</tr>
<tr>
<td>2/26/16&lt;br&gt;<strong>AHB 109&lt;br&gt;1800 hrs</strong></td>
<td>Final Examination&lt;br&gt;(CO 1,2,3,4,5,6,7,8 &amp; 9)</td>
<td>AHB 109&lt;br&gt;Bring #2 Pencils with Erasers</td>
</tr>
</tbody>
</table>

*Students should refer to Blackboard for all quiz, homework and research assignment Due Dates*
### EMS 212 Lab Topics (Tentative Schedule)

**Note:** The lab instructor may modify the lab schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Text Reference</th>
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</thead>
</table>
| 1 1/16/16 | **Cardiology Review**  
  **Respiratory Emergencies**  
  *Medications:* Albuterol, Ipratropium, Dexamethasone, Terbutaline Sulfate | Maryland Medical Protocols  
  Aehlert Text |
| 2 1/23/16 | **Diabetic Emergencies**  
  **Allergies and Anaphylaxis**  
  *Medications:* Dextrose 50%, Glucagon, Oral Glucose, Epinephrine 1:1000, Diphenhydramine | Maryland Medical Protocols  
  Aehlert Text |
| 3 1/30/16 | **Toxicology**  
  *Medications:* Activated Charcoal Naloxone Pralidoxime (2-PAM), Atropine, hydroxocobalmin | Maryland Medical Protocols  
  Aehlert Text |
| 4 2/6/16 | **Lab Exam 1**  
  **Neurology**  
  *Medications:* Midazolam, Acetaminophen, Diazepam, Fentanyl | Maryland Medical Protocols  
  Aehlert Text |
| 5 2/13/16 | **GI Emergencies**  
  **Behavioral Emergencies Management**  
  *Medications:* Ondansetron, Haloperidol | Maryland Medical Protocols  
  Aehlert Text |
| 6 2/20/16 | **Environmental Emergencies**  
  **Lab Exam II (Final) (Written and Practical)** | Maryland Medical Protocols  
  Aehlert Text |