EMS 242 B01/02
Spring 2015
Classroom: AHB 302
Class Times:
  Lecture: Online
  Lab
    01: W: 9:00 am – 3:00 p.m.
    02: W: 4:45 – 10:45 p.m.

Instructor: Danny Webster
Office: AHB 307
Phone: 410-572-8738
Office Hours:
  M: 9:00 – 11:00 a.m.
  TWR: 7:45 – 8:45 a.m.

Syllabus
EMS 242 Medical Emergencies II
(3 Credits)

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. MIEMSS. July 2015

Course Description
This course prepares students to manage medical emergencies most commonly seen by paramedics. Topics include the renal system and urology, hematology, environmental conditions, infectious and communicable diseases, psychiatric disorders. Hours: 26 lecture, 36 laboratory and 36 clinical. Prerequisites: EMS 240 and EMS 241 with grades of “C” or better or permission of the dean. Laboratory fee: $55. Insurance: $52. Usually offered in the spring.
Course Objectives
Upon completion of the course the student will:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| 1. Utilize the assessment findings to formulate a field impression and implement the treatment plan for the patient with a respiratory emergency. | A. Identify the structures of the respiratory system.  
B. Explain the physiology of breathing.  
C. Discuss the pathophysiology, assessment findings and develop a treatment plan for a patient experiencing any of the various COPD disorders, spontaneous pneumothorax, hyperventilation syndrome, pulmonary embolism, upper respiratory infections and/or lung neoplasm. | 1. Blackboard Quizzes.  
2. Exam 1 questions.  
3. Final Examination questions.  
   **GEO 1, 2, 3, 4, 7** |
| 2. Utilize the assessment findings to formulate a field impression and implement the treatment plan for the patient with a cardiovascular emergency. | A. Identify the structures of the cardiovascular system.  
B. Explain the physiology of the cardiac cycle.  
C. Define cardiac output, preload, afterload, stroke volume, systole and diastole.  
D. Discuss the pathophysiology, assessment findings and develop a treatment plan for a patient experiencing any of the following: cardiac dysrhythmia, ACS, cardiac tamponade, vascular disorders, cardiogenic shock, and hypertensive emergencies. | 1. Blackboard Quizzes.  
2. Exam 1 & 2 questions.  
3. Final Examination questions.  
   **GEO 1, 2, 3, 4, 7** |
| 3. Utilize the assessment findings to formulate a field impression and implement the management plan for the patient with a neurological emergency. | A. Identify the structures of the nervous system.  
B. Discuss the pathophysiology, assessment findings and develop a treatment plan for a patient experiencing any of the following: seizures, altered mental status, coma, CVA, TIA, intracranial hemorrhage, neoplasm and abscess. | 1. Blackboard Quizzes.  
2. Online Discussion topics.  
3. Exam 2 questions.  
4. Final Examination questions.  
5. Megacode Scenarios.  
   **GEO 1, 2, 3, 4, 7** |
| 4. Utilize the assessment findings to formulate a field impression and implement a treatment plan for a patient with an endocrine emergency. | A. Identify the structures of the cardiovascular system.  
B. Discuss the pathophysiology, assessment findings and develop a treatment plan for a patient experiencing any of the following: hyperglycemia, hypoglycemia, Addison’s Disease, Thyroid Storm, Cushing’s Syndrome, and/or Diabetic Difficulties. | 1. Blackboard Quizzes.  
2. Research Assignment.  
3. Exam 4 questions.  
4. Final Examination questions.  
5. Megacode Scenarios.  
   **GEO 1, 2, 3, 4, 7** |
| 5. Utilize the assessment findings to formulate a field impression and implement a treatment plan for a patient with a GI emergency. | A. Identify the structures of the digestive system.  
B. Identify the various causes of abdominal pain.  
C. Discuss the pathophysiology, assessment findings and develop a treatment plan for a patient experiencing any of the following: Upper and lower GI bleed, gastroenteritis, appendicitis, colitis, diverticulitis, diverticulosis, peptic ulcer disease, Crohn’s Disease, and bowel obstruction. | 1. Blackboard Quizzes.  
2. Exam 3 questions.  
3. Final Examination questions.  
   **GEO 1, 2, 3, 4, 7** |
| 6. Utilize the assessment findings to formulate a field impression | A. Discuss the function of the renal system.  
B. Discuss the pathophysiology, assessment findings and develop a treatment plan for a patient experiencing any of the following: hyperkalemia, hypokalemia, nephrolithiasis, nephritis, nephrotic syndrome, and renal failure. | 1. Blackboard Quizzes.  
2. Exam 3 questions.  |
and implement a treatment plan for a patient with a renal or urologic problem.

| 3. | Final Examination questions. |
| GEO 1, 2, 3, 4, 7 |

| 7. | Utilize the assessment findings to formulate a field impression and implement a treatment plan for a patient with a renal or urologic problem. |
| A. | Identify the structures of the renal system. |
| B. | Discuss the pathophysiology, assessment findings and develop a treatment plan for a patient experiencing any of the following: acute and chronic renal failure, intra, pre and post renal failure, renal calculi, and urinary tract infection. |
| C. | Discuss the process of renal dialysis and complications often encountered during dialysis. |
| 1. | Blackboard Quizzes. |
| 2. | Exam 3 questions. |
| 3. | Final Examination questions. |
| GEO 1, 2, 3, 4, 7 |

| 8. | Utilize the assessment findings to formulate a field impression and implement a treatment plan for a patient experiencing any of the following: Anemia, leukemia, hemophilia, lymphomas, polycythemia, cycle cell and multiple myeloma. |
| A. | Identify the structures of the hematopoietic system. |
| B. | Discuss the pathophysiology, assessment findings and develop a treatment plan for a patient experiencing any of the following: Anemia, leukemia, hemophilia, lymphomas, polycythemia, cycle cell and multiple myeloma. |
| C. | Identify the various communicable diseases encountered by EMS providers. |
| D. | Manage the patient with an allergic reaction. |
| 1. | Blackboard Quizzes. |
| 2. | Final Examination questions. |
| GEO 1, 2, 3, 4, 7 |

| 9. | Utilize the assessment findings to formulate a field impression and implement a treatment plan for a patient with a hematopoietic emergency. |
| A. | Discuss the immune response and structures involved. |
| B. | Discuss the pathophysiology, assessment findings and develop a treatment plan for a patient with a communicable disease. |
| C. | Identify the various communicable diseases encountered by EMS providers. |
| D. | Manage the patient with an allergic reaction. |
| 1. | Blackboard Quizzes. |
| 2. | Exam 4 questions. |
| 3. | Final Examination questions. |
| GEO 1, 2, 3, 4, 7 |

| 10. | Utilize the assessment findings to formulate a field impression and implement a treatment plan for a patient with infectious or communicable diseases. |
| A. | Discuss how toxins enter the body. |
| B. | Discuss the pathophysiology, assessment findings and develop a treatment plan for a patient experiencing any of the following: chronic alcoholism, drug overdose, depression, various psychological disorders and suicide. |
| C. | Given a specific toxin, develop a treatment plan for your patient. |
| 1. | Blackboard Quizzes. |
| 2. | Exam 4 questions. |
| 3. | Final Examination questions. |
| GEO 1, 2, 3, 4, 7 |

| 11. | Utilize the assessment findings to formulate a field impression and implement a treatment plan for a patient with an environmental emergency. |
| A. | Define environmental emergency. |
| B. | Discuss the pathophysiology, assessment findings and develop a treatment plan for a patient experiencing any of the following: heat illnesses, cold emergencies, frostbite, near drowning, diving emergencies, and high altitude injuries. |
| 1. | Blackboard Quizzes. |
| 2. | Exam 4 questions. |
| 3. | Final Examination questions. |
| GEO 1, 2, 3, 4, 7 |

| 1. | Final Examination questions. |
| 2. | Skills Evaluations |
| GEO 1, 2, 3, 4, 7 |

Specific learning outcomes from this course as defined by the USDOT/National Highway Traffic Safety Administration’s National Standard curriculum Paramedic can be viewed online at [http://www.ems.gov/education/nationalstandardandncs.html](http://www.ems.gov/education/nationalstandardandncs.html)
**Required Supplies**

1. A stethoscope that must have a bell and diaphragm.

2. A duty uniform to consist of the program approved collared polo shirt and midnight blue or khaki uniform pants. This uniform shall be worn in the clinical rotations, 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 and an Internet connection. Microsoft Word software is required to complete most written assignments. Please note that Microsoft Works software **cannot** be used to submit assignments. If you do not have access to a personal computer with an Internet connection, you may use the computers at the Wor-Wic Media Center or one of Wor-Wic’s Resource Labs. Microsoft Office software is available on Wor-Wic computers.

**Course Requirements**

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

1. Complete all course assignments with a minimum grade average of 75%;

2. Complete all required examinations;

3. Demonstrate proficiency in all required skills stations for the course;

4. Complete an electronic research assignment;

5. Complete all homework assignments;

6. Abide by the attendance policy of the course; and

7. Abide by the testing policy;
Blackboard Online Learning System (Geo 7)

Blackboard is being used as a supplementary to this course. To access course content in Blackboard you need to have access to a computer with an Internet connection, (other requirements may apply). 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 the following Blackboard login directions to access course syllabi and any other materials posted for this course.

Blackboard 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).

Instructions to Access Blackboard from My Wor-Wic:
1. From WorWic home page, point and click on the “myWor-Wic” link in the upper top right.
2. Click on the Logon to myWor-Wic link and enter your Wor-Wic user ID and password (same as your Wor-Wic email user ID and password).
3. Select appropriate class from My Blackboard Classes on right side.

   OR

1. Go to https://my.worwic.edu
2. Enter your Wor-Wic user ID and password (same as your Wor-Wic email user ID and password).
3. Select appropriate class from My Blackboard Classes on right side.

If you don’t know your user ID and/or password, contact Student Services.

During the Course, Blackboard may 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 may be viewed by you at any time.

Distributing class materials:
Handouts and lecture notes may be viewed or downloaded from the Blackboard system.
Computer Usage Policy

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.

Communication with Your Instructor

Students are encouraged to contact the instructor if they have any questions about the course, assignments or examinations. Students are encouraged to contact the instructor utilizing their college email account. Emails sent from other personal email accounts may not be delivered to the instructor, thus their use is not recommended. Unless an emergency arises, I will respond to your email within 48 hours. You may also call the instructor’s office (410) 572-8738 and leave a message.

Technical Help and Distance Education Information

For technical help and distance education information, please refer to Wor-Wic Community College Credit Distance Education webpage at:

http://www.worwic.edu/Academics/DistanceEducation/CreditDistanceEducation.aspx

Examination Policy (GEO 2, 3, 8)

There will be two (2) unit exams, one (1) FISDAP module exam and one (1) comprehensive final exam. Exams will be in the form of true/false, multiple choice, fill in, and/or essay. During exams, students are not permitted to utilize any electronic device, i.e. calculators, PDA’s, cell phones, pagers, etc. If the student is observed utilizing any such device during an examination, he or she will have the exam collected and will be dismissed from the examination site. No Exceptions. If warranted the student may be referred to the Student Faculty Disciplinary Committee.

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

Students who miss a scheduled exam may take a comprehensive make-up for that exam with a written excuse. Make up examinations will be administered in the testing center during the set time frame agreed upon by the instructor and student. If a student fails to complete the exam during that time period, the student will receive a grade of ‘0’ for the exam. No Exceptions. The above testing policy shall be followed for all make-up examinations.
Grading Policy

For successful course completion, students must successfully pass all skills evaluations in the laboratory portion of the course (see laboratory policy). Upon completion of all skills evaluations, the student’s final course grade will be determined on a weighted basis as specified below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Exams</td>
<td>35%</td>
</tr>
<tr>
<td>Electronic Research Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Online Assignments/Quizzes/Skills Checks</td>
<td>20%</td>
</tr>
<tr>
<td>Interpersonal Domain</td>
<td>5%</td>
</tr>
<tr>
<td>FISDAP Medical Exam</td>
<td>5%</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Point penalties for attendance/tardiness shall be applied after computation of the weighted course grade**

Letter grades are awarded as follows:

- A  =  90 – 100 %
- B  =  80 – 89 %
- C  =  75 – 79 %
- D  =  65 – 74 %
- F  =  < 65%

Attendance/Participation (Geo 1,2,3,5,8)

Students are expected to attend lecture and lab sessions; therefore attendance records will be maintained. A point system will be maintained related to attendance relative to expected classroom participation in discussions, forums and/or activities. The points per class session equal five (5). The six (6) lab sessions will total thirty (30) points. Any absence will result in zero (0) points for that date. Late arrivals or early departures will result in a one and a half (1.5) point reduction of points per occurrence. Students will be responsible for all information covered during their absence. The total attendance/participation points will be included in course grading, designated as the 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 send text messages during class (lecture or lab) is prohibited.

Emergency Information Statement:

In the event of severe inclement weather or other emergency, information about the closing of the college will be communicated via e2Campus and the College's website. Faculty will communicate with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via Blackboard. Students will be responsible for completing all assignments in accordance with class policies.
Electronic Research/Writing Assignment – 10% of Course Grade (CO: 4; GEO: 1,2,3,7)

Each student is required to complete an electronic research assignment. The student will be required to access the Media Center’s electronic database to complete the assignment. Students shall explore emergencies of the endocrine system. Students are to refer to Chapter 24 of the text and to select an endocrine emergency. Students are to explore the pathophysiology, typical assessment findings, treatments and any special considerations as an EMS provider must consider when encountered by a patient with this emergent condition. Each student will lead a minimum 5 minute discussion about the emergency during the class (lab) session. The student is required to submit a “works cited” page at the conclusion of their presentation.

All materials must be the student’s own work (see Academic Integrity) and the topic must meet the approval of the instructor. The following requirements must be followed for successful completion of the assignment:

1. The topic of the assignment will be assigned during the first lab session.
2. Utilizing the College’s electronic databases/learning resources, the student must utilize a minimum of 1 peer reviewed electronic source.
3. A works cited page must be included with the assignment.
4. The assignment must be in APA format. For information on citing sources and use of APA format please visit the writing resource lab on campus (BH 225) or go to http://www.worwic.edu/OpenDocument.aspx?Document=LibraryResources/APA%20Style.pdf.
5. Students are to lead the class discussion about their topic. The discussion shall be a minimum of 5 minutes in length with a maximum length of 15 minutes.
6. Presentations will be delivered on Wednesday, Feb. 17, 2016 in lab. The “Works Cited” page shall be hand delivered after the student’s presentation. Papers turned in late will receive a 5 point penalty for each day after the due date. No assignments will be accepted 1 week after the due date.

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. To gain sufficient patient contacts, students are encouraged to use the following guide when selecting shifts:

<table>
<thead>
<tr>
<th>Site</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Department</td>
<td>8.5</td>
</tr>
<tr>
<td>ICU</td>
<td>11</td>
</tr>
<tr>
<td>Physician Shadow</td>
<td>11</td>
</tr>
<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

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>
<tr>
<td>Evidence of emotional instability, drug or alcohol use that could impact a patient’s welfare</td>
<td>25 point deduction</td>
</tr>
<tr>
<td>Other actions not defined here.</td>
<td>To be determined by the instructor.</td>
</tr>
</tbody>
</table>

Academic Integrity (GEO 8):

Academic integrity is expected of all students. Cheating and plagiarism are violations of academic integrity. Any student who has violated the academic honesty policy will be denied credit 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 Emergency Medical Services Department office.

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.

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.
Services for Students with Disabilities

Wor-Wic provides reasonable accommodations for students with disabilities, in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you need accommodations, please contact the counseling office at (410) 334-2899. For more information, see Wor-Wic's Services for Students with Disabilities web page.

EMS 242 Course Topics (Tentative)

<table>
<thead>
<tr>
<th>Week</th>
<th>Online Topic</th>
<th>Lab Activity</th>
<th>Text Reference</th>
</tr>
</thead>
</table>
| 1    | **Unit 1**  | • Syllabus Review  
• Pharmacology  
• Respiratory Management  
• Cardiac Management | Chapters 21 & 22 |
|      | Respiratory Emergencies  
Cardiology  |  |
| 2    | Cardiology  | • Cardiac Management  
• Pharmacology  
• 12 Lead ECG  
• Skills Check: *Static and Dynamic Megacode* | Chapter 22 Phalen Text |
| 3    | **Unit 2**  | • Exam Unit 1  
*(Respiratory and Cardiac)*  
• CVA and Stroke Management  
• Seizures  
• Pharmacology | Chapters 23, 25, & 26 |
|      | Neurology  
Allergies and  
Anaphylaxis  
GI Emergencies  |  |
| 4    | Urology  
Toxicology  
Infectious Disease  | • Management and Protocol Review  
• Pharmacology  
• Special Considerations | Chapters 27, 30 & 31 |
| 5    | **Unit 3**  | • Exam Unit 2  
*(Neuro, Allergy, GI, Urology, Toxicology, Behavioral)*  
• Research Assignment Presentations  
• Special Considerations  
• Pharmacology | Chapters 24, 32, 33 & 52 (Volume 2) |
|      | Endocrinology  
Behavioral Emergencies  
Hematology  
Environmental Emergencies  |  |
| 2/24 | Final Exam  | • In class examination |  |