EMS 243 E01/02 Spring 2017
Instructor: Danny Webster
Classroom: AHB 302
Office: AHB 307
Class Times:
Lecture: Online
Lab E01: W: 9:00 a.m. – 11:45 a.m.
Lab E02: W: 5:00 – 7:45 p.m.
Phone: 410-572-8738
Office Hours:
TR: 9:00 – 11:00 a.m.
W: 7:45 – 8:45 a.m.

Syllabus
EMS 243 Special Populations II
(1 Credit)

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 is designed to prepare students to effectively triage, assess and treat the numerous types of special emergencies encountered by paramedics, including abuse and assault, patients with special challenges and acute interventions for the chronic care patient. Hours: 13 lecture, 16 laboratory and 16 clinical. Prerequisites: EMS 240 and EMS 241 with grades of “C” or better or permission of the dean. Course Fee: $20. Laboratory fee: $55. Usually offered in the spring.
# 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>1. Utilize the assessment findings to formulate a field impression and implement the treatment plan for the patient who has a gynecological or obstetric emergency.</td>
<td>A. List the structures of the reproductive system.&lt;br&gt;B. Explain how to recognize a gynecological emergency.&lt;br&gt;C. Identify the pathophysiology and develop a treatment plan for specific gynecological complaints.&lt;br&gt;D. Discuss the normal events of pregnancy.&lt;br&gt;E. Discuss fetal circulation.&lt;br&gt;F. Identify and manage the patient with any of the various complications of labor and pregnancy.&lt;br&gt;G. Define meconium and explain how to manage a patient with meconium staining.</td>
<td>1. Quizzes&lt;br&gt;2. Classroom discussion.&lt;br&gt;3. Workbook activities.&lt;br&gt;4. Exam 1 questions.&lt;br&gt;5. Lab mega code scenario and case study.&lt;br&gt;6. Final Examination questions.&lt;br&gt;&lt;i&gt;GEO 1, 2, 3&lt;/i&gt;</td>
</tr>
<tr>
<td>2. Utilize the assessment findings to formulate a field impression and implement the treatment plan for the patient who has neonatal or pediatric emergency.</td>
<td>A. Define newborn, newly born and neonate.&lt;br&gt;B. List antepartum and intrapartum factors that may signal a need for neonatal resuscitation.&lt;br&gt;C. Discuss prematurity and potential neonatal implications associated with prematurity.&lt;br&gt;D. Define and manage primary and secondary apnea.&lt;br&gt;E. Identify differences between fetal and neonatal circulation.&lt;br&gt;F. Demonstrate umbilical vein cannulation.&lt;br&gt;G. Manage the neonatal and pediatric arrest victim.&lt;br&gt;H. List the appropriate dose regimens of epi, atropine, normal saline and lactated ringers for neonates, newborns and pediatrics.&lt;br&gt;I. Discuss the various congenital abnormalities and how they may influence patient care.&lt;br&gt;J. Manage hypoxia in the neonate, newborn or pediatric patient.&lt;br&gt;K. Utilize the AHA guidelines and Maryland Protocol in the management of the newborn, neonate or pediatric in distress.&lt;br&gt;L. Identify differences between croup and epiglottitis.&lt;br&gt;M. Develop a treatment plan for the pediatric patient in respiratory distress.</td>
<td>1. Quizzes&lt;br&gt;2. Classroom discussion.&lt;br&gt;3. Workbook activities.&lt;br&gt;4. Exam 1 and 2 questions.&lt;br&gt;5. Lab mega code scenario and case study.&lt;br&gt;6. Final Examination questions.&lt;br&gt;&lt;i&gt;GEO 1, 2, 3&lt;/i&gt;</td>
</tr>
<tr>
<td>3. Utilize the assessment findings to formulate a field impression and implement the treatment plan for the patient who has a geriatric emergency.</td>
<td>A. Define geriatric.&lt;br&gt;B. Discuss the normal aging process of the body.&lt;br&gt;C. Define polypharmacy.&lt;br&gt;D. Identify challenges often experienced by EMS providers in the management of</td>
<td>1. Quizzes&lt;br&gt;2. Classroom discussion.&lt;br&gt;3. Workbook activities.&lt;br&gt;4. Exam 3 questions.&lt;br&gt;5. Lab mega code scenario and case study.</td>
</tr>
<tr>
<td></td>
<td>the geriatric patient. E. List several pharmacological considerations for the geriatric patient. F. Discuss pathophysiological principles of various disease processes that occur in geriatric patients and how they impact patient care.</td>
<td>6. Final Examination questions. <strong>GEO 1, 2, 3</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4.</td>
<td>Utilize the assessment findings to formulate a field impression and implement the treatment plan for the patient with special challenges.</td>
<td>A. Discuss the pathophysiology, assessment findings and develop a treatment plan for a patient with any of the following: cancer, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, myasthenia gravis, poliomyelitis, spina bifida and prior traumatic brain injury. B. Define cultural diversity. C. Identify accommodations that may be needed to manage a patient who is culturally diverse. D. Discuss special considerations for the terminally ill patient, patient with a communicable disease or a patient who has a financial impairment.</td>
</tr>
<tr>
<td>5.</td>
<td>Utilize the assessment findings to formulate a field impression and implement the management plan for the acute deterioration of the chronic care patient.</td>
<td>A. Define home care and compare with in hospital care. B. Describe the benefits for the home care patient. C. Identify potential complications experienced by the chronic home health care patient. D. Discuss how to access a central line (pic line) and identify potential complications that may warrant EMS response. E. Describe how to interact with family members of the chronically ill patient.</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrate the ability to integrate the principles of assessment based management to perform an appropriate assessment and implement the management plan for patients with common complaints.</td>
<td>A. When given a scenario, discuss the pathophysiological principles, assessment findings, and develop a treatment plan for any patient with a variety of complaints often experienced by EMS providers. This includes but is not limited to adult and pediatric patients, traumatic injuries, medical complaints and special challenges of the chronic care patient.</td>
</tr>
</tbody>
</table>

**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 [www.ems.gov](http://www.ems.gov)**
**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 utilized in this course. To access course content in Blackboard you need to have access to a computer with an Internet connection, (other requirements may apply). Please refer to this link for computers available on campus that meet these requirements: [http://www.worwic.edu/Students/LearningResources/ResourceLabs.aspx](http://www.worwic.edu/Students/LearningResources/ResourceLabs.aspx)

Please follow the following Blackboard login directions to access course syllabi and any other materials posted for this course.

**Blackboard Login Information:**

1. From Wor-Wic home page, click on “myWorWic” (top-right above Quick Links).
2. Enter your Wor-Wic user ID and password (same as your Wor-Wic email user ID and password) to access the portal homepage.
3. In the “My Blackboard Classes” web part, click on this class listed to be directed to the Blackboard site.
4. Blackboard may also be accessed through “Quick Links” on the college homepage and also through the link on the bottom of the homepage.

*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.

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 may be viewed by you at any time.

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

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, two (2) FISDAP module exams 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:

- 2 Exams: 35%
- Electronic Research Assignment: 10%
- Online Assignments/Quizzes/Skills Checks: 20%
- Affect: 5%
- FISDAP Exams: 5%
- Comprehensive Final Exam: 25%

**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 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 ten (10). The six (6) lab sessions will total sixty (60) 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 “Affect”.

6
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% (100 points) of Course Grade (CO: 4; GEO: 1,2,3,7)**
The Writing and Research Project will be discussed during the first class session of class and will be posted on Blackboard. This project is worth 10% of your grade. For this assignment, you will access the electronic research databases to conduct research special challenges of chronic healthcare. There will be a writing assignment/oral presentation related to your research. The grading criteria are described in the documentation explaining the assignment.

<table>
<thead>
<tr>
<th>The Writing and Research Project must be submitted electronically and is due on</th>
<th>Sunday, April 10, 2016 at 11:59 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronically submitted documents must be:</td>
<td></td>
</tr>
<tr>
<td>1. A <strong>Microsoft Word</strong> or an <strong>Adobe PDF</strong> document. Please note that documents submitted in Microsoft <strong>Works</strong> format (wps) <strong>WILL NOT</strong> be accepted.</td>
<td></td>
</tr>
<tr>
<td>2. Submitted through the assignment section of Blackboard.</td>
<td></td>
</tr>
</tbody>
</table>

**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 recommendations when selecting shifts to reach a total of 36 hours:

<table>
<thead>
<tr>
<th>Site</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>L &amp; D</td>
<td>5.5</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>5.5</td>
</tr>
<tr>
<td>Nursery</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 243 Course Topics (Tentative)

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Online Topic</th>
<th>Lab Activity</th>
<th>Text Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Unit 1 OB/GYN Neonatology</td>
<td>• FISDAP Cardiology</td>
<td>Chapters 35 &amp; 36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pharmacology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Emergency Childhood</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Special Considerations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Newborn Resuscitation</td>
<td></td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>Unit 2 Pediatrics Geriatrics</td>
<td>• Exam 1</td>
<td>Chapters 37 &amp; 38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pharmacology Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Scenario Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Special Considerations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oral Station A</td>
<td></td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>Unit 3 Abuse and Assault Special Challenges Chronic Care Patient</td>
<td>• Exam 2</td>
<td>Chapters 39 - 42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Special Considerations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ventilator Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pharmacology Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Central Line Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• FISDAP OB Peds Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oral Station B</td>
<td></td>
</tr>
</tbody>
</table>