

**LAST REVIEW:** 2009-2010

**NEXT REVIEW:** 2014-2015

**STATUS:** A

**COURSE TITLE:** Paramedic Science IV - Lecture

**COMMON COURSE NUMBER:** EMS 2636

**CREDIT HOURS:** 3

**CONTACT HOUR BREAKDOWN**

*(per 16 week term)*

**CLOCK HOURS:**

*(Voc. Course ONLY)*

Lecture: 48

Lab: 0

Clinic: 0

Other: 0

**PREREQUISITE(S):** EMS 2634, EMS 2635, EMS 2634L, EMS 2642, EMS2652

**COREQUISITE(S):** EMS 2636L, EMS 2643, EMS 2653

**PRE/COREQUISITE(S):**

### **COURSE DESCRIPTION**

Topics include EMS Assessment Based Management, Continuation of 12 Lead ECG material, and didactic information for certification in Pediatric care, Advanced Life Support,(ACLS),Emergency Management of Acute Stroke, Prehospital Management of Traumatic Brain Injury and Trauma Life Support. Information on the EMS employment process is completed. Material includes U.S. Department of Transportation, (DOT), National Paramedic Curriculum objectives for Module 7.

### **UNIT TITLES**

1. **EMS Assessment Based Management**
2. **Course Certifications as follows:**
  - a. 12 Lead ECG Certification course
  - b. Pediatric Care - Certification course
  - c. Management of Acute Stroke – Certification course
  - d. ACLS Course Completion
3. **EMS Employment Process**

### **EVALUATION:**

Successful completion of all certification courses. Grades assigned using Grade Calculation formats from Paramedic 1, 2, and 3.

*\*\*\* Complete the following only if course is seeking general education status \*\*\**

### **GENERAL EDUCATION Competencies and Skills\*:**

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.



# BROWARD COLLEGE COURSE OUTLINE

<b>1. Read with critical comprehension</b>	
<b>2. Speak and listen effectively</b>	
<b>3. Write clearly and coherently</b>	
<b>4. Think creatively, logically, critically, and reflectively</b> (analyze, synthesize, apply, and evaluate)	
<b>5. Demonstrate and apply literacy in its various forms:</b> (highlight in green ALL that apply) ( 1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental )	
<b>6. Apply problem solving techniques to real-world experiences</b>	
<b>7. Apply methods of scientific inquiry</b>	
<b>8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings</b>	
<b>9. Demonstrate an understanding of and appreciation for human diversities and commonalities</b>	
<b>10. Collaborate with others to achieve common goals.</b>	
<b>11. Research, synthesize and produce original work</b>	
<b>12. Practice ethical behavior</b>	
<b>13. Demonstrate self-direction and self motivation</b>	
<b>14. Assume responsibility for and understand the impact of personal behaviors on self and society</b>	
<b>15. Contribute to the welfare of the community</b>	

*\* General Education Competencies and Skills endorsed by '05-'06 General Education Task Force*

**Common Course Number:**

## **UNITS**

Upon successful completion of this course, the student should be able to integrate the principles of assessment based management to perform an appropriate assessment and implement the management plan for patients with common complaints and complete the didactic requirements for certification in selected courses:

### **UNIT 2 Course Certification**

**Specific Learning Outcomes:** Upon successful completion of this unit the students should be able to complete the didactic requirements for certification in the following courses:

- 2.1 12 Lead ECG - Certification course
- 2.2 Pediatric Care - Certification course
- 2.3 Management of Acute Stroke - Certification course
- 2.4 ACLS – Certification Course

### **UNIT 3 EMS Employment Process**

- 3.1 Explain the Municipal Employment Screening and Hiring Program(MESH)
- 3.2 Discuss various employment possibilities

### **Unit 4 Module 7**

#### **COGNITIVE OBJECTIVES**

At the completion of this unit, the paramedic student will be able to:

- 7-1.1 Explain how effective assessment is critical to clinical decision making. (C-1)
- 7-1.2 Explain how the paramedic's attitude affects assessment and decision making. (C-1)
- 7-1.3 Explain how uncooperative patients affect assessment and decision making. (C-1)
- 7-1.4 Explain strategies to prevent labeling and tunnel vision. (C-1)
- 7-1.5 Develop strategies to decrease environmental distractions. (C-1)
- 7-1.6 Describe how manpower considerations and staffing configurations affect assessment and decision making. (C-1)
- 7-1.7 Synthesize concepts of scene management and choreography to simulated emergency calls. (C-3)
- 7-1.8 Explain the roles of the team leader and the patient care person. (C-1)
- 7-1.9 List and explain the rationale for carrying the essential patient care items. (C-3)
- 7-1.10 When given a simulated call, list the appropriate equipment to be taken to patient. (C-2)
- 7-1.11 Explain the general approach to the emergency patient. (C-1)

- 7-1.12 Explain the general approach, patient assessment, differentials, and management priorities for patients with the following problems: (C-3)
- a. Chest pain
  - b. Medical and traumatic cardiac arrest
  - c. Acute abdominal pain
  - d. GI bleed
  - e. Altered mental status
  - f. Dyspnea
  - g. Syncope
  - h. Seizures
  - i. Environmental or thermal problem
  - j. Hazardous material or toxic exposure
  - k. Trauma or multi trauma patients
  - l. Allergic reactions
  - m. Behavioral problems
  - n. Obstetric or gynecological problems
  - o. Pediatric patients
- 7-1.13 Describe how to effectively communicate patient information face to face, over the telephone, by radio, and in writing. (C-1)

### **AFFECTIVE OBJECTIVES**

At the completion of this unit, the paramedic student will be able to:

- 7-1.14 Appreciate the use of scenarios to develop high level clinical decision making skills. (A-2)
- 7-1.15 Defend the importance of considering differentials in patient care. (A-3)
- 7-1.16 Advocate and practice the process of complete patient assessment on all patients. (A-3)
- 7-1.17 Value the importance of presenting the patient accurately and clearly. (A-2)