Bergen Community College
Division of Health Professions
Paramedic Science

PAR 203-001	Paramedic Diagnostic Methods II
Meeting Times	Mondays and Thursday 1:00p - 5:00p
Location:	Meadowlands Campus P111
Instructor:	Professor McCarthy Professor Piccininni
Office Location:	P111
Phone:	201-301-1592
Office Hours:	Tuesday and Wednesday 9:30 – 11:30 and by appointment
Email Address:	jmccarthy@bergen.edu

Instructor:	Professor Piccininni
Office Location:	P111
Phone:	201-301-1590
Office Hours:	Monday and Thursday 10:30 – 12:00 and by appointment
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Course Description: Paramedic Diagnostic Methods II will provide immersion in medical simulation. Simulated scenarios will allow students the opportunity to demonstrate skill competence related to advanced airway management, advanced venous access and medication administration techniques for age targeted/special populations. Lecture [2.00], Lab [2.00]. Prerequisite[s]: PAR-102, PAR-102, PAR-103, PAR-104, PAR-200. Co-requisite[s]: PAR-201, PAR-202, PAR-204.

Paramedic Program Core Competencies:

A. Ethics and EMS Structure

A1. Exhibit a professional code of conduct with personal and professional integrity.
A1. Provide compassionate care to all populations while respecting cultural differences.
A3. Comply with all state and federal regulation/laws for an entry-level paramedic.

B. Patient Assessment and Skills

B1. Utilize a systematic assessment to determine appropriate modalities for medical and trauma patients of all ages while prioritizing interventions needed to improve patient outcomes.
B2. Demonstrate skill proficiency in all entry-level psychomotor skills, utilizing them when clinically appropriate and at the correct time to improve patient outcomes.
B3. Function as a member of the paramedic team by using effective communication and proper behavior that promotes customer service and efficient care.

C. Safety and Personal Wellness

C1. Correctly identifies potential hazards to promote a safe environment for self, co-workers, patients and bystanders.

C2. Uses critical thinking skills to properly manage and diffuse stressful environments.

C3. Identifies personal stress and utilizes stress management techniques to ensure physical and emotional health.

Student Learning Objectives:

As a result of meeting the requirements in this course, students will be able to:

Behavioral Emergencies/Psychiatric Disorders

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.

Abdominal Emergencies/Acute Abdomen

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.

Endocrinology Emergencies and Seizure

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.

Altered Mental Status – Differentiated Assessment of Headache, Nausea, Syncope, Seizure

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.

Toxicology and Poisoning Emergencies

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.

Environmental Emergencies

Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient.

Infectious Disease

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.

Renal
Integrates 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.

Obstetrics and Gynecology
Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.

Newborn Resuscitation
Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.

Special Considerations and Needs
Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.

Pediatrics
Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.

Geriatrics
Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.

Incident Management
Demonstrate knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety.

Medical Management of Terrorism
Demonstrate knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety.

Instructional Resources
Available in the library and computer labs

Annals of Emergency Medicine
Journal of Emergency Medical Services (JEMS)
Journal of Accident and Emergency Medicine
New England Journal of Medicine
Pre-Hospital Emergency Care Journal

Means of Assessment
In accordance with accreditation standards, students will be provided with ample feedback to allow them the ability to improve performance in cognitive, psychomotor and affective domains of learning.

Semester Skill Quizzes	20%
Community Service Project	20%
Behavioral (Affective) Assessment	20%
Comprehensive Practical final	40%

Moodle Structure:
The delivery platform for this course is a hybrid format utilizing a Moodle program. Students must fully participate in both online and on campus components of the course to successfully complete the course. The Moodle structure will provide opportunities for discussion boards, email communication, class announcements, online patient cases, and completion of tests and quizzes.

Course Menu in Moodle:
- Online Syllabus
- Course Announcements
- Forums
- Assignments
- Email
- My grades

Recommended Practice
To effectively manage this course for successful completion, you should do the following:
- Read and follow the course syllabus by adhering to the assigned dates of completion
- Read the messages under “Course Announcements”
- Follow the course calendar in Moodle
- Timely complete and submit all assignments – late assignments will not be accepted!
- Use the email communication platform to communicate with other students and the instructor.
- Actively participate in class and in online discussions

Course Content
This course will offer students the ability to gain cognitive knowledge related to patient care principles. The majority of the class will require students to work individually. Occasional group assignments may be utilized. Students will obtain clinical skill knowledge and competency prior to entering a clinical rotation.

Special Features of the Course
Pass Rate:
The Paramedic Department pass rate is an 80%. Students are required to obtain a final average of an 80% in each core curriculum course. At the end of the semester, any student not achieving an 80% will be unable to continue in the program.

Final Exam Minimum Score:
In addition to the program pass rate, students are required to obtain a minimum grade of 77% on all final exams. Any student not obtaining a 77% on the final exam will be unable to continue in the program.

Squad Assignments
Students will be assigned to squads of no more than 6 students. The purpose of the squad is to promote teamwork, provide peer support and offer organization structure to the course. Students will take turns being the squad leader. The structure of squads will help instill comfort for the students prior to them being required to function in a clinical affiliate paramedic unit where teamwork and communication is paramount.

Skill Quizzes
Students will be assessed on each clinical skill and a quiz grade will be earned from the assessment. Students will earn points for each skill correctly performed. The percentage of points accrued, will correlate to a quiz grade.

In the event that a student performs any of the critical failure criteria areas outlined on a skill sheet, the student will receive zero “0” points for that skill quiz. Students will be remediated as to the reason that they did not successfully complete the skill and be required to correctly perform the skill.

All students will successfully complete the skill assessment before being allowed to enter into a clinical rotation where that skill is a learning objective.

Community Service Project:
Each student will be responsible for creating and participating in some type of uncompensated community service project. A rubric tool will be utilized for grading the Community Service Project.

Goal of project:
Improve the safety and overall wellbeing of potential EMS patients while raising awareness about the EMS system within the community.

Project Requirements:

- Participate in an activity for which the student receives **NO COMPENSATION**.
- Submit an outline summarizing your project – faculty approval must be obtained prior to starting the project.
- After the community service is completed, each student will submit a reflection paper. The paper format will follow a SWOT analysis – utilize headers for each section of the analysis – **S**trengths of the project – **W**eaknesses identified with the project – **O**pportunities for improvement in the future – **T**hings learned while completing the project.

Grading for CSP

Signed Outline	10%
Quality of SWOT Paper	60%
Storyboard	30%

The rubric for grading will be as follows:

Topic	1	2	3	4	X % amount
Signed outline	Not discussed with faculty			Signed Outline	
Quality of SWOT paper	Poor grammar, not in-depth review	Grammar acceptable, but not in-depth review	Acceptable SWOT analysis	Excellent SWOT analysis	
Storyboard	No board submitted	Sloppy presentation	Acceptable but room for improvement	Excellent including title, summary, references, student names	
Total Points/Grade					

Practical Exam
The practical final exam will consist of the clinical skills outlined in the semester skill booklet. Each student will earn points for each skill correctly performed. Grades will be calculated by adding all of the points earned through the final practical testing process. The percentage of points the student accrues, will correlate to a final exam grade.

In the event that a student performs any of the critical failure criteria areas outlined on a skill sheet, the student will receive zero "0" points for that skill. Students will be remediated as to the reason that they did not successfully complete the skill and be required to correctly perform the skill.

Students failing over 50% of the skills will not be retested on the same day; an alternate make-up session will be decided upon. The grade for any failed skill will remain a zero "0" even after remediation.

In addition to the program pass rate, students are required to obtain a minimum grade of 77% on all final exams. Any student not obtaining a 77% on the final exam will be unable to continue in the program.

Course Texts

Required Text:

American Heart Association. ***Advanced Cardiovascular Life Support Handbook***, April 2011, American Heart Association Incorporated (ISBN – 978-1-6166-9000-7)
Jones Bartlett ***Premier Bundle Package 2.0*** (ISBN: 9781284038316)
Jones Bartlett ***Bergen Medic Package*** (ISBN 9781284059342)

Optional Text:

Walls, Ron. Manual of Emergency Airway Management, 4th Edition, 2012, Lippincott, Williams and Wilkins. (ISBN 9781451144918)

Research, Writing and Examination Requirements

Students will be required to develop patient case studies that effectively depict a common medical emergency. Requirements will include appropriate description of signs, symptoms, patient presentation, pertinent medical history, medications and/or recent surgeries. Student will present their case to group. An affective behavior assessment will be included in the patient case study grade.

In addition to the program pass rate, students are required to obtain a minimum grade of 77% on all final exams. Any student not obtaining a 77% on the final exam will be unable to continue in the program.

Grading Scale

A	93-100
B+	89-92
B	85-88
C+	82-84
C	80-81
F	Below 80
N	Incomplete (course requirements not fulfilled)

Academic Conduct
The paramedic program faculty adheres to the policy statement governing academic conduct as outlined in the Bergen Community College catalog.

- Faculty may not post exam grades publicly due to privacy laws.
- Scholastic dishonesty including but not limited to plagiarism, cheating, and collusion will not be tolerated. Any student who has demonstrated any of these behaviors will be disciplined according to the Policy and Procedure Manual of the program.

Attendance Policy
Please refer to the Paramedic Policy Manual for exact absence policy information.

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) requires that students meet a minimum number of didactic/lab, clinical and field internship hours. Therefore students are expected to attend all class sessions.

No make-up quizzes, tests or exams will be given. Any student who is absent for a quiz, test, or exam will receive a grade of "0".

Students will be allowed one excused absence per semester for all four PAR courses. An absence is considered excused when a student notifies the professor prior to the start of class that they will be absent. Any additional absences will negatively affect the student's grade. For each unexcused absence the final grade will reduce by 1 point. For each excused absence the final grade will reduce by 0.5 point.

Tardiness will not be tolerated. In accordance with New Jersey state regulation, an attendance sheet will be available at the beginning of the class. If a student is tardy 3 times it will be calculated as an unexcused absence.

Other College, School and/or Departmental Policy Statements
The Paramedic Program is accredited by two agencies, The Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the New Jersey Department of Health and Human Service – Office of Emergency Medical Services.

The Bergen Community College Paramedic Science Program has been issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). This letter is NOT a CAAHEP accreditation status, it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through the Letter of Review Self Study Report (LSSR) and other documentation. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic credentialing examination(s). However, it is NOT a guarantee of eventual accreditation.

To contact CoAEMSP:

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The Paramedic Department Policy and Procedure Manual has been reviewed at orientation. The purpose of the manual is to clearly outline the role and responsibility of each stakeholder in the education process; the student, the patient, the faculty, the clinical affiliate and the college. Students and faculty are expected to adhere to the policies of the program.

Student and Faculty Services
Students are encouraged to seek assistance from peers and/or faculty members whenever they are having difficulties with the program curriculum. The Paramedic Science Program is structured to ensure the needs of the paramedic student will be met. There will be open skill labs and simulation sessions available to allow students to access adjunct faculty for support with any learning difficulties. Peer tutors will be utilized to facilitate further success in the program.

Americans with Disabilities Act
Students who require accommodations in accordance with Americans with Disabilities Act (ADA) can request these services form the Office of Specialized Services. To learn more about the services offered at Bergen Community College, visit them at www.bergen.edu/oss.

Course calendar:

Week Days Topic Assignment/Events
1 Thursday Course orientation:
Behavioral Emergency Medical Assessment Simulation Emergency Care in the Streets
Chapter 28
2 Monday Emergency Medical Assessment Simulation
Thursday Abdominal and Endocrinology Emergency Medical Assessment Simulation
Emergency Care in the Streets
Chapter 20 and 23
3 Monday Altered Mental Status Emergency Medical Assessment Simulation
Emergency Care in the Streets
Chapter 18 and 19
Thursday Toxicology Emergency Medical Assessment Simulation Emergency Care in the Streets
Chapter 27
4 Monday Environmental and Infectious Emergency Medical Assessment Simulation
Emergency Care in the Streets
Chapter 38 and 26

Thursday Renal Emergency Medical Assessment Simulation Emergency Care in the Streets
Chapter 21

5 Monday Putting It all Together
Emergency Medical Assessment Simulation
Thursday OB/Gynecological Emergency Medical Assessment Simulation
Emergency Care in the Streets
Chapter 41 and 42

6 Monday Pediatric Emergency Medical Assessment Simulation Emergency Care in the Streets
Chapter 43
Thursday Pediatric SIDS Emergency Care in the Streets
Chapter 43

7 Monday PALS core scenarios Pediatric Advanced Life Support Core Cases
Thursday PALS core scenarios Pediatric Advanced Life Support Core Cases

8 Monday PALS core scenarios Pediatric Advanced Life Support Core Cases
Thursday PALS testing

9 Monday Spring break

Thursday Spring break

10 Monday Cultural Diversity Emergency Care in the Streets
Chapter 45
Thursday Geriatrics Emergency Care in the Streets
Chapter 44

11 Monday Medical Simulation Case Review

Thursday Medical Simulation Case Review

12 Monday ICS / Incident Management Emergency Care in the Streets
Chapter 47
Thursday ICS / Incident Management Emergency Care in the Streets
Chapter 47

13 Monday ICS / Incident Management Emergency Care in the Streets
Chapter 47
Thursday Medical Response to Terrorism Emergency Care in the Streets
Chapter 49 - 51

14 Monday Medical Response to Terrorism Emergency Care in the Streets
Chapter 49 - 51
Thursday Review for Final

15 Monday Review for Final

Thursday Final Exam

Syllabus Subject to Change

Unit Objectives:
As a result of meeting the requirements in this course, students will be able to:

Behavioral Emergencies/Psychiatric Disorders
1. Formulate appropriate questions to determine suicide intent.
2. Demonstrate effective techniques for interviewing a patient with a behavioral emergency.
3. Demonstrate measures to diffuse a violent situation.
4. Identify the circumstances when relatives, bystanders and others should be removed from the scene.
5. Demonstate the techniques that facilitate the systematic gathering of information from the disturbed patient.
6. Demonstrate appropriate methods of restraint that may be necessary in managing the emotionally disturbed patient
7. Differentiate between the various behavioral and psychiatric disorders based on the assessment and history.

Abdominal Emergencies/Acute Abdomen
1. Describe the questioning technique and specific questions the paramedic should ask when gathering a focused history in a patient with abdominal pain.
2. Describe the technique for performing a comprehensive physical examination on a patient complaining of abdominal pain.
3. Recognize the signs and symptoms, complications and prehospital treatment for gastrointestinal bleeding.
4. Describe the management for upper gastrointestinal bleeding.
5. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with upper GI bleeding.
6. Recognize the signs and symptoms related to lower gastrointestinal bleeding.
7. Describe the management for lower gastrointestinal bleeding.
8. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with lower GI bleeding.
9. Recognize the signs and symptoms related to acute gastroenteritis.
10. Describe the management for acute gastroenteritis.
11. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with acute gastroenteritis.
12. Recognize the signs and symptoms related to diverticulitis.
13. Describe the management for diverticulitis.
14. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with diverticulitis.

15. Recognize the signs and symptoms related to appendicitis.
16. Describe the management for appendicitis.
17. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with appendicitis.
18. Recognize the signs and symptoms related to bowel obstruction.
19. Describe the management for bowel obstruction.
20. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with bowel obstruction.
21. Recognize the signs and symptoms related to pancreatitis.
22. Describe the management for pancreatitis.
23. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with pancreatitis
24. Recognize the signs and symptoms related to cholecystitis.
25. Describe the management for cholecystitis.
26. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with cholecystitis.
27. Develop a patient management plan based on field impression in the patient with abdominal pain.

Endocrinology Emergencies and Seizure

1. Perform an appropriate assessment of a patient with seizures.
2. Appropriately manage a patient with seizures, including the administration of medication and airway management.
3. Discuss the general assessment findings associated with endocrinology emergencies
4. Demonstrate the need for rapid intervention of the patient with endocrinology emergencies.
5. Correlate abnormal findings in assessment with clinical significance in the patient with a diabetic emergency.
6. Integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with a diabetic emergency.
7. Recognize the signs and symptoms of the patient with hyperglycemia.
8. Correlate abnormal findings in assessment with clinical significance in the patient with hyperglycemia.
9. Integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with hyperglycemia.
10. Recognize the signs and symptoms of the patient with nonketotic hyperosmolar coma.
11. Correlate abnormal findings in assessment with clinical significance in the patient with nonketotic hyperosmolar coma.
12. Integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with nonketotic hyperosmolar coma.
13. Integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with hyperglycemia.
14. Differentiate between endocrine emergencies based on assessment and history.

15. Correlate abnormal findings in the assessment with clinical significance in the patient with endocrinology emergencies.
16. Develop a patient management plan based on field impression in the patient with an endocrinology emergency.

Altered Mental Status – Differentiated Assessment of Headache, Nausea, Syncope, Seizure
1. Verbalize assessment findings associated with coma and altered mental status.
2. Demonstrate the management/ treatment plan of coma and altered mental status.
3. Verbalize the assessment findings associated with headache.
4. Demonstrate the management/ treatment plan of headache.
5. Verbalize pathophysiology of neoplasms
6. Verbalize the assessment findings associated with neoplasms.
7. Recognize the signs and symptoms related to neoplasms.
8. Correlate abnormal assessment findings with clinical significance in the patient with neoplasms.
9. Differentiate among the various treatment and pharmacological interventions used in the management of neoplasms.
10. Integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with neoplasms.
11. Verbalize the pathophysiology of stroke and intracranial hemorrhage.
12. Identify the types of stroke and intracranial hemorrhage
13. Demonstrate the assessment findings associated with stroke and intracranial hemorrhage.
14. Demonstrate the management / treatment plan of stroke and intracranial hemorrhage.
15. Recognize the signs and symptoms related to stroke and intracranial hemorrhage.
16. Correlate abnormal assessment findings with clinical significance in the patient with stroke and intracranial hemorrhage.
17. Differentiate among the various treatment and pharmacological interventions used in the management of stroke and intracranial hemorrhage.
18. Integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with stroke and intracranial hemorrhage.
19. Recognize the signs and symptoms related to transient ischemic attack
20. Correlate abnormal assessment findings with clinical significance in the patient with transient ischemic attack.
21. Differentiate among the various treatment and pharmacological interventions used in the management of transient ischemic attack.
22. Integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with transient ischemic attack.
23. Perform an appropriate assessment of a patient with syncope.
24. Appropriately manage a patient with syncope.
25. Perform an appropriate assessment of a patient with seizures

Toxicology and Poisoning Emergencies

1. Identify the need for rapid intervention and transport of the patient with a toxic substance emergency.
2. Recognize the signs and symptoms related to the most common poisonings by ingestion.
3. Correlate the abnormal findings in assessment with the clinical significance in the patient with the most common poisonings by ingestion.
4. Differentiate among the various treatments and pharmacological interventions in the management of the most common poisonings by ingestion.
5. Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with the most common poisonings by ingestion.
6. Recognize the signs and symptoms related to the most common poisonings by inhalation.
7. Correlate the abnormal findings in assessment with the clinical significance in patients with the most common poisonings by inhalation.
8. Differentiate among the various treatments and pharmacological interventions in the management of the most common poisonings by inhalation.
9. Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with the most common poisonings by inhalation
10. Recognize the signs and symptoms related to the most common poisonings by injection.
11. Correlate the abnormal findings in assessment with the clinical significance in the patient with the most common poisonings by injection.
12. Differentiate among the various treatments and pharmacological interventions in the management of the most common poisonings by injection.
13. Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with the most common poisonings by injection.
14. Recognize the signs and symptoms related to the most common poisonings by overdose
15. Correlate the abnormal findings in assessment with the clinical significance in patients with the most common poisonings by overdose.
16. Differentiate among the various treatments and pharmacological interventions in the management of the most common poisonings by overdose.
17. Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for patients with the most common poisonings by overdose.
18. Recognize the signs and symptoms related to the most commonly abused drugs.
19. Correlate the abnormal findings in assessment with the clinical significance in patients using the most commonly abused drugs.
20. Differentiate among the various treatments and pharmacological interventions in the management of the most commonly abused drugs.
21. Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for patients using the most commonly abused drugs.

22. Develop a patient management plan based on field impression in the patient exposed to a toxic substance
23. Describe general principles for assessment and management of the patient who has an alcohol related emergency.

Environmental Emergencies
1. Demonstrate several methods of temperature monitoring
2. Integrate the pathophysiological principles and complicating factors common to environmental emergencies and discuss differentiating features between emergent and urgent presentations.
3. Relate symptomatic findings to the commonly used terms: heat cramps, heat exhaustion, and heatstroke.
4. Correlate the abnormal findings in assessment with their clinical significance in the patient with heat illness.
5. Differentiate among the various treatments and interventions in the management of heat disorders.
6. Integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient who has dehydration, heat exhaustion, or heatstroke.
7. Correlate abnormal findings in assessment with their clinical significance in the patient with hypothermia.
8. Discuss the impact of severe hypothermia on standard BCLS and ACLS algorithms and transport considerations.
9. Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient who has either mild or severe hypothermia.
10. Correlate abnormal findings in assessment with their clinical significance in the patient with frostbite.
11. Differentiate among the various treatments and interventions in the management of frostbite.
12. Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with superficial or deep frostbite.
13. Correlate the abnormal findings in assessment with the clinical significance in the patient with near-drowning.
14. Differentiate among the various treatments and interventions in the management of near-drowning.
15. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the near-drowning patient.
16. Correlate abnormal findings in assessment with their clinical significance in the patient with a diving related illness.
17. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a management plan for the patient who has had a diving accident.
18. Correlate abnormal findings in assessment with their clinical significance in the patient with altitude illness.

19. Differentiate among the various treatments and interventions for the management of altitude illness.
20. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient who has altitude illness.
21. Integrate the pathophysiological principles of the patient affected by an environmental emergency.
22. Correlate abnormal findings in the assessment with their clinical significance in the patient affected by an environmental emergency.
23. Develop a patient management plan based on the field impression of the patient affected by an environmental emergency.

Infectious Disease

1. Demonstrate the ability to comply with body substance isolation guidelines.
2. Effectively and safely manage a patient with an infectious / communicable disease, including airway and ventilation care, support of circulation, pharmacological intervention, transport considerations, psychological support/ communication strategies, and other considerations as mandated by local protocol.
3. Formulate a care plan for a patient with HIV including choosing the correct BSI equipment related to the scenario.
4. Formulate a care plan for a patient with Hepatitis including choosing the correct BSI equipment related to the scenario.
5. Formulate a care plan for a patient with tuberculosis including choosing the correct BSI equipment related to the scenario.
6. Formulate a care plan for a patient with meningococcal meningitis (viral and bacterial) including choosing the correct BSI equipment related to the scenario.
7. Formulate a care plan for a patient with pneumonia including choosing the correct BSI equipment related to the scenario.
8. Formulate a care plan for a patient with chickenpox including choosing the correct BSI equipment related to the scenario.
9. Formulate a care plan for a patient with pertussis (whooping cough) including choosing the correct BSI equipment related to the scenario.
10. Formulate a care plan for a patient with influenza including choosing the correct BSI equipment related to the scenario.
11. Formulate a care plan for a patient with scabies/lice including choosing the correct BSI equipment related to the scenario.
12. Formulate a care plan for a patient with gastroenteritis including choosing the correct BSI equipment related to the scenario.
13. Articulate the pathophysiological principles of an infectious process given a case study of a patient with an infectious/ communicable disease.
14. Articulate the field assessment and management, to include safety considerations, of a patient presenting with signs and symptoms suggestive of an infectious/ communicable disease.

Renal

1. Differentiate the difference between referred pain and visceral pain as it relates to urology.
2. Demonstrate the questioning technique and specific questions the paramedic should utilize when gathering a focused history in a patient with abdominal pain.
3. Demonstrate the technique for performing a comprehensive physical examination of a patient complaining of abdominal pain.
4. Recognize the signs and symptoms related to acute renal failure.
5. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with acute renal failure.
6. Recognize the signs and symptoms related to chronic renal failure.
7. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with chronic renal failure.
8. Recognize the signs and symptoms related to renal calculi.
9. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with renal calculi.
10. Recognize the signs and symptoms related to urinary tract infection.
11. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a urinary tract infection.
12. Integrate pathophysiological principles to the assessment of a patient with abdominal pain.
13. Synthesize assessment findings and patient history information to accurately differentiate between pain of a urogenital emergency and that of other origins.
14. Develop, execute, and evaluate a treatment plan based on the field impression made in the assessment.

Obstetrics and Gynecology

1. Demonstrate how to assess an obstetric patient.
2. Correctly delivers a newborn.
3. Demonstrate how to provide care for a patient with:
   a. Excessive vaginal bleeding
   b. Abdominal pain
   c. Hypertensive crisis
   d. Demonstrate how to prepare the obstetric patient for delivery.
4. Demonstrate how to assist in the normal cephalic delivery of the fetus.
5. Demonstrate how to deliver the placenta.
6. Demonstrate how to provide post-delivery care of the mother.
7. Demonstrate how to assist with abnormal deliveries.
8. Demonstrate how to care for the mother with delivery complications.
9. Correctly calculate an APGAR score for a newborn.

Newborn Resuscitation

1. Demonstrate preparation of a newborn resuscitation area.
2. Demonstrate appropriate assessment technique for examining a newborn.
3. Demonstrate appropriate assisted ventilations for a newborn.

4. Demonstrate appropriate endotracheal intubation technique for a newborn.
5. Demonstrate appropriate meconium aspiration suctioning technique for a newborn.
6. Demonstrate needle chest decompression for a newborn or neonate.
7. Demonstrate appropriate chest compression and ventilation technique for a newborn.
8. Demonstrate appropriate techniques to improve or eliminate endotracheal intubation complications.
9. Demonstrate vascular access cannulation techniques for a newborn.
10. Demonstrate the initial steps in resuscitation of a newborn.
11. Demonstrate blow-by oxygen delivery for a newborn.
12. Calculate the APGAR score given various newborn situations

Special Considerations and Needs

1. Observe for an infected or otherwise complicated venous access point.
2. Demonstrate proper tracheotomy care.
3. Demonstrate the insertion of a new inner cannula and/ or the use of an endotracheal tube to temporarily maintain an airway in a tracheostomy patient.
4. Demonstrate proper technique for drawing blood from a central venous line.
5. Demonstrate the method of accessing vascular access devices found in the home health care setting.
6. Given a home care scenario, predict complications requiring ALS intervention.
7. Given a series of scenarios, demonstrate the appropriate ALS interventions.
8. Given a series of scenarios, demonstrate interaction and support with the family members/ support persons for a patient who has died.
9. Identify and troubleshoot the proper anatomy for placement of urinary catheters in males or females.
10. Identify and troubleshoot failure of GI / GU devices found in the home care setting
11. Identify and troubleshoot failure of ventilatory devices found in the home care setting.
12. Identify and trouble shoot failure of vascular access devices found in the home care setting.
13. Identify and troubleshoot failure of drains.

Pediatrics

1. Demonstrate the appropriate approach for treating infants and children.
2. Demonstrate appropriate intervention techniques with families of acutely ill or injured infants and children.
3. Demonstrate an appropriate assessment for different developmental age groups.
4. Demonstrate an appropriate technique for measuring pediatric vital signs.
5. Demonstrate the use of a length-based resuscitation device for determining equipment sizes, drug doses and other pertinent information for a pediatric patient.
6. Demonstrate the appropriate approach for treating infants and children with respiratory distress, failure, and arrest.
7. Demonstrate proper technique for administering blow-by oxygen to infants and children.
8. Demonstrate the proper utilization of a pediatric non-rebreather oxygen mask.

9. Demonstrate proper technique for suctioning of infants and children.
10. Demonstrate appropriate use of airway adjuncts with infants and children.
11. Demonstrate appropriate use of ventilation devices for infants and children.
12. Demonstrate endotracheal intubation procedures in infants and children.
13. Demonstrate appropriate treatment/ management of intubation complications for infants and children.
14. Demonstrate appropriate needle cricothyroidotomy in infants and children.
15. Demonstrate proper placement of a gastric tube in infants and children.
16. Demonstrate an appropriate technique for insertion of peripheral intravenous catheters for infants and children.
17. Demonstrate an appropriate technique for administration of intramuscular, inhalation, subcutaneous, rectal, endotracheal and oral medication for infants and children.
18. Demonstrate an appropriate technique for insertion of an intraosseous line for infants and children.
19. Demonstrate appropriate interventions for infants and children with a partially obstructed airway.
20. Demonstrate age appropriate basic airway clearing maneuvers for infants and children with a completely obstructed airway.
21. Demonstrate proper technique for direct larnyngoscopy and foreign body retrieval in infants and children with a completely obstructed airway.
22. Demonstrate the management / treatment plan for SIDS in infants.
23. Discuss the management / treatment plan for respiratory distress / failure in infants and children.
24. Discuss the management / treatment plan for hypoperfusion in infants and children.
25. Discuss the management / treatment plan for children with special health care needs including technology assisted children.

Geriatrics

1. Discuss the problems with mobility in the elderly and develop strategies to prevent falls
2. Discuss the implications of problems with sensation to communication and patient assessment.
3. Discuss the problems with continence and elimination and develop communication strategies to provide psychological support.
4. Compare the assessment of a young patient with that of an elderly patient.
5. Discuss common complaints of elderly patients.
6. Develop a treatment and management plan of the elderly patient with pulmonary complaints, including pneumonia, chronic obstructive pulmonary diseases, and pulmonary embolism.
7. Become and aged patient and discuss the how it felt and techniques that a paramedic can utilize to help reduce negative emotions.

Incident Management

1. Demonstrate the use of local/ regional triage tagging system used for primary and secondary triage.

2. Given a simulated tabletop multiple casualty incident, with 5-10 patients: (P-1)
a. Establish unified or singular command
b. Conduct a scene assessment
c. Determine scene objectives
d. Formulate an incident plan
e. Request appropriate resources
f. Determine need for ICS expansion and groups
g. Coordinate communications and groups leaders
h. Coordinate outside agencies
3. Demonstrate effective initial scene assessment and update (progress) reports.
4. Given a classroom simulation of MCI with 5-10 patients, fulfill the role of triage group leader.
5. Given a classroom simulation of a MCI with 5-10 patients, fulfill the role of treatment group leader.
6. Given a classroom simulation of a MCI with 5-10 patients, fulfill the role of transportation group leader.

Medical Management of Terrorism
1. Given a simulated hazardous substance, use reference material to determine the appropriate actions
2. Integrate the principles and practices of hazardous materials response in an effective manner to prevent and limit contamination, morbidity, and mortality
3. Demonstrate the eight steps to decontamination.
4. Demonstrate emergency decontamination.
5. Demonstrate medical monitoring and rehabilitation of rescue workers who respond to a hazardous materials incident.
6. Outline the prehospital response to a hazardous material emergency.
7. Articulate the difficulties experienced working in encapsulated suits.

All syllabus and course calendars are subject to change.