Course Name: Cardiac and Medical Emergencies   
Course Prefix:  PAR  
Course Number:  3010  
Submitted by: Jeff Grunow, jgrunow@weber.edu

Current Date:   10/29/13  
College:  Health Professions  
Department:    Emergency Care & Rescue                                
From Term:  Summer 2014

Substantive

|  |  |
| --- | --- |
| Change number  PAR 2010 | Current Course Subject PAR Current Course Number 2010 |

PAR 2010 - Medical Emergencies Credits: (6) Typically taught: Fall [Full Sem] Spring [Full Sem]

Prepares the student to recognize, assess and provide paramedic interventions related to medical emergencies within the circulatory, respiratory, nervous, endocrine, digestive, and urinary systems. Toxicology and environmental topics will be discussed. Current AHA standards will be utilized. Prerequisites: PAR 2000.

**New/Revised Course Information:**

|  |  |
| --- | --- |
| Subject:  Select Subject  Course Number: PAR 3010 | Check all that apply:  *This is for courses already approved for gen ed.     Use a*[*different form*](http://documents.weber.edu/catalog/forms.htm)*for proposing a new gen ed designation.* DV  CA  HU  LS  PS  SS  EN  AI  QL  TA  TB  TC  TD  TE |

Course Title:  Cardiac and Medical Emergencies

Abbreviated Course Title:

|  |  |
| --- | --- |
| Course Type: | LEC |

Credit Hours:  6  **or** if variable hours:    to

Contact Hours: Lecture 126  Lab    Other 23

Repeat Information:  Limit 1   Max Hrs 0

Grading Mode:  standard

|  |  |
| --- | --- |
| This course is/will be: | a required course in a major program a required course in a minor program a required course in a 1- or 2- year program elective |

Prerequisites/Co-requisites: PAR 2000

Course description (exactly as it will appear in the catalog, including prerequisites):

PAR 3010 - Cardiac and Medical Emergencies  
Credits: (6)  
Typically taught:  
Fall [2nd Block]  
  
  
Integrates assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment and/or disposition plan for a patient with a cardiac or medical complaint. This course prepares the paramedic student to recognize, assess, develop and implement paramedic interventions related to cardiac and other medical emergencies. Topical areas include the cardiac, circulatory, digestive, endocrine, HEENT, hematologic, respiratory, and urinary systems. Concepts of infectious diseases, toxicology, anaphylaxis, environmental exposure, and shock will also be presented. Current AHA Guidelines and the 2010 National EMS Standards will be fully utilized. Prerequisite: PAR 2000.

**Justification**for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

When the paramedic program started 40 years ago the course numbers in the quarter system were PARAMD 201, 202, and 203. At that time the profession was very protocol and skills oriented. When Weber State changed to the semester system, the 1999 National Standard Paramedic curriculum was just on the horizon. This revised curriculum embraced “assessment based management “and “problem solving.” At that time the department predecessors decided to repackage the program using the course numbers PARAMD 2000, 2010, 2020, 2030, 2040, 2100, 2110 and 2120. In 2010, the National EMS Education Standard specified “complex depth” and “comprehensive breadth” in most paramedic topics. At this time the EC&R program is requesting to make PAR 2010, the most rigorous course in our curriculum and elevate the numbering to upper division PAR 3010.

This will serve four distinct needs:

1) To better represent the academic rigor in breadth and depth that occurred with both the 1999 and 2010 revisions of the National Standard Paramedic Curriculum.

2) Provide a support for the BIS degree, assisting students to more easily achieve the 40 credits of upper division credit. *(This has been a perennial choke point)*

3) Allow a Weber State paramedic student to better transfer into the Utah Valley University bachelor’s degrees in Emergency Services Administration or Fire Science, or many other bachelor degree programs.

4) Will bring the WSU paramedic program into greater alignment with other Utah and national programs.

Paramedic is an allied health professional whose primary focus is to provide advanced emergency medical care for critical and emergent patients who access the emergency medical system. This individual possesses the complex knowledge and skills necessary to provide patient care and transportation. Paramedics function as part of a comprehensive EMS response, under medical oversight. Paramedics perform interventions with the basic and advanced equipment typically found on an ambulance. The Paramedic is a link from the scene into the health care system.

The 2010 National EMS Education Standards has the following criteria for the Medical section.  
  
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. Content provided will be complex depth (material), comprehensive breadth (detail) and include pathophysiology, assessment, and management of medical complaints to include  
• Transport mode  
• Destination decisions

This course is one of eight paramedic courses. Outcomes from this course and sequence of courses are evaluated by the Committee on Accreditation of Educational Programs in the Emergency Medical Services Profession under the CAAHEP umbrella. This course is one of eight paramedic courses. Outcomes from this course and sequence of courses are evaluated by the Committee on Accreditation of Educational Programs in the Emergency Medical Services Profession under the CAAHEP umbrella. Weber State had no citations and numerous laudatory comments on the 2006 and 2011 accreditation site visits.

**INFORMATION PAGE**for substantive proposals only

1. Did this course receive unanimous approval within the Department?

**YES**

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

This is a request to change a lower division course number to an upper division course number. We are not replacing or developing a new course. The EC&R department believes the upgrading of the course numbers meets the spirit and intent of Section 7 of the WSU Curriculum Policy and Procedures manual.  
  
**3000 and 4000 Level Courses**  
  
Normally 3000 and 4000 level courses represent a more homogeneous group of students in terms of interest, purpose, and direction. These courses are usually designed for majors and minors in specific disciplines. Although prerequisites may not be required, these courses should be:

-Directed toward the more central concepts of a discipline.

-Designed so the 4000 level courses are more concentrated, narrower in scope, and involve more independent study, research and projects outside of class than 3000 level classes.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

This is strictly an Emergency Care & Rescue Department course leading to an Institutional Certificate in Paramedic and/or the AAS Degree in Paramedic Studies. This change could potentially increase enrollments in the prerequisite, and paramedic core courses, and enhance AAS Degree completion.

4. Is this course required for certification/accreditation of a program?

**YES – see statement in justification above.**

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to [Faculty Senate](mailto:kbrown4@weber.edu) which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description.**There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.)**.

Weber State University

Emergency Care and Rescue Department

**PAR 3010 – Cardiac and Medical Emergencies**

Projected Course Syllabus for AY 2014

**Instructor of Record:** Jeff Grunow, MSN, NRP, NCEE

**Office Hours:** Monday – 1300 to 1500, Friday – 0900 to 1200

**Contact Information**: 801-626-6521

jgrunow@weber.edu

# Credit Hours: 6

**Class Times:** Tuesday and Thursday 0900 - 1630

* Weeks 5 through 14 in standard semester

**Time Commitment:** - Classroom lecture 126 hours

* Open book quizzes – 16 at 1 hour
* Secure exams – 5 at 1 hour
* Final exam – 2 hours

**Class Location:** Marriott Health Building Rooms 406-417 as directed

**New Course Description: PAR 3010 Cardiac and Medical Emergencies (6) F, S \***

Integrates assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment and/or disposition plan for a patient with a cardiac or medical complaint. This course prepares the paramedic student to recognize, assess, develop and implement paramedic interventions related to cardiac and other medical emergencies. Topical areas include the cardiac, circulatory, digestive, endocrine, HEENT, hematologic, respiratory, and urinary systems. Concepts of infectious diseases, toxicology, anaphylaxis, environmental exposure, and shock will also be presented. Current AHA Guidelines and the 2010 National EMS Standards will be fully utilized. Prerequisite: PAR 2000.

**Concurrent Courses:** **PAR 3040 Patient Skill Development for Paramedic Practice**

This structured skill lab will teach the paramedic to safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model and state Scope of Practice at the paramedic level. Basic, advanced and invasive skills cover the following areas: 1) Airway and Breathing, 2) Patient Assessment, 3) Pharmacologic interventions, 4) Cardiac-Medical treatment, 5) Trauma treatment, and 6) Electrical therapy. Using low, mid and high fidelity simulation the student will perform a comprehensive history and physical examination; formulate a field impression using anatomy, physiology, pathophysiology, and epidemiology. The student will demonstrate direct ALS team management and ongoing assessment. This course meets or exceeds the National Registry Paramedic Psychomotor Competency Portfolio (PPCP) requirements. Prerequisite: PAR 2010, Corequisite: PAR 3010, 3020. 3030 ($98.00 course fee)

**PAR 3150. Paramedic Clinical Practice (3) F, S**

A course designed for the advancing paramedic student to apply talents learned in the classroom and skills laboratory to the clinical setting. Using local health care facilities, clinical experiences with patients having medical and trauma emergencies is stressed. Special patients of interest include OB, GYN, neonates, pediatric, psychiatric, geriatric, and patients with special challenges. Typical rotations include ED, OB, OR, Psych, Poison Control, Burn Unit and Cardiac Cath. All skills are performed under the supervision of a clinical preceptor. Data recording of skill competencies on web based computer system is required.

**Required Textbooks:** - AAOS Nancy Caroline Emergency Car in the Streets, 2013

- Advanced Cardiac Life Support – Professional Edition – AHA

- ECG's Made Easy, Barbara Aehlert, Mosby (4nd or 5th edition)

**Recommended Texts:** - BLS for Healthcare Providers – AHA

- AHA ECC 2010 Guidebook (wire bound)

- Anatomy and Physiology for Emergency Care, Bledsoe, Brady

**Periodicals:** New York Times – in selected racks / **“Tuesday with the Times”**

- Review the health and science sections

**ADA Statement:**

When students seek accommodation in a regularly scheduled course, they have the responsibility to make such requests at the Center for Students with Disabilities before the beginning of the semester in which the accommodation is being requested. When a student fails to make such arrangements, interim accommodations can be made by the instructor, pending the determination of the request for a permanent accommodation. Call 626-6413, or visit Room 181 in the Student Services Building.

**Extended Closure of WSU:**

In the event of an extended campus closure, I will continue to provide instruction by utilizing the CANVAS online course system (WSU Online). I will provide text-based mini-lectures three times each week and will expect you to login to the system on a regular basis to keep up with course work if you are able. Assignments will be provided through the online system with clear due dates and expectations. Discussions will be made available to allow you to interact with other students and me about course material, but participation in these will not be required. I will check email within the CANVAS course on a daily basis should you need to communicate with me personally. If you are not familiar with the CANVAS system, please review the student orientation available at <http://wsuonline.weber.edu/students/orientation.asp>.

**E-Mail Address and Correspondence:**

Students are required to have a working Wildcat E-mail (mail.weber.edu) account to facilitate awarding of grades and communication between the instructor of record and the program. Due to FERPA regulations private e-mail accounts will not be recognized. It’s the student’s responsibility to forward the Wildcat E-mail (mail.weber,edu), to any other personal e-mail account. Students are expected to review the WSU e-mail account after 5 PM on both Monday and Friday afternoon. **Please note e-mail is not “instant messaging” and the faculty has up to 48 hours to respond to the student.**

**Electronic Devices in the Classroom:**

The Emergency Care and Rescue Department views the use of personal electronics as affecting everyone involved with a learning experience. Thus:

1)      All extraneous electronic devices, including cell phones, blackberries, pagers, tablet PCs, mobile presenters, wireless tablets, digital recorders, beepers, palms, i-pods, i-pads, Kindle’s, MP3 players, texting calculators, camera phones, Google Glass, i-watch, digital cameras or laptops, are not to be used during class **unless the professor authorizes their usage for a class-related purpose.**

• Specifically, cell phones are to be turned off and are not to be used during a class. If you are expecting an emergency call please notify your expected caller to use the EC&R Office phone [801-626-6521](tel:801-626-6521) or the CHP Dean’s Office, [801-626-7117](tel:801-626-7117) for relay to class.

2)      Cell phones/camera phones are to be turned off and not used during any skill lab, testing or examination period. WSU Testing Center policy at <http://www.weber.edu/TestingCenter/policies.html> will be utilized.

3)      Students may access the internet during class sessions for only **instructor authorized, class-related purposes**.

4)      Any student requiring electronic (or any) accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Services Center (or Room 221 at the Davis Campus). SSD can also arrange to provide course materials (including this syllabus) in alternative formats upon request. SSD can be contacted at [801-626-6413](tel:801-626-6413)

5)      Penalties for violating the electronic devices policy (per semester) are:

            A. Verbal warning, informal and documented

            B. Verbal warning, formal and documented

            C. Written warning

            D. Dismissal from paramedic program

**Curriculum:**

WSU teaches the National Standard Paramedic curriculum as released in 1998-99, enhanced with the

2010 EMS Education Standards.  By reference, the Utah Bureau of EMS (BEMS) in R12-426-500

requires this as the minimum scope of practice and standard of education. Students will be taught and

tested using the national standard paramedic curriculum (not agency protocols) and the 2010 AHA ECC

Guidelines.

**National EMS Education Standards Learning Outcomes (2010)**\*

**Medication Administration:**

Integrates comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.

**Emergency Medications:**

Integrates comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.

**Airway Management:**

Integrates complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.

**Monitoring Devices:**

Integrates patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.

For each of the areas below, the paramedic student 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

**Cardiac, Pulmonary, Neurologic, Endocrine,**

**Allergy – Anaphylaxis HEENT, Infectious Diseases, Hematology,**

**Toxicology, Abdominal - GI/GU Environmental**

\*Detailed course objectives may be found on the WSU website and in the front of each textbook chapter/

**Student Resources / EMS Handbook**

Student resources are easily found at WEBER.EDU. Computer kiosks are available in the hall. If you have difficulty finding a desired service, please contact the secretary or instructor of record.

The EC&R program handbook may be found online in CANVAS. The handbook details specific policies and procedures in the paramedic program. While the EC&R Handbook and Syllabi are intended to be similar, the departmental handbook supersedes any conflicting syllabus statement.

**Reading Assignments:**

Reading assignments for the entire course have been provided on the topical outline. Students are expected to have read the assignment **prior** to class. Starting in Fall 2013 all open book Chitester quizzes are due prior to class.

**Topical Outline:**

The topical outline posted on CANVAS and classroom door is a good faith projection of student reading, quiz and test requirements along with projected class lecture topics. While every effort is made to follow the topical outline, exigent circumstances may require a change. Changes will be announced in class and posted on CANVAS.

**Attendance Requirements:**

The Utah and by reference to R-426-12-500 the National Standard paramedic curriculum is rigorous and requires students to be in class for maximal learning opportunity. Additionally, the curriculum is designed to build successively upon itself as it is taught. Attendance will be a factor considered should a student petition for departmental academic probation.

**Children in the Classroom:**

By college policy, children are not allowed in the classroom or skill labs. Paramedic education is extremely rigorous and cannot be distracted by child care responsibilities or behavior issues. Additionally, classroom discussion may include topics that are not suitable for children.

**WSUOnline - CANVAS**

This web based learning management platform houses WSUOnline. EC&R uses CANVAS to house course materials such as the syllabus, topical outline, specific chapter objectives, PowerPoint slides, lecture notes, grade book and supplemental course materials. Pertinent announcements and deadlines will also be placed on CANVAS. At a minimum, students are responsible to check CANVAS just prior to class on Monday and Wednesday evenings.

**Letter Grade and “Rounding Policy”**

The EC&R department “rounds up” from XX.50%. Grades of XX.49% and below are not eligible for rounding. Students with contractual admittance or departmental probation must achieve 80% non-rounded.

**Percent Grade to Letter Grade** (3% decreases from 91.5%)

91.5% = A 88.5% = A- 85.5% = B+ 82.5% = B 79.5% = B- 76.5 = C+ 73.5% = C

**Grading PAR 2010:**

**PAR 2010 Tests / Quizzes / Exams:** *(Due dates are found in the topical outline)*

* **- 18 “ChiTester” quizzes @ 01% 18%**
* **- 2 EKG Identification Exams @ 04% 08%**
* **- Cardiac Unit Test @ 08% 08%**
* **- EKG Recognition / ACLS Treatment\* @ 10% 10%**
* **- 4 additional secure unit tests @ 07% 28%**
* **- Final Comprehensive Exam\*\* @ 28%\* 28%\***

**\* Denotes a *must pass to progress* on no more than 3 attempts. The grade awarded on the**

**first attempt is the one that is recorded for course scoring purposes.**

**\*\* Denotes a *must pass to progress* on no more than 2 attempts. The grade awarded on**

**the first attempt is the one that is recorded for course scoring purposes.**

**ChiTester Notes:**

Quizzes on ChiTester remain “open book” for PAR 2010. Secure exams will be on the ChiTester and

must be taken at a WSU testing center. For hours of operation check **weber.edu/TestingCenter.**

Students are highly encouraged to use the DCHP Learning Resource Center since the pink “exception

report sheets” can be utilized to communicate concerns about specific test questions. The exception

report sheets are not available at other centers.

No books are allowed in any of the testing centers. You must have appropriate ID. Quizzes and exams

will close promptly at 0845 each morning or as announced on CANVAS. Quizzes allow review of all

questions, sectional exams will only allow review of the questions missed and final exams verify retained

competency and do not allow for review. On sectional exams please allow extra time for review upon test

completion since testing centers do now re-entry or return for test review. For final exams the class will

be given a generic report on areas of concern.

Students should not plan to take their open book quizzes while at work. Should you be dispatched to a call, your time may run out before you can complete the quiz. Unless there is a ChiTester failure, quizzes will not be reopened.

**National Registry Paramedic Exam**

**The National Registry exam is the required entry exam for Utah certification. All** WSU paramedic students are **required** to take the National Registry exam. This is a valuable credential for any student as it makes movement from state to state much simpler. This test also provides the program with a national benchmarking tool. Students will take the skills exam in February at no charge and must pass all 12 stations on no more than three attempts in order to progress to field internship. Students should plan on a $110 fee for the 2 year registration and computer adaptive “written” test due by April 1, 2015

**Affective Domain - Professionalism:** (PAR 3010-3040)

Paramedics are considered healthcare professionals and are expected to act accordingly. Thus, no points

are awarded for expected professional behavior. Students can lose points on their course end grade

based following scale:

- 2nd verbal warning 1 point

- Subsequent or additional verbal warning(s) 2 points for each infraction

- Initial written warning 3 points

- Subsequent or additional written warning(s) 5 points for each infraction

**Please note that a student can fail PAR 2010 or not be recommended for certification by the medical director for inadequate affective domain, professionalism performance.**

**Areas of WSU Affective Domain / Professionalism include but are not limited to:**

**1. INTEGRITY**

Examples of professional behavior include, but are not limited to: Consistent honesty; being able to be trusted with the property of others; can be trusted with confidential information; complete and accurate documentation of patient care and learning activities.

**2. EMPATHY**

Examples of professional behavior include, but are not limited to: Showing compassion for others; responding appropriately to the emotional response of patients and family members; demonstrating respect for others; demonstrating a calm, compassionate, and helpful demeanor toward those in need;

being supportive and reassuring to others.

**3. SELF - MOTIVATION**

Examples of professional behavior include, but are not limited to: Taking initiative to complete assignments; taking initiative to improve and/or correct behavior; taking on and following through on tasks without constant supervision; showing enthusiasm for learning and improvement; consistently striving for excellence in all aspects of patient care and professional activities; accepting constructive feedback in a positive manner; taking advantage of learning opportunities

**4. APPEARANCE AND PERSONAL HYGIENE**

Examples of professional behavior include, but are not limited to: Clothing and uniform is appropriate, neat, clean and well maintained; good personal hygiene and grooming.

**5. SELF - CONFIDENCE**

Examples of professional behavior include, but are not limited to: Demonstrating the ability to trust personal judgment; demonstrating an awareness of strengths and limitations; exercises good personal judgment.

**6. COMMUNICATIONS**

Examples of professional behavior include, but are not limited to: Speaking clearly; writing legibly; listening actively; adjusting communication strategies to various situations.

**7. TIME MANAGEMENT**

Examples of professional behavior include, but are not limited to: Consistent punctuality; completing tasks and assignments on time.

**8. TEAMWORK AND DIPLOMACY**

Examples of professional behavior include, but are not limited to: Placing the success of the team above self-interest; not undermining the team; helping and supporting other team members; showing respect for all team members; remaining flexible and open to change; communicating with others to resolve problems.

**9. RESPECT**

Examples of professional behavior include, but are not limited to: Being polite to others; not using derogatory or demeaning terms; behaving in a manner that brings credit to the profession.

**10. PATIENT ADVOCACY**

Examples of professional behavior include, but are not limited to: Not allowing personal bias to or feelings to interfere with patient care; placing the needs of patients above self-interest; protecting and respecting patient confidentiality and dignity.

**11. CAREFUL DELIVERY OF SERVICE**

Examples of professional behavior include, but are not limited to: Mastering and refreshing skills; performing complete equipment checks; demonstrating careful and safe ambulance operations; following policies, procedures, and protocols; following orders.

**Additional Questions:**

Jeff Grunow – Course Instructor

Robbyn Dunn – EC&R Secretary