



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** – Medical Emergencies  
**Course Prefix and Number** - EMSP 2434  
**Department** - Public Safety Training  
**Course Type:** (check one)

**Division** – Vocational Science

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

**Semester Credit Hours # : Lecture hours# : Lab/other hours #**     **4:3:3**

**Equated Pay hours for course** – 4.5

**Course Catalog Description** – A detailed study of the knowledge and skills in the assessment and management of patients with medical emergencies.

**Prerequisites/Co requisites** –THEA Reading requirement; EMSP 1401, EMSP 1260, EMSP1356, EMSP 1355, EMSP 1338, EMSP 2444, EMSP 2260, EMSP 2261 and concurrent enrollment in EMSP 2243, EMSP 2330, EMSP 2338, EMSP 2248, and EMSP 2262.

List Lab/ Other Hours
Lab Hours 3
Clinical Hours
Practicum Hours
Other (list)

**Approvals** – the contents of this document have been reviewed and are found to be accurate.

Prepared by Maggie Mejorado	Signature 	Date 9/16/10
Department Head 	Signature 	Date 9/16/10
Division Chair 	Signature 	Date 9/16/10
Vice President of Instruction or Dean of Vocational Instruction	Signature 	Date 10-29-10



**I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

- A. Pathophysiology- Disruption in Ventilation, Disruption in Diffusion, Disruption in Perfusion
- B. Assessment of the Respiratory System- Scene Size-Up, Primary Assessment, Secondary Assessment
- C. Management of Respiratory Disorders
- D. Specific Respiratory Diseases- Upper Airway Obstruction, Noncardiogenic Pulmonary Edema/ Adult Respiratory Distress Syndrome, Obstructive Lung Disease, Emphysema, Chronic Bronchitis, Asthma, Upper Respiratory Infection, Pneumonia, Severe Acute Respiratory Syndrome (SARS), Lung Cancer, Toxic Inhalation, Carbon Monoxide Inhalation, Pulmonary Embolism, Spontaneous Pneumothorax, Hyperventilation Syndrome, Central Nervous System Dysfunction, Dysfunction of the Spinal Cord, Nerves, or Respiratory Muscles

**II. Course Learning Outcomes**

Course Learning Outcome	Method of Assessment
<p>The student will be able to integrate pathophysiological principals and assessment findings to formulate a field impression and implement treatment plan for a medical patient.</p> <p>The student will be able to use basic and advanced techniques to assess and treat a patient experiencing a medical emergency.</p> <p>The student will be able to demonstrate the performance of a proper patient history and perform a comprehensive physical exam on a medical patient.</p>	<p>Written Exams, course schedules/syllabus, scenario assessments, clinical manuals, student handbooks, and assesment graphs. Patient care assessments, oral interviews, critical thinking skills and decision making. Conduct themselves in a professional manner at all times in dealing with patients, instructors and other public safety professionals.</p>

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

- Brady’s Essentials of Paramedic Care 2<sup>nd</sup> Ed.
- Brady’s Essentials of Paramedic Care 2<sup>nd</sup> Ed Workbook
- WCJC EMS Student Handbook in a WCJC Red Binder
- Spiral notebook or similar for classroom notes and clinical site notes
- Black pens
- 2- #2 pencils
- Loose-leaf notebook paper for assignments (can be kept in the 3 ring binder)
- Uniform
- Stethoscope
- EMT scissors
- Penlight
- Physical Exam

**IV. Suggested Course Maximum 30**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

Data Projector, Computer

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

Chapter Tests -10%

Major Exams 40%

Final Exam 50%

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed

- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.