

Course Syllabus

Course Number: CLSC-7104-001

Course Title: Emergency Care

Lab Hours Per Week: 2

Office Hours: Monday 12:00 – 12:50pm

Tuesday 12:00 – 12:50pm

Wednesday 12:00 – 1:50pm

Thursday 12:00 – 12:50pm

Trimester Credit Hours: 4

Total Contact Hours Per Trimester: 75

Lab Contact Hours/Trimester: 30

NOTE: If I am not available during my office hours please leave a message at the front desk in academics with your contact information and I will call or email you to schedule a time to meet with you outside my office hours.

Course Director/Lab Instructors:

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COURSE DESCRIPTION:

This course supports the mission statement of Parker University, College of Chiropractic, by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course is designed to give the student a sound foundation in handling emergency situations in public settings as well as private practice. Emphasis will be placed on knowledge and proficiency in CPR (Cardio-Pulmonary Resuscitation), application and use of an AED (automated external defibrillator), use of emergency oxygen and the management of soft tissue, musculoskeletal and spinal injuries, shock, heart attacks, strokes, and common medical emergencies including seizures, diabetic emergencies and heat and cold emergencies. The main body of information will be presented in a lecture format with hands on directed labs.

GENERAL APPROACH TO TEACHING:

Emergency Care is designed to prepare you for handling emergencies in your practice as well as emergencies you may come upon in real life. This course is designed to be an interactive lecture and lab. Lab is designed to correlate and enforce lecture material. Video clips and real life examples are used in lecture and lab to demonstrate and promote discussion of handling a variety of emergency situations. Students are encouraged to share real life situations to promote understanding of a variety of emergency situations. Labs are very hands-on. I do request you come to class prepared having reviewed the material that is to be presented ahead of time.

LECTURE

- The classroom will be an environment suitable for learning. This means that all of us need to respect each other's obligations and responsibilities.
- There will be class activities that involve group work and discussion. Some will be worth points toward your course grade. Some will be applied as a portion of a major assessment. There are no make-ups if you are absent the day of one of these "interactivities" – see the university absence policy for the only allowable exceptions.
- A lecture format is utilized, but not in every class. Student interactivities and discussion are used to develop an understanding of how to respond to a variety of situations in an emergency situation. One of my goals is to help make you comfortable in your knowledge and skills to be a first responder.
- PowerPoint presentations are frequently used in class; you will receive these by email prior to the class and are responsible for having reviewed them and the associated chapter(s) in the textbook prior to coming to class.
- You will write and create in this class to demonstrate your ability to apply and think about the material.
- We will have time for classroom discussions and I encourage questions throughout the course.

STUDENTS ROLES AND RESPONSIBILITIES

Each of us is responsible for someone, even ourselves. Active participation in class is encouraged. Participation contributes to the learning that takes place in class and means both sharing your ideas and life experiences as they relate to the class and by respecting and engaging the ideas and experiences of your classmates by actively listening and responding.

- Submit all assignments complete, according to instructors, and on time.
- Attend and actively participate in all labs (for certification purposes).
- Attend and be prepared for class by having previewed the course power points and by reading the associated chapters in the textbook prior to class.
- Provide constructive evaluations and feedback.
- Cooperate with, support and be respectful of your colleagues and instructors (O'Brien, 82-83)

INSTRUCTOR'S ROLE AND RESPONSIBILITIES

I consider myself an approachable instructor. You are welcome to e-mail me or approach me during breaks if you need to set up an appointment outside of my scheduled hours. Because I am often involved in a number of committees within the college that meet during office hours, I will be happy to schedule time with you outside my office hours or allow for an extended time to come in and review exams

- Facilitate learning experiences

- Provide course content that is timely, pertinent, and current based on current standards and research, not hearsay.
- Be on time and prepared for all classes.
- Provide consultation, advisement, and/or problem solving time for you.
- Honor and respect students.
- Demonstrate ethical behavior to you and expect ethical behavior from you.

ESTIMATE OF STUDENT WORKLOAD:

Students are responsible for reading assigned chapters in the textbook and reviewing PowerPoint notes prior to day of discussion in class. Active participation in class discussions and all laboratory skills will prepare students for handling a variety of emergency situations. Students should be prepared to practice skills regularly to be proficient.

LEARNING OUTCOMES:

At the completion of this course the student should be able to:

1. define the legal ramifications of providing emergency care including the various types of consent and how to communicate with patients and families
2. describe and explain rationale for adult, child and infant CPR, using automated external defibrillators and administering emergency oxygen.
3. describe and define the components of patient assessment including scene safety and bloodborne pathogens and the role mechanism of injury plays in determining various injuries and how the information will aid in treating a patient
4. discuss and describe the care for sudden illnesses including respiratory emergencies, stroke, heart attack, seizures, diabetic emergencies, environmental emergencies and poisoning.
5. summarize emergency medical care strategies for pediatric and geriatric emergencies
6. describe the role of the first responder in the multiple casualty situation and the categorizations for basic triage
7. demonstrate and describe emergency care for bleeding and shock associated with soft tissue injuries and for stabilizing (splinting) various musculoskeletal injuries.

LAB OUTCOMES:

At the completion of this course, the student should be able to:

1. demonstrate adult, child and infant one and two rescuer CPR and the steps associated with relieving obstructed airway for conscious and unconscious patients.
2. perform the steps in using automated external defibrillators.
3. demonstrate the proper handling, assembly and administration of oxygen to a breathing and non-breathing patient and measurement and placement of oral and nasal airways.
4. demonstrate emergency care for bleeding and shock associated with soft tissue injuries.
5. demonstrate emergency care for various soft tissue and musculoskeletal injuries.
6. demonstrate emergency care procedures and equipment usage for spinal injuries

ASSESSMENT:

Student understanding and mastery of the above stated learning outcomes will be evaluated using written exams, practical exams and quizzes. Written exams may include scantrons for multiple choice questions, true and false questions, matching. Exams and/or quizzes may also include short answer; fill in the blank, and essay questions.

Students satisfactorily completing all of the certification requirements for this course will receive American Red Cross certifications for:

1. CPR for the Professional Rescuer
2. Emergency Response (First Aid)
3. Oxygen Administration
4. Bloodborne Pathogen training.

PREREQUISITES:

Physiology II and Gross Anatomy II

REQUIRED TEXT(S):

- Emergency Medical Response, American Red Cross, Staywell 2011

RECOMMENDED TEXT(S):

- Emergency Care, 12th Ed., Limmer and O'Keefe, Brady Publishing. 2011
- Emergency Care and Transportation of the Sick and Injured, 10th Edition, American Academy of Orthopedic Surgeons, Jones and Barlett Publishers, 2011
- Emergency Medical Response Workbook, American Red Cross, Staywell 2011 ed.
- Recognition of Child Abuse for the Mandated Reporter by James A. Monteleone, Mosby Year Book, Inc., 1994

SUPPLIES:

Scantron sheets and #2 pencils for taking exams. Students will need a good eraser because No Credit is given for incomplete eraser mistakes made on the scantron sheet once they are graded.

GRADING SYSTEM:

Evaluation is an integral part of the educational process and is used as an educational tool to help students identify problem areas, to recognize and reward achievement, and to identify students who are unable to meet the rigors of the curriculum. Final grades and their interpretation are listed below:

NOTE: Any student receiving less than an 80 on the comprehensive final exam for certification MUST retake the exam by the end of the first week of the following trimester for certification

purposes. Failure to retake the exam for certification will affect entrance into the Chiropractic Wellness Clinics.

Grade	Numerical Value	Grade Point Average	Interpretation of Academic Achievement
A	89.5 – 100	4.0	Excellent
B	79.5 - 89.49	3.0	Above Average
C	69.5 - 79.49	2.0	Satisfactory
F	69.49 or Below	0.0	Unacceptable

ASSESSMENTS:

WRITTEN EXAMS (2) 22% each = 44% of total grade

- Exam #1 – Learning Outcomes 1 – 4; Lab Outcomes 1 – 3
- Exam #1 – Learning Outcomes 4 – 7; Lab Outcomes 4 – 6

POP QUIZZES / ASSIGNMENTS = 18% of total grade

PRACTICAL EXAM S (2) 10% each = 20% of total grade

- Lab Practical #1:
- Adult CPR, Application
- Application, use and understanding of Emergency Oxygen
- Application, use and understanding of using an AED

COMPREHENSIVE FINAL ** = 18% of total grade

** (Must score a minimum of 80% on the written final for certification.)

IMPORTANT CERTIFICATION NOTES

NOTE 1:

Certification is required in the Emergency Care course to enter the Chiropractic Wellness Clinics. The American Red Cross requires that a student practice and demonstrate each skill, therefore, attendance in lab is essential. You must perform each skill to be certified at the conclusion of the course. If you miss a lab you must make up the labs during another lab time with approval from the course director, skills will not be up on an individual basis. Any student not meeting the skills requirements for the course as set by the standards of the American Red Cross will NOT be certified.

NOTE 2:

You MUST score a minimum of 80% on the comprehensive written final as required by the American Red Cross to be certified. Satisfactory completion of this course with certification is REQUIRED for entrance into the Chiropractic Wellness Clinics. If you do not score an 80% you will NOT be CERTIFIED. CPR Certification must be maintained while an intern in the clinics.

NOTE 3:

FAILED PRACTICAL EXAM IN EMERGENCY CARE

Emergency Care Lab Practical skills are also evaluated for Intern Competency Assessments (ICA). A failed component of any lab practical must be retaken for ICA purposes ONLY. Grades for the course will be calculated from the initial score NOT the ICA retakes.

OPEN LABS: Lab Reviews are scheduled during regular lab hours. Lab practice time may be scheduled as needed in addition to the time in the schedule.

90/90 RULE: The 90/90 rule Does NOT apply to this class.

EXTRA CREDIT: There is no extra credit in the Emergency Care course.

STUDENTS WITH SPECIAL NEEDS:

Parker University, College of Chiropractic in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 provides assistance to eligible students. Institutions of higher education are required to provide reasonable accommodations to qualified and eligible persons with disabilities that are logically associated with the type and level of impairment of the student. If you believe you are eligible for these services please contact the Student Assistance Program which is located in the Student Affairs office.

COMMON ACADEMIC POLICIES

A complete listing of all **Common Academic policies** is found on the MyParker webpage @ <https://my.parker.edu/ICS/Academics - Coursework/Academics/Common Policies/>:

Absences for Religious Holidays
Academic Dishonesty
Academic Promotion, Probation and Dismissal Policy
Appeals
Attendance Policy
Policy on Late Instructors
Audio/Video Taping
Cell Phones and Electronic Devices in Class
Classroom Behavior
Communications
Computer Usage
Examinations (Make up Exams/Lab Practicals & Altering Grades on Exams/Exam Review)
Final examinations

Grading system
Missed Exam Policy
Grade Appeal Process
Professional Decorum
Special Needs Considerations
Student Bereavement Policy

DISCLAIMER

The lecture outlines contained in the lecture booklet are **NOT** intended to represent the entire content of the course. A lecture outline is intended to be a guide to the lecture. The responsibility of the instructor is to follow the outline, expand the concepts and give explanation and illustrations to clarify content. The role of the student is to attend lecture and take notes over material presented by the lecturer that explains and illustrates the material listed in the outline. It is also the responsibility of the student to question the instructor if explanations and illustrations are not clearly presented or understood.

The instructors take no responsibility for the accuracy or completeness of old notes, quiz questions or exam questions that students may purchase, acquire from off of the internet or be given by previous students.

IMPORTANT NOTE:

The provisions contained in this syllabus do not constitute a binding contract between the student and Parker University, College of Chiropractic. These provisions may be changed at any time and for any reason at the discretion of the Course Director. When it is necessary to make changes to this document, appropriate notice (at least one week, if possible) will be given to the student(s).