

2017

Central DuPage Hospital
 **College of DuPage**
Paramedic Program Syllabus

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Dan Krakora

College of DuPage

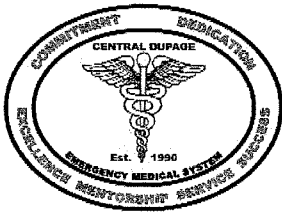
630-942-2107

Krakora@cod.edu

Course Text: Nancy Caroline Emergency Care in the Streets, 7th ed. Jones & Bartlett.
Purchasing information will be discussed at orientation.

Course Type: Technical

Student Learning Outcomes: To complete the paramedic training program, the student must successfully complete Fire Science 2274, 2275, 2276 and 2277. Eight hours of college credit is given for completion of each section upon completion of the ENTIRE program for a total of 32 hours.



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Grading: The Program is divided into 4 sections. The student must maintain an 80% GPA in each didactic section. At the beginning of each section, the student will start with a clear grade. The student must maintain an 80% on every graded assignment. If at any time the student drops below an 80% on an assignment (achieved thru poor quiz/homework scores; every test **MUST** be passed with, at least, an 80%), the student has until the next graded quiz/homework assignment to increase the average to the 80% requirement. If 80% is not achieved, the student will be dismissed from the program.

Grades are accessible to the student 24/7 through the online testing website and each student is responsible for tracking their progress throughout the entire year.

Grading scale:

A: 90-100%

B: 80-89.99%

C: 70-79.99%

D: 60-69.99%

F: <60%

Below 80 % Course Failure

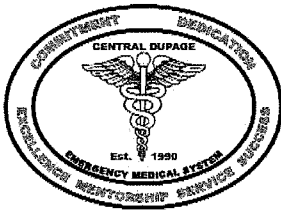
Weighted Grading Scale:

Homework/Projects/Quizzes- 40%

Exams- 60%

Pass/Fail Components:

- **Clinical Components of Class MUST be “Passed” in order to receive an alphanumeric grade and completion of that Section before continuation into the next Section (Clinicals begin during Section I of class. ALL clinicals will be graded as “Pass/Fail” independent of each other)**
- **Field Internship (“Ride Time”) MUST be “Passed” in order to receive an alphanumeric grade (Field Internship will commence in Section IV of class)**



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Attendance, Tardiness and Conduct: Reference the Paramedic Program Policy Manual and the behavior contract which will be distributed, discussed and signed on the first day of the class. The Paramedic Program Policy Manual and behavior contract are in effect for all four sections of the Paramedic Program, in class, labs, and clinical settings and Field Internship. In general, students should be civil and courteous as well as respectful and professional in appearance and conduct in all program settings. Phones, pagers and recording devices are not allowed in class.

Should there be any change in the student's background history during participation in any section of the program, the student must make the Lead Instructor aware of the change.

Instructor availability: The Faculty's goal is student success. Assistance with didactic, psychomotor, and affective abilities is available at the student's request. A request for a conference and/or action plan must be made by the student. The Lead Instructor and assistant instructor(s) are available for consultation before and after class. An appointment should be made by the student who desires additional help. The Lead Instructors are available during business hours by phone and email and will return calls/emails within 24 hours. Should a student require additional help, the student must seek opportunities out; the Lead Instructor will not initiate additional help opportunities.

Accommodations to the American Disability Act are addressed according to the policy in the student handbook. Students must make the Lead Instructor aware of needs and reasonable accommodations will be made if possible.

Students must have computer and phone access at all times and should respond to communications from the instructor(s) within 24 hours.

Current phone numbers and emails must be provided and be available to the Lead Instructor at all times. Any changes to a student's contact information must be provided to the Lead Instructor within 24 hours of the change.



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Complaints/Concerns: The Faculty's goal is student success. Should a student have a concern/complaint, the student should make it known to the Lead Instructor. Complaints that are not addressed according to the student's needs may then be addressed to the EMSS Coordinator and/or to the Medical Director, according to the grievance policy located in the student handbook.

Incomplete/Late Withdrawal: Incompletes are not available. Should a student withdraw from the program or otherwise be removed, student would need to re-apply to the program and be accepted and must complete the program in its entirety. Last dates to withdraw are listed for each section and failure to officially withdraw from the College of DuPage by the date listed for each section will result in the grade of "F" instead of "W".

Class Extensions/Extenuating Circumstances: Should a student become indisposed-pregnant, injured, further unable to complete the requirements of the class NOT due to grades- the student will need to formally withdraw from further sections of the class. An official withdrawal must be filed with both the College and the Lead Instructor.

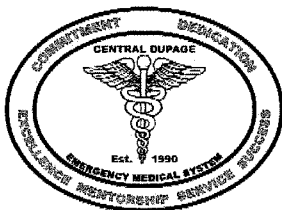
Each individual circumstance and outcome will be evaluated and determined by the Lead Instructor and the EMS Medical Director.

Note: The determination of a student to be allowed a seat in the following year's program will be on AN INDIVIDUAL BASIS. There will not be any "automatic" seats granted as the student will need to reapply and sit through all components of the candidacy application process.

Refund Period: Students need to be aware of the refund period for each section. This information is posted on your College of DuPage schedule through MyAccess. A 100% refund will be given if the student withdraws from class prior to 7% of the class being completed (this computes out to be approximately 2 weeks of class time completed).

A 50% refund will be given if the student withdraws from class prior to 12% of the class being completed (this computes out to be approximately 3.5 weeks of class time completed).

Please note: College of DuPage must be contacted for all refunds and withdrawals.



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Catalog Description: Fire Science 2274-755 Paramedic I – 8 credit hours (4 lecture hours, 8 lab hours) (Jan 16th- April 7th) **Midterm: February 26th, Last date to withdraw March 14th**

Prerequisites: Successful application to the paramedic training program; 18 years old (minimum), current State of Illinois EMT-B license (Fire Science 2271); valid CPR certification; entrance into the College of DuPage/high school graduate/GED; background check-Certified Background; all immunizations, titers and drug screen per health entrance requirements of the program; attendance of orientation day.

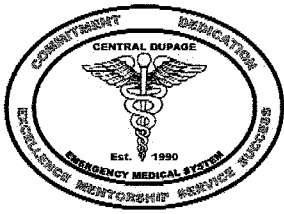
Course Description: Introduction to advanced emergency medical services including the role of the paramedic, communications, and the ethical and legal aspects that influence field practice. Also covered in this section are anatomy and physiology, pharmacology, drug calculations and basic skills that are essential to the role of the paramedic such as airway, IV access, intubation techniques, and patient history and assessment.

Purpose and Rationale: In addition to discussing the roles and responsibilities of the paramedic health care provider, the first section of the paramedic program functions to lay the groundwork for strong clinical decision-making abilities and for planning, executing and evaluating patient care. Anatomy and physiology and the fundamentals of pharmacology are presented and tested. The psychomotor skills of airway control, gaining IV access and safe medication administration are also covered, practiced and tested. Characteristics of the professional healthcare provider are investigated, discussed and assessed in each individual student.

Course Goals and Learning Outcomes:

Course content is guided by the National Education Standards and the IL DOT Curriculum education recommendations.

1. The student will demonstrate an understanding of the profession in Emergency Medical Services and paramedicine. The student will be able to:
 - a. Describe stress reactions and coping mechanisms for dealing with stressful incidents
 - b. Identify the standards and components of an EMS system
 - c. Discuss the history of EMS
 - d. Identify social, environmental, and personal factors impacting EMS



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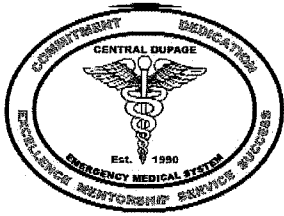
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- e. Discuss the medical legal and ethical boundaries and responsibilities as it relates to emergency medical services
 - f. Discuss and describe the rights of patients
2. The student will demonstrate foundational understanding of pathophysiology, public health practices and lifespan development as it relates to EMS and paramedicine. The student will be able to:
- a. Discuss different mechanisms of transport within the body including active, facilitated transport, diffusion and osmosis
 - b. Identify location and function of body systems and anatomical positions
 - c. Define disease factors in the human body
 - d. Define the immune response including activation and components
 - e. Describe developmental milestones throughout the life cycle
 - f. Distinguish psychosocial characteristics of different age groups
 - g. Define and discuss public health issues in the EMS community
3. The student will demonstrate foundational understanding of pharmacology and medication administration as it relates to Emergency Medical Services and paramedicine. The student will also be able to demonstrate an understanding of the airway and airway management techniques. The student will be able to:
- a. Discuss and inform about the different classifications of drugs used to affect the body
 - b. Explain the pathophysiologic principles of pharmacology with patient assessment
 - c. Discuss pharmacotherapeutics
 - d. Explain and demonstrate drug calculation methods
 - e. Describe routes and techniques of drug administration
 - f. Identify airway structures and airway maintenance
4. The student will demonstrate a foundational understanding of patient assessment, communication, and documentation practices. The student will also demonstrate a foundational understanding of conditions and diseases effecting the pulmonary, neurology, and head, eyes, ears, nose and throat. The student will be able to:
- a. Explain and perform different methods of obtaining a comprehensive patient history
 - b. Describe the different techniques of inspection, palpation, percussion, and auscultation

- c. Identify different communication methods when providing EMS care
 - d. Discuss the importance of documentation as it pertains to continuity of patient care, quality management, data collection, and research
 - e. Describe common pulmonary conditions and complaints found in EMS
 - f. List treatment options for management of different pulmonary conditions and complaints
 - g. Describe the etiology, epidemiology, history and physical findings of neurological conditions and complaints
 - h. Discuss and practice neurological assessment components
 - i. Describe the etiology, demographics, history and physical findings of head, eye, ear, nose and throat complaints
5. The student will demonstrate foundational understanding of cardiac physiology, pathophysiology, anatomy, rhythm interpretation, treatment protocols. The student will also have an understanding of immune and musculoskeletal disorders affecting patients.
- a. Identify components of a 3 lead and 12 lead ECG
 - b. Discuss interpretation rules for atrial and ventricular rhythms
 - c. Describe etiology, epidemiology, history, and physical findings of common cardiac conditions
 - d. Develop a treatment plan for common cardiac conditions
 - e. Discuss the different types of immunity
 - f. Discuss pathophysiology and treatment of common immunology conditions
 - g. Discuss general assessment, physical findings, and treatment of patients with musculoskeletal conditions
6. The student will demonstrate foundational understanding of sensory disorders including eyes, ears, nose and throat disorders and developmental conditions
- a. Identify eye injuries and treatment
 - b. Identify ear conditions and treatment
 - c. Identify nose and throat conditions and their treatment
 - d. Understand eye, ear, nose and throat developmental or acquired conditions
 - e. Discuss treatment and assessment considerations for developmental and acquired conditions
7. The student will demonstrate foundational understanding of the integumentary system and conditions affecting it.
- a. Identify the layers of skin and components contained in each layer
 - b. Identify conditions affecting the skin
 - c. Develop a treatment plan for common conditions of the skin

Subsequent Courses: Students who successfully complete this section of the Paramedic Training Program will be allowed to register for the following section, Fire Science 2275 Paramedic II.



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Catalog Description: Fire Science 2275 Paramedic II – 8 credit hours (4 lecture hours, 8 lab hours) (April 10 – June 30) Midterm: TBD, last date to withdraw TBD

Prerequisites: Successful completion of all didactic, psychomotor, and affective requirements of Fire Science 2274, Paramedic I.

Course Description: A continuation of Fire Science 2274. Integration of previously learned principles and skills and the introduction of new theory, preparation of the learner for expanded medical responsibilities. Further emphasis placed on the pharmacological agents and adjunctive equipment utilized in pre-hospital care. Refer to the course schedule for specific topics and reading assignments for each class day. Clinicals are self-scheduled by the student within given specified time frames.

Purpose and Rationale: Assessment of the trauma, respiratory, neurology, and cardiology patient are taught, practiced, and evaluated. Pathophysiology of traumatic injuries, neurological, respiratory, and cardiac diseases are covered and tested. Anatomy and physiology, life span, and the fundamentals of physiology and pharmacology continue to be reviewed, reinforced, and tested. The psychomotor skills of pleural decompression, immobilization, airway management, medication administration, ECG interpretation, cardioversion/defibrillation, and pacing are taught, demonstrated and tested. Characteristics of the professional healthcare provider are further investigated, discussed and assessed in each individual student.

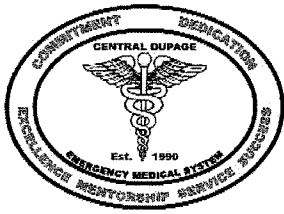
Course Goals and Learning Outcomes:

1. The student will demonstrate foundational understanding of medical emergencies including endocrine, gastrointestinal, and urogenital/renal emergencies. The student will be able to:
 - a. Describe and assess common endocrine conditions, GI conditions, renal and urogenital conditions
 - b. Develop a treatment plan for common endocrine conditions, GI conditions, renal and urogenital conditions
 - c. Differentiate between Type I and Type II diabetes
2. The student will demonstrate foundational understanding of toxicological disorders, and infectious disease processes. The student will also demonstrate an understanding of shock. The student will be able to:
 - a. Recognize and treat common cutaneous conditions



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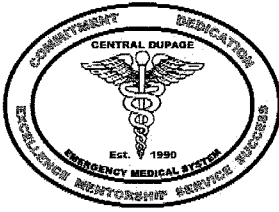
- b. Develop a treatment plan for common cutaneous conditions
 - c. Discuss different routes toxins enter into the human body and complications with each
 - d. Discuss and identify commonly known infectious diseases
3. The student will demonstrate a fundamental understanding of different types of shock, and common psychological emergencies. The student will be able to:
 - a. Describe the pathophysiology associated with the different types of shock
 - b. Develop a treatment plan to treat patients in various stages of shock
 - c. Define behavior and behavior emergencies
 - d. Discuss factors that could alter behavior or emotional status
 - e. Develop a treatment plan for behavioral emergencies
4. The student will demonstrate a fundamental understanding of Special Populations including: obstetrics and gynecology, neonatology, pediatrics, geriatrics and abuse and neglect. The student will be able to:
 - a. Discuss anatomy and physiology of the female reproductive system
 - b. Describe the pathophysiology and management of gynecologic emergencies
 - c. Describe delivery techniques and possible complications
 - d. Discuss etiology and physical findings for common congenital anomalies in neonates
 - e. Discuss treatment plans for neonates
 - f. Identify typical age related vital signs and appropriate equipment used to obtain vitals
 - g. Discuss and identify common pediatric conditions and develop a treatment plan
 - h. Discuss common complications when treating the elderly
 - i. Discuss common emotional and psychological reactions to aging, including causes and manifestations
 - j. Discuss the incidence of abuse and neglect and documentation requirements associated with them
5. The student will demonstrate a fundamental understanding of trauma. The student will be able to:
 - a. Describe different levels of trauma centers and what they provide
 - b. Define the different laws of motion and describe their relation to the effects of trauma



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- c. Discuss injury patterns associated with different vehicle collisions and vehicle vs pedestrian incidents
6. The student will demonstrate foundational understanding of bleeding related to trauma, burn injuries, head and face trauma, and soft tissue trauma. The student will be able to:
- a. Discuss the different methods to control bleeding including the clotting process and fibrinolysis
 - b. Discuss the pathophysiology of wound healing including hemostasis, inflammation, epithelialization, neovascularization and collagen synthesis
 - c. Discuss the complications associated with burn injuries
 - d. Discuss special considerations for pediatric burn patients
 - e. Discuss common head and face trauma injuries with treatment plans
 - f. Discuss common complications with head and face injuries due to trauma
7. The student will demonstrate foundational understanding of spinal trauma, abdominal trauma, skeletal trauma, thoracic trauma, and environmental trauma. The student will be able to:
- a. Differentiate spinal injuries on the bases of assessment findings and history
 - b. Discuss and develop treatment options for traumatic and non-traumatic spinal injuries
 - c. Describe and discuss presentations and treatment plans for common traumatic abdominal injuries and complaints
 - d. Discuss common skeletal injury patterns and splinting procedures for treatment
 - e. Discuss the assessment and management of traumatic thoracic injuries
 - f. Discuss the different conditions related to environmental stressors on the body and develop a treatment plan
 - g. Discuss and develop a treatment plan for altitude and decompression conditions

Subsequent Courses: Students who successfully complete this section of the Paramedic Training Program will be allowed to register for the following section, Fire Science 2276 Paramedic III.



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Catalog Description: Fire Science 2276 Paramedic III – 8 credit hours (4 lecture hours, 8 lab hours) (July 3 – September 22) Midterm: TBD Last date to withdraw: TBD

Prerequisite: Fire Science 2275. Successful completion of all didactic, psychomotor and affective requirements of FIRE 2274 and 2275—Paramedic I and II.

Course Description: Integration of previously learned principles and skills and the introduction of new theory, preparation of the learner for special situations including rescue, crime scenes, terrorism awareness and hazardous material incidents. Refer to the course schedule for specific topics and reading assignments for each class day. Clinicals are self-scheduled by the student within specified time frames and they continue throughout the course.

Purpose and Rationale: Paramedic III builds on all previously-learned information and skills from Paramedic I and II. This section focuses on the topics of medical emergencies (endocrine, GI, GU, toxicologic), behavioral emergencies, OB/Gynecologic emergencies, pediatric emergencies and geriatric emergencies, and communicable diseases. In addition, the basics of fire-department issues such as hazardous materials, operations, rescue, crime scene, and mass casualty/disaster management are covered. Psychomotor skills include birthing procedures, glucose checks, restraints, triage, and the use of pediatric management/resource tools. Growth in affective areas is expected by this point in class. Clinical experiences include the cardiac catheterization lab, ED, labor and delivery, pediatric ED and ICU, adult ICU, behavioral health, and ambulance orientation time.

Course Goals and Learning Outcomes:

1. The student will demonstrate foundational understanding of EMS special operations including vehicle operation, crime scene awareness, dispatch activities, and disaster response. The student will be able to:

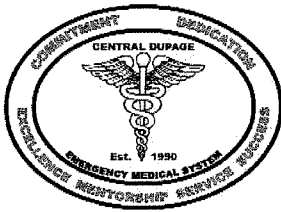
- a. Discuss resource planning and deployment methods and how they affect response time
- b. Discuss driving strategies and due regard during emergency response
- c. Describe warning signs of potentially violent situations
- d. Describe police evidence considerations and techniques to assist in evidence preservation

- e. Discuss common challenges with dispatch activities
- f. Discuss procedures and processes of responding to multiple casualty incidents
- g. Discuss the role of EMS in the incident command system

2. The student will demonstrate foundational understanding of EMS special operations including vehicle rescue, tactical EMS, wilderness EMS, hazardous materials, and farm response. The student will be able to:

- a. Discuss special rescue situations and techniques for safety
- b. Discuss duties of a tactical medic and tactics used in tactical response
- c. Discuss the difference in certification and training between traditional EMS and wilderness EMS
- d. Discuss the different classes of hazardous materials
- e. Discuss the different levels of protective clothing for hazardous materials

Subsequent Courses: Students who successfully complete this section of the Paramedic Training Program will be allowed to register for the following and final section, Fire Science 2277, Paramedic IV.



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Catalog Description: Fire Science 2277 Paramedic IV – 8 credit hours (4 lecture hours, 8 lab hours) (Sept 25- Dec 15) Midterm: TBD, Last date to withdraw TBD

Prerequisites: Successful completion of all didactic, psychomotor and affective requirements of FIRE 2274, 2275, and 2276. Successful completion of final practicals and the cumulative final written exam is required before the start of the internship period (clinical). The written exam makes up the COD grade for this semester along with the affective domain score. Completion of all prior clinical experiences and Platinum Planner entry/paperwork responsibilities is required prior to the start of the internship. In addition, the student's affective evaluation must be satisfactory to proceed with 2277.

Course Description: Clinical and field internship phase. Focus on patient assessment and skills related to clinical and field patient care. Note that some students may complete this section as early as one month preceding the final exam, depending on scheduling. Three months is allowed for completion. Routinely, lectures/classes are not scheduled weekly during this time period but the student is required to report to the EMSS offices for any required necessary meetings during this time period. The minimum of 600 hours of ride time is self-scheduled between the student and his/her fire department (ride site) preceptor. **Double shifts are forbidden.** The student must complete the required hours with a system-approved preceptor. Twenty-four hour shifts are mandatory. Visits to the student in the fire department setting are scheduled by assigned EMSS office personnel.



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Purpose and Rationale: Paramedic IV is also called “ride time” or “Field Internship” and is similar to an internship. The purpose of this experience is to utilize all the didactic knowledge and psychomotor skills that were learned in previous sections of the paramedic program. Critical thinking, accountability, and leadership skills are fostered, evaluated, and tested. Patient assessment and management is practiced by the student under the observation of the system-approved preceptor. Psychomotor skills are developed further. Paperwork and quality of care is monitored by EMSS staff member at 120-hour increments; feedback is provided. 600 hours is the minimum ride time; additional time may be required by students who lack previous experience or who have additional learning needs. Skill goals are tabulated through electronic documentation. System SOPs are utilized for patient care.

Course Goals and Learning Outcomes:

During the field internship, the paramedic student should have the opportunity to gain experience and develop proficiency in the following skills:

1. Physical assessment, patient history, and documentation in compliance with SOPs for all age groups. Proper development of treatment plans
2. Recognize and react appropriately to scene/safety hazards
3. Vital and diagnostic signs: recognition and significance
4. Aseptic techniques and universal precautions
5. Peripheral IV insertion and drip rate calculations
6. Pharmacology application of all medications in protocols
7. Cardiac arrest procedures-
 - a. CPR/Team Resuscitation
 - b. Airway management
 - c. Defibrillation/Cardioversion/External Pacing
 - d. Pharmacology management
8. Management of cardiac, trauma, medical, pediatric, psychiatric, geriatric, and OB/GYN emergencies
9. Airway management including: insertion of oral airways, suctioning, oxygen therapy, and oral endotracheal intubation
10. Use of cardiac monitors and interpretation of rhythms
11. Proper needle disposal and infectious waste disposal/decontamination following OSHA guidelines
12. Emotional support of patient and family

13. Hemorrhage control, tourniquet, wound care and bandaging
14. Splinting of extremity fractures
15. Cervical immobilization and proper extrication. (Students are **not** allowed to use heavy rescue extrication equipment such as jaws, etc.)
16. Didactical understanding and practical application of all BLS and ALS equipment carried on the ambulance

Course Assessment:

Students must demonstrate safe and competent assessment and treatment skills during the internship. Students will be evaluated on their ability to problem solve and make sound treatment decisions within their knowledge base. Student success is measured by assessment techniques aligned to course goals and learning outcomes. A variety of techniques may be used including but not limited to objective exams, quizzes, simulation, written reports, performance evaluations, projects, oral presentations and group events. The Cadence Health CDH faculty is responsible for designing evaluation instruments to measure student mastery of course goals and learning outcomes. The Paramedic Program Director works with the Paramedic Program Advisory Committee to evaluate requirements and course policies on a quarterly basis.



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Scholastic Dishonesty/Conduct:

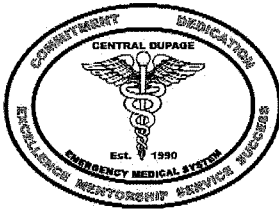
Students of the Paramedic Program are expected to demonstrate qualities of morality, integrity, honesty, civility, honor and respect. Behavior which violates these standards for which discipline may be imposed includes, but is not limited to:

1. Cheating, plagiarism, forgery, misrepresentation are all forms of academic dishonesty
2. Purposely furnishing false information to CDH, COD, or any faculty member or office
3. Verbal abuse, physical abuse, assault, threats, intimidation, harassment, sexual harassment, coercion or other conduct which threatens or endangers the health and safety of any person
4. Theft or destruction of any hospital or college materials or equipment

Any behaviors in violation of the standards set forth in the syllabus or policy manual are grounds for immediate dismissal from the paramedic program.

Non-Discrimination Policy:

Central DuPage Hospital is committed to affirmative action and equal opportunities. CDH does not discriminate in its programs and activities on the basis of race, color, national origin, sex, disability, ancestry, marital status, religion, or sexual orientation.



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Skills Lab Proficiency Schedule

AIRWAY- EMT Airway techniques (bag valve mask ventilation, nebulizer, nasal cannula, non-rebreather mask), vital signs, patient assessment procedures, initiation of spiking an IV bag, ambulance cot operations

MEDICATION/ADVANCED AIRWAY- IV insertion, drug administration (subcutaneous, intramuscular, intraosseous, IV piggy back, nasal atomizer device, sublingual, vial, ampule, preload, use of carpject), advanced airways (endotracheal intubation, alternative airways such as King LT and CombiTube), inline nebulizer, CPAP

CARDIAC- ECG monitor operation, transcutaneous pacing, defibrillation, cardioversion, static cardiology, dynamic cardiology, 12 Lead

TRAUMA/COMMUNICATIONS- Rapid trauma assessment, medical assessment, radio reports, patient care documentation reporting

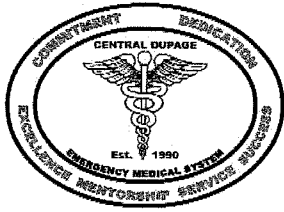
PEDIATRIC- Pediatric assessment, pediatric immobilization, case study with Nursing Ann mannequin

PEDIATRIC- Pediatric and neonatal intubations

TRAUMA- Pleural decompression, surgical/needle cricothyrotomy, splinting

REVIEW- Static Cardiology, dynamic cardiology, skill review

MASS CASUALTY EXPERIENCE- Mass Casualty Triage drill



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Simulation Lab Scenarios

Intro to SIM MAN

March 3

Respiratory

March 6th/8th

Cardiac

March 29th/31st

Medical

May 1st/5th

Trauma

June 5th/9th

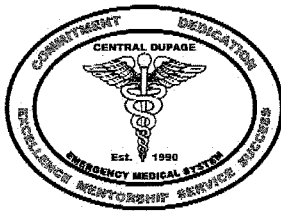
Peds/OB

June 14th/16th

Review ALL

July 3rd/7th

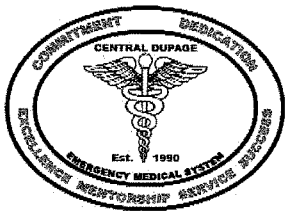
** Dates subject to change based on course progression and Simulation Lab Availability



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Clinical Areas:

- Respiratory/Airway Management- (2) 8 hour shift
- CDH Triage- (2) 4 hour shifts
- ICU/CCU- (1) 4 hour shift
- Cardiac Cath-Lab- (1) 4 hour shift
- Dispatch- (1) 4 hour shift
- CDH Operating Room- (1) 8 hour shift
- Glen Oaks Operating Room (1) 8 hour shift
- Pediatric ED – (5) 8 hour shifts
- CDH Labor & Delivery- (1) 4 hour shift
- ~~Glen Oaks ER/ED – (5) 8 hour shifts~~
- CDH ER/ED – (15) 8 hour shifts
- EMS Medical Director shadow- (1) 4 hour shift
- DuPage County Coroner/Autopsy- (1) autopsy
- Neuro Team- (1) 6 hour shift
- Mobile Stroke Unit- (1) 8 hour shift



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PROGRAM COMPLETION

Successful didactic and clinical course completion will result in a course completion certificate from the College of DuPage for coursework. *This certificate is for academic credit purposes only and does not signify course completion from the CDH program.* Students must meet additional requirements as set forth in the policy manual to successfully meet the requirements for program completion. The students will not be admitted to the State/National exam until program completion requirements have been met.

Graduation Requirements:

To successfully complete the Central DuPage EMSS Paramedic Education Program, receive a final grade, and participate in graduation, the student must complete the following minimum requirements:

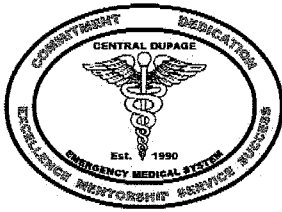
- Achieve an 80% average on quizzes and homework
- Achieve an 80% or better on exams
- Achieve an 80% or better on the Midterm exam
- Achieve an 80% or better on the final exam
- Successful completion of the final practical skills exam
- Satisfactory completion of all clinical rotations with required patient care reports (PCRs) and evaluations
- Satisfactory completion of the Field Internship Program with required hours and patient competency requirements. The Field Preceptor must approve each student for graduation. Additional time may be needed before a preceptor determines a student has met the objectives needed to graduate
- All Patient Care Reports (PCRs) and evaluations must be submitted
- Have all outstanding probation and contractual agreements met



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CLINICAL AND FIELD REQUIREMENTS

CALL TYPES/ASSESSMENTS	#	SKILLS	#
Cardiac	20	Successful IVs	50
Respiratory	25	Ventilations	10
Pediatric Respiratory	10	Medication Administration	50
Medical	40	ET Intubation (Live)	2
OB	5	ET Intubation (Simulated)	50
Gynecological	10	TEAM LEAD CALLS	#
Trauma	40	ALS	20
Cardiac Arrest	1	Pediatric	2
Neurological	15	Unresponsive	1
Abdominal	25	AMS	1
Behavioral/Psych	5	Trauma	2
AMS	5	Total Team Lead Calls	50
Syncope	5		
AGE GROUPS	#		
Newborn (0-28 days)	2		
Infant (1mo-1yr)	5		
Toddler (1yr-3yrs)	5		
Preschool (4yrs-5yrs)	5		
School Age (6yrs - 12 yrs)	15		
Adolescent (13yrs-17yrs)	15		
Adult (\geq 18yrs)	50		
Geriatric (\geq 65yrs)	40		

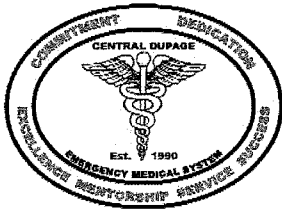


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Clinical Requirements

Department	Site	# Shifts	Total Hours	Dates TBD
Respiratory	CDH	2	16	
Triage	CDH	2	8	
ICU	CDH	1	4	
Cath-Lab	CDH	1	4	
Dispatch	DuComm	1	4	
OR	Glen Oaks/CDH	2	16	
Neuro	CDH	1	6	
Peds ED	CDH	5	40	
L&D	CDH	1	4	
Dr. Graham	CDH	1	4	
ER	Glen Oaks	5	40	
ER	CDH	15	120	
Mobile Stroke Unit	CDH	1	8	


*Sign up will be through an electronic program. Instruction on the electronic program will be reviewed in class. **SIGN UP DATES** are tentative based on the course schedule progression.

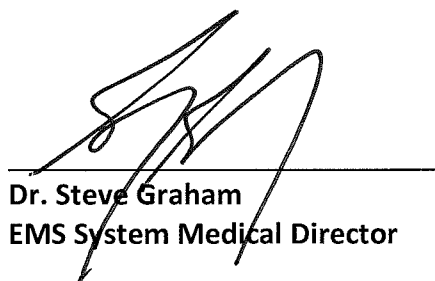


2017

Central DuPage Hospital
 **College of DuPage**
Paramedic Program Syllabus

This syllabus has been reviewed and approved by the Paramedic Program Director and the EMS System Medical Director.

 Date: 10/28/16
Tiffani Clausen, CCEMT-P
Lead Instructor

 Date: 10/28/16
Dr. Steve Graham
EMS System Medical Director

**** DISCLOSURE*****

A signed copy of this syllabus will be kept on file with Central DuPage EMS System Coordinator. Copies of this signature page may be requested in writing from the CDEMSS Coordinator.

