

# Part I



**North Central**  
**MICHIGAN COLLEGE**  
*Your growth. Our mission.*

## *Master Course Syllabus*

Course Name: Paramedic 3 \_\_\_\_\_

Course Number: EMS 220 \_\_\_\_\_

Credit Hrs. 10      Lecture Hrs. 7      Lab Hrs. 4      Clinical Hrs. 4      Variable Hrs. \_\_\_\_\_

Total Hours of Instruction: 15

Total Contact Hours: 264

*(Total Contact Hours Formula: (lecture hrs. + lab hrs. + clinical hrs.) x 17.6)*

### Course Description:

#### **EMS 220 PARAMEDIC 3**

**(S) 10(7-4-4)**

A continuation of EMS 130 designed to prepare the student to pass the National Registry Examination for Paramedics. This course will cover all aspects of pre-hospital care to include medical emergencies and populations requiring special consideration. Structured clinical experiences in pre-hospital and hospital settings are included. Material covered in class includes: Cardiology, pulmonary, neurology, endocrinology, anaphylaxis, gastroenterology, renal/urology, toxicology, hematology, environmental conditions, behavioral psychiatric disorders, geriatrics, patient assessment and clinical decision-making, trauma and traumatic emergencies. **Students will typically complete an advanced trauma skills class (PHTLS or ITLS) during this semester.**

**PREREQUISITE:** EMS 130 with a **"C"** or above within one year of registration for EMS 220.

**Course Objectives and Outcomes:** Meets United States Department of Transportation National Highway Safety Administration Paramedic: National Standard Curriculum objectives.

Satisfies Lumina Degree Qualification Profile #'s (DQP) (as approved on 04/11/12): **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 19**

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these — (231) 348-6687 or (231) 348-6817, [kflewelling@ncmich.edu](mailto:kflewelling@ncmich.edu), Room 533 SCRC.



Suggested Methods of Instruction: Lecture, discussion, case studies, videos, lab demonstration and practice, clinical experiences.

Suggested Methods of Evaluation: Practice exams, quizzes, video skill sessions, final exam.

Adopted Text at Time of Course Adoption/Revision: Brady, Paramedic Care

Topics Covered During the Semester:

*Sequence of topics and time allowance are at the discretion of the instructor.*

<b>Topic</b>	<b>Scheduled Hours</b>
Cardiopulmonary review	5
<b>ITLS or PHTLS</b>	<b>16</b>
Neurology	10
Endocrinology	5
Anaphylaxis	5
Gastroenterology	5
Renal / Urology	5
Toxicology	10
Hematology	5
Environmental Conditions	5
Behavioral / psychiatric disorders	5
Geriatrics	10
Patient Assessment / Clinical Decisions	10
Trauma	76
Reviews, Exams and quizzes	5
Clinical Experiences	75
<b>Total</b>	<b>252</b>

**Specialized Knowledge**

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

**Broad Integrative Knowledge**

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

**Intellectual Skills – Analytic Inquiry**

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

**Intellectual Skills – Use of Information Resources**

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

**Intellectual Skills – Engaging Diverse Perspectives**

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

**Intellectual Skills – Communication Fluency**

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

**Applied Learning**

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

**Civic Learning**

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

Adopted by CRDAP: April 11, 2012