

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

**Course Title:** Paramedicine III  
**Semester Course Prefix and Number:** EMTp 2020  
**Old Quarter Course Prefix and Number:**

**Submitted By:**  
**Approval Date:**  
**Revision Date:**

**Number of Credits:** 4  
**Semester(s) Offered:**  
**Class Size:**

**Number of Lecture Credits:** 4  
**Number of Lab Credits:**      **Number of Lab Hours:**  
**Number of Studio/Demonstration/Internship Credits:**

Negotiated by AASC on:  
(date)

### Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### Catalog Description:

At the completion of this course, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with a neurological problem, endocrine problem, an allergic or anaphylactic reaction, a gastroenterologic problem, a renal or urologic problem, a toxic exposure, an environmentally induced or exacerbated medical or traumatic condition, with infectious and communicable diseases, with behavioral emergencies, experiencing a gynecological emergency, experiencing normal or abnormal labor.

### Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): EMTp 1600, EMTp 1700 and EMTp 1800  
Reading Prerequisite:  
Composition Prerequisite:  
Mathematics Prerequisite:

### Career Programs and Transfer Majors Accessing this Course:

Medical Field

### Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input checked="" type="checkbox"/> None                                | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking                              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences                               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                 | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with a neurological problem.
- Be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an endocrine problem.
- Be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an allergic or anaphylactic reaction.
- Be able to integrate pathophysiological principles and assessments findings to formulate a field impression and implement the treatment plan for the patient with a gastroenterologic problem.
- Be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with a renal or urologic problem.
- Be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a toxic exposure.
- Be able to integrate the pathophysiological principles of the hematopoietic system to formulate a field impression and implement a treatment plan.
- Be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a management plan for the patient with infectious and communicable diseases.
- Be able to describe and demonstrate safe, empathetic competence in caring for patients with behavioral emergencies.
- Be able to utilize gynecological principles and assessment findings to formulate a field impression and implement the management plan for the patient experiencing a gynecological emergency.
- Be able to apply an understanding of the anatomy and physiology of the female reproductive system to the assessment and management of a patient experiencing normal or abnormal labor.

**Student Assessment Methods:**

**Standard examinations and quizzes**

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

Appropriate paramedic instructional materials

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Course Outline Revision History:**

This course focuses on the integration of pathophysiological principles and assessment findings to formulate a field impression and implementation of treatment plans for the patient in a variety of medical emergencies.

**Approvals:**

<b>Body</b>	<b>Representative Signatures</b>	<b>Date</b>
<b>Curriculum Committee</b>		
<b>Faculty Association</b>		
<b>Academic Affairs Standards Committee</b>		
<b>Chief Academic Officer</b>		

**Distribution:** Original – Instructional Services  
**Copies:** Transfer Specialist, Originating Faculty Member, Records  
**Revised:** March 2010