

MED 801

as insight into various learning styles. Following the initial (joint) orientation to EMT Certification and Population Health components of the course, EMT training and certification sessions are scheduled four days per week along with one day of population health exposure.

## Week 1 – Orientation & Introduction

### Student Affairs

ID Cards, Parking, Security, Safety, Lockers & Equipment Overview (half day)

### EMT

Joint Introduction – EMT & Population Health (Upstream and Downstream factors) Workplace Health, Mask-fitting & CPR Documentation, Communication, Lift & Move, PPE, REM, Airway, vital signs and skill tests Review of Anatomy & Physiology and Medical Terminology

Topics include:

- f* Access and review of ID cards, parking enforcement, campus/clinical safety, lockers, and required equipment.
- f* Collective introduction to EMT/Population Health and expectations. How the knowledge of downstream medical techniques is used to triage and manage medical emergencies, which contribute to upstream factors in the community that cause or facilitate the development of such emergencies.

*f* Prehospital Emergency Care textbook (Mistovich & Karren): Chapters 78, pgs. 118-189. IN-CLASS QUIZ: Friday afternoon- Anatomy & Physiology IN-CLASS QUIZ: Monday afternoon-

Topics include:

- f* Recognize, evaluate, and manage cardiovascular and anaphylactic emergencies.
- f* Present, evaluate, and manage model patients presenting with altered mental states in lab session; e.g. stroke, headache, and seizures.
- f* Identify, evaluate, and manage acute diabetic emergencies
- f* Develop an awareness of potential emergency situations involving exposure to or ingestion of toxic substances and environmental hazards.

### Population Health

Key Informant Interview in the Field Obesity small group sessions

Topics:

- f* Key principles of community engagement and the importance of community partnerships.
- f* Identify population health problems and indicators, and hypothesize about possible risk/protective factors .

### Assigned Readings & Review Materials for Week 3

- f* Prehospital Emergency Care textbook (Mistovich & Karren): Chapters 15-16, pgs. 409-488.
- f* Prehospital Emergency Care textbook (Mistovich & Karren): Chapters 17-19, pgs. 489-560.
- f* Prehospital Emergency Care textbook (Mistovich & Karren): Chapters 20-21, pgs. 561-604.
- f* Prehospital Emergency Care textbook (Mistovich & Karren): Chapters 22-24, pgs. 605-712.
- f* MIDTERM EXAM- Review

Week 4

### Student Affairs

Study, learning, and time management skills (1.5 day)

### EMT

Midterm Exam Submersion, behavioral emergencies, and scenarios Rewrite scenarios and review Obstetrics, care of newborns, pediatrics and geriatrics Trauma, bleeding, soft tissue injuries, burns, muscular skeletal trauma, and review.

Topics include:

- f* Identification and development of study, learning, and time management skills .
- f* Describe the physiology of submersion and drowning situations, and practice techniques to counteract the effects on respiratory function .
- f* Practice techniques to counteract the effects of suppressed respiratory function.
- f* Develop the awareness to readily identify and safely manage a variety of behavioral health emergency situations .
- f* Practice the basics of obstetrical and newborn emergency care .
- f* Recognize, evaluate, and stabilize both pediatric & geriatric patients' emergencies .

### Population Health

Pediatrics & Geriatrics Small groups (Pedestrian case)

Topics:

- f* Delineate Healthy People Goals for 2020
- f* Clarify the role and responsibility of future healthcare professionals in addressing health inequities among community populations .

#### Assigned Readings & Review Materials for Week 4:

- f Prehospital Emergency Care textbook (Mistovich & Karren): Chapters 2526, pgs. 713- 749.
- f Prehospital Emergency Care textbook (Mistovich & Karren): Chapters 3738, pgs. 988- 1089.
- f Review the following articles:
  1. United Nations Road Safety Collaboration (2016)
  2. Pedestrian Safety: A Road Safety Manual for Decision Makers and Practitioners
  3. The WHO Manual. Retrievable at <http://www.who.int/roadsafety/projects/manuals/pedestrian/en/>
  4. Smart Growth America (2014)
  5. Dangerous by Design: A National Epidemic of Pedestrian Deaths. Retrievable at: [https://smartgrowthamerica.org/dangerous\\_by-design/](https://smartgrowthamerica.org/dangerous_by-design/)
  6. Prehospital Emergency Care textbook (Mistovich & Karren): Chapters 2730 & 39, pgs. 750-861 & 1090-1116.

#### Week 5

##### Student Affairs

Financial Aid, Disabilities resources, careers in medicine (2.5 hours)

##### EMT

Head trauma, and the spinal column Abdominal trauma, genitourinary gastric system, multi-systemic issues, special cases, eye, face, neck, and chest trauma Ambulance and air med evacuation, gaining

## Week 6

### EMT

Review for Final Exam National Registry Practice Exam & Written Exam Mock Tests and Review Session  
National Certification Testing & Written Exam

Topics include:

- f* Reflect upon six weeks of group/team experiences that included studying, evaluation, practice, review, and performing of EMT activities.
- f* Prepare for the Emergency Medical Technician National Certification Test.
- f* Schedule and commit to a minimum of two (2) EMT "ride along" experiences as a registered EMT three months following the completion of the course and passage on the National Registry Exam EMT National Certification Performance & Written Exam.

### COURSE REQUIREMENTS & EVALUATION

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professional dress. Scrubs are worn in the operating room, in the anatomy lab or in other clinical circumstances to protect the operator's clothing from soilage. Scrubs, in general, should not be worn outside of the lab or hospital, and scrubs worn in the operating room should not be worn outside of the operating room. (Please refer to the Professionalism section in the Student Handbook for guidelines pertaining specifically to dress and department.)

## POLICIES

### Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

### Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and to take the course for credit.







and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

### Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the