

**Mississippi Medical
Transitional Block (Paramedic)
2012 – 2014**



2012 Mississippi Paramedic Transitional Training Curriculum- Medicine

Introduction

This material provides the statewide training framework for Paramedic Medical Transition Training. Development of this material is contingent with content from current national as well as state approved paramedic training curricula. **The scope of knowledge covered in the transitional refresher does not imply scope of practice in Mississippi. Each block/session will include information about cognitive and psychomotor objectives removed from the previous curriculum. Paramedics must adhere to state and local protocols.**

Important:

This statement will be included in the objectives and initial power point as a disclaimer, which distinguished between knowledge and skills.

The scope of knowledge covered in this transitional refresher do not imply scope of practice.

Organizational Guidelines

Medical transitional training requires a minimum of 8 clock hours of instruction provided by approved community colleges within the state. The transitional training consists of 6 separate training sections that are 8 clock hours each. Participants may take sessions independently of each other from any approved instructional site- with proof of successful training completion issued by the training location individually.

Training Materials

The community college offering transitional training may choose to require participant textbooks. Sufficient time prior to the beginning of transitional section will allow participants to obtain mandatory textbook(s).

Evaluation

Medical transitional training sessions will require cognitive as well as pertinent related psychomotor skill completion. Participants are required to obtain a minimum of 75% as well as successfully completing all critical evaluation criteria on cognitive and psychomotor evaluations. Failure to complete cognitive and/or psychomotor skills evaluation(s) successfully will result in

unsuccessful transitional session completion. Following remediation in area(s) of deficiency, the participant may attempt to complete evaluation(s) for a second time on that date. Two additional attempts of remediated material evaluations are allowed- on the same date as transitional training or to return later at the discretion of the transitional instructor. Failure to complete mandatory cognitive and/or psychomotor evaluation(s) by any course participant will result in failure to complete the medical transition training section, and will require the participant to attempt the medical transition training again at the time and/or location of choice.

Course Size Limitation

Current instructor/student participant ratio must adhere to the following standard:

Lecture/Cognitive Objective Instruction	1:25
Lab/Psychomotor Evaluations	1:10

Medical Transition Training Approval

The Mississippi State Department of Health, Bureau of Emergency Medical Services will approve prospective medical transitional training prior to the beginning of the session. To receive approval, the session sponsor must submit the following:

- Course Request/Instructor Verification Form (30 days prior to training)
- Copies of the Lead Instructor/Course Coordinator's Credentials

The Mississippi State Department of Health, Bureau of Emergency Medical Services will provide notification of approval for transitional training and an approval course number.

Training Documentation

The lead instructor is responsible for supplying to the Mississippi State Department of Health, Bureau of Emergency Medical Services the following document within two weeks of transitional session conclusion:

- Final Course Roster

Lead instructors are also responsible for providing to course participants, and maintaining documentation for a minimum of five years following session conclusion, the following documents:

- Handbook/Syllabi
- Transitional Training Schedule(s)
- Lesson Plans/Training Outlines

Cognitive and/or Psychomotor Evaluations

Remediation Documentation as necessary

Medical Transitional Training Learning Outcomes as Correlated to National EMS Educational Standards for Paramedic

1. Integrates comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.
2. Integrates complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
3. Integrates scene and patient assessment findings with knowledge of epidemiology and pathophysiology, to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.
4. Integrates assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint.

Cognitive Objectives

1. Recognize the pathophysiological principles and assessment findings expected to formulate a field impression and implement the treatment plan for the patient with respiratory problems.
2. Discuss the pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an allergic, anaphylactic, or anaphylactoid reaction.
3. Discuss the pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with a gastroenterologic problem.
4. Integrate the 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.

5. Recognize pathophysiological principles and assessment findings expected to formulate a field impression and implement the treatment plan for the patient with neurological problems.
6. Discuss the 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.
7. Recognize pathophysiological principles of the hematopoietic system to formulate a field impression and implement a treatment plan.
8. Integrate the pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an emergency of the endocrine system.
9. Discuss the pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a toxic exposure.
10. Discuss the pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with an environmentally induced or exacerbated medical or traumatic condition.
11. Discuss safe, empathetic competence in caring for patients with behavioral emergencies.
12. Integrate anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major nontraumatic musculoskeletal disorders.
13. Integrate knowledge of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, management of common or major diseases of the eyes, ears, nose, and throat, including nosebleed.
14. Describe the indications, equipment needed, technique used, precautions, and general principles of intraosseous needle placement and infusion in adult patients.

Psychomotor Objectives

1. Conduct a history and patient assessment integrating relevant pathophysiology and assessment findings to formulate a field impression and treatment plan for patients with respiratory emergencies.
2. Conduct a history and patient assessment integrating relevant pathophysiology and assessment findings to formulate a field impression and treatment plan for patients with allergic reaction, anaphylaxis, or anaphylactoid emergency.
3. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with abdominal/gastrointestinal problems.

4. Demonstrate integration of relevant pathophysiology, assessment findings, and patient history information to differentiate between pain of a genitourinary/renal emergency and that of other origins.
5. Correlate abnormal assessment findings with the clinical significance in the patient with neurological complaint to develop a patient management plan based on field impression in the patient with neurological emergencies.
6. Synthesize assessment findings, relevant pathophysiology, and patient history information to differentiate between pain of a urogenital emergency and that of other origins.
7. Integrate pathophysiological principles into the assessment of a patient with hematologic disease to recognize the sense of urgency for initial assessment and interventions for patients with hematologic crises.
8. Differentiate between endocrine emergencies based on principles of pathophysiology, assessment, and history to correlate abnormal findings clinically significant in the patient with endocrinologic emergencies.
9. Differentiate between toxic substance emergencies based on assessment findings to correlate abnormal findings with the clinical significance in the patient exposed to a toxic substance.
10. Integrate the pathophysiological principles, history, and assessment findings of the patient affected by an environmental emergency to develop a field impression and implement an appropriate treatment plan.
11. Demonstrate safe techniques for managing and restraining a violent patient.
12. Perform intraosseous infusion correctly demonstrating; indications, equipment needed, technique used, precautions, and general principles of intraosseous needle placement and infusion in adult patients

Reference List

1. 2011 Mississippi Paramedic Curriculum
2. 2009 National EMS Education Standards Gap Analysis Template
3. 2009 National Emergency Medical Services Educational Standards: Paramedic Instructional Guidelines
4. Dalton A., *Advanced Medical Life Support*, 4th Edition
5. Gould B., *Pathophysiology for Health Professions* 4th Edition
6. Martini, *Anatomy & Physiology for Emergency Care* 2nd Edition

7. McNeil B., *Emergency Care, and Transportation of the Sick and Injured Case Studies*
8. Bledsoe B., *Essentials of Paramedic Care 2nd Edition Update*