School of Health Technology and Management  
Health Science Program  
Spring 2014

HAN 416: Special Issues in Emergency Care and Resuscitation (3 credits)

Professor: Peter Flanagan  
Peter.Flanagan@stonybrook.edu  
Office Hours: By Appointment

Course Meeting Time/Place: Tuesday 5pm – 8pm, Level 2, Lecture Hall 1

Description:
This course will explore issues in special patient populations and areas in emergency care. Topics covered will include: pediatric emergencies, obstetric emergencies, neonatology, and geriatric emergencies.

Goal: To establish a strong foundation in the recognition and management of patients from special populations.

Behavioral Objectives: Upon completion of this course, students will be able to:

1. Discuss the historical events that led to emergency medical system development.
2. Discuss legal issues related to resuscitation situations.
3. Discuss the medicolegal considerations involved in the management of emotionally disturbed patients.
4. Differentiate among various behavioral and psychological disorders.
5. Discuss the incidence of abuse and assault.
6. Discuss examples of partner, elder, child, and sexual abuse.
7. Explain the assessment and management of the abused patient.
8. Discuss factors that may complicate the assessment of an elderly patient.
9. Discuss the incidence, morbidity/mortality, risk factors, and prevention strategies associated with common geriatric emergencies.
10. Discuss the pathophysiology, assessment and management associated with common geriatric emergencies.
11. Anticipate accommodations needed to properly manage a physically challenged patient.
12. Explain key anatomical, physiological, growth, and developmental characteristics of infants and children and their implications.
13. Differentiate among pediatric respiratory emergencies based on assessment findings.
14. Integrate advanced life support skills with basic life support in infants and children.
15. Differentiate between normal and abnormal deliveries.
16. Discuss the steps involved in delivering a newborn.
17. Describe the procedure for handling an abnormal delivery, complications of pregnancy, and maternal complications.
18. List the essential elements found in a treatment plan for providing initial care to a newborn.
19. Compare and contrast the primary objectives of home care, acute care, and hospice care.


Teaching Strategies: Lectures  
Large Group Discussion  
Role Playing

Evaluation: Quizzes 25%  
Midterm 30%  
Assignments 10%  
Final 30%  
Participation 5%
Rationale

This course is a core course for all BSHS students in the Emergency and Disaster Management Track.

Course Outline

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<th>Topic</th>
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<td>1/28/14</td>
<td>Introduction/Well Being/Medicolegal Concerns</td>
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<td>2</td>
<td>2/4/14</td>
<td>History of Emergency Care Systems</td>
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<td>7</td>
<td>3/11/14</td>
<td>Midterm</td>
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<td>SPRING BREAK 3/17/14 – 3/21/14</td>
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<td>8</td>
<td>3/25/14</td>
<td>The Challenged Patient</td>
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<td>Pediatric Anatomy/Physiology Differences</td>
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<td>Common Pediatric Emergencies</td>
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<td>Acute Interventions for the Chronic Care Patient</td>
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<td>15</td>
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<td>Final Examination</td>
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Americans with Disabilities Act:

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748/TT. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students requiring emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information, go to the following web site.

http://www.ehs.sunysb.edu/fire/disabilities/asp.

Blackboard:

Students will find all course documents or announcements on Blackboard. You should check Blackboard each week. Please check student personal information to be sure that the email address is current.
Critical Incident Management
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students’ ability to learn, as per the SHTM Academic Policies and Procedures.