School of Health Technology and Management  
Health Science Program  
Spring 2014  

HAN 477: Medical Emergencies (3 credits)  

Kurtis Mayz, JD, MD, MBA  

Course Meeting Time/Place: Wednesday 5p-8p, Level 2, Lecture Hall 4  

Description:  
This course will expose students to the concepts and issues that are critical to the assessment and care of patients presenting with medical emergencies. Topics covered will include pathophysiology, medical patient assessment, and management of medical emergencies.  

Goal: To establish a strong foundation in the recognition and management of medical emergencies.  

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

1. Differentiate among pathophysiologies associated with various respiratory emergencies.  
2. Analyze various airway and ventilation techniques utilized in the management of medical emergencies.  
3. Differentiate among neurological emergencies based on assessment findings.  
4. Discuss the pathophysiology of toxic emergencies.  
5. Demonstrate the ability to evaluate assessment findings and apply the appropriate treatment modalities for various toxic emergencies.  
6. Differentiate between the signs and symptoms of an allergic reaction versus anaphylaxis.  
7. Explain the various treatment and pharmacological interventions used in the management of allergic reactions and anaphylaxis.  
8. Demonstrate the ability to identify common causative agents or offending organisms associated with common medical emergencies.  
9. Apply the appropriate pharmacology management for patients with bites or stings based on assessment findings.  
10. Differentiate between heat and cold emergencies based on assessment findings.  
11. Demonstrate the ability to evaluate assessment findings and treatment modalities associated with various diabetic emergencies.  
12. Differentiate among pathophysiologies associated with various hematological emergencies.  
13. Demonstrate the ability to evaluate assessment findings and apply appropriate treatment modalities associated with various gastrointestinal emergencies.  
14. Discuss the causative agents, routes of transmission, signs and symptoms, patient management, and protective measures for at least three common infectious diseases.  
15. Demonstrate the ability to evaluate assessment findings and apply appropriate treatment modalities associated with renal emergencies.  

**Teaching Strategies:** Lectures  
Large Group Discussion  
Role Playing  
Case Studies

**Evaluation:**  
Quizzes 25%  
Midterm 30%  
Assignments 5%  
Final 35%  
Participation 5%

## Course Outline

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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. Blackboard is found at: http://blackboard.sunysb.edu For help or more information see: http://www.sinc.sunysb.edu/helpdesk/docs/blackboard/bbstudent.php For problems with logging in, go to the helpdesk in the Main Library SINC Site or the Union SINC Site. You may also call: 631-632-9602 or email: helpme@ic.sunysb.edu

Academic Integrity:
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty, as per the SHTM Academic Policies and Procedures.

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.