

Below is a list of “canned” topic with the required time allotment noted for each. I can do these a drop of a hat and with minimal preparation so if one of them fits into your schedule please let me know.

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| 1. | Kinematics of Trauma | 1 ⁰ -1.5 ⁰ |
| 2. | Airway - basic and Advanced | 1.5 ⁰ - 12 ⁰ |
| | The difficult airway, RSI | 1.5 ⁰ |
| | Airway adjuncts | 1.5 ⁰ |
| | Alternatives in Advanced Airway Management | |

This is a timely presentation discussing most if not all of the "new" advanced airway adjuncts that are on the market and hints at suggesting a "difficult airway algorithm" for the student. The lecture discusses pros and cons to various modalities as well as a practical approach to choosing the "next best mouse trap." Interactive and informative is how the class has been described and "..... a great review of the many new and varied airways available to us...." This class should be a minimum of 90 min but can easily fit into a 120 min. time slot.

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| 3. | Pediatric Trauma | 1.5 ⁰ |
| 4. | Pediatric Resuscitation | 1- 1.5 ⁰ |
| 5. | Technology Assisted Children | 1 ⁰ |

this is a fun one. 60-90 min. talking about technology assisted children and how we as care providers interact not only with the technology, but with the patients and their families. Tracheostomies, and ventilators are discussed, as well as cerebral shunts, feeding tubes and indwelling catheters.

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| 6. | Pediatric developmental implications | 1 ⁰ |
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this is a 60-90 min lecture on the developmental milestones and their influence on the care of children at different ages and developmental stages. It highlights the fact that children are not "miniature adults"

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| 7. | Pediatric intubation, rapid sequence induction | 1.5 ⁰ |
| 8. | OB - Emergency child birth | 1.5 ⁰ - 3 ⁰ |
| | Gynecological emergencies | |
| 9. | Basic rhythm interpretation (introductory) | 2 ⁰ |
| 10. | PALS/EMS-C content lectures | 1-16 ⁰ |

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| 11. | ACLS content lectures | 1-12 ⁰ |
| 12. | ITLS content lectures | |
| 13. | Environmental emergencies
lightening
envenomations
animal bites | 2-4 ⁰ |
| 12. | Advanced patient assessment | 1.5 ⁰ - 8hr |
| 13. | Shock | 2 - 8 ⁰ |
| 14. | Blood gas interpretation (acid-base)
Blood gases made easy
acid-base imbalances | 1-2 ⁰ |

this can be as brief as 15 min strictly dealing with the interpretation of arterial blood gases is a very simple and cute manner. Or, this presentation can be stretched to 45-90 minutes to include a more in depth look at acid-base abnormalities and some pathophysiology of the more common metabolic derangements we see in EMS.

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| 1. | Advanced Pulmonary assessment | 1.5 - 12 ⁰ |
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A very broad topic that can take as little as 90 min. or go for 4-8 hours, depending on the audience needs. Disease pathophysiology and applicable EMS treatment is the mainstay of this presentation. However, one of the fun and useful aspects that can be included in this presentation is "performing and Oxygen Assessment" which includes gas physiology utilizing an interactive web site and case presentations.

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| 1. | Cardiac Enzyme markers | 11/2 ⁰ |
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A 60 min. lecture delving into the various cardiac enzyme markers and their significance to the assessment and treatment of the chest pain patient. This is an informational or an awareness level presentation for EMS.

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| 1. | ACLS special situations
Toxicology
Electrolytic abnormalities
Environmental
Cardiovascular | 1-4 ⁰ |
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| 18. | Hypothermia | 1-1.5 ⁰ |
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| 19. | Pain Management | 1 ⁰ |
| 20. | Geriatrics - “The Golden Years” | 1.5 ⁰ -2 ⁰ |
| 21. | Rhabdomyolysis (Crush injuries) | 1 ⁰ |

A fun 90 min. presentation illustrating the wide range of circumstances that often end up placing our patients in a very significant and often life threatening disease state. Medical and traumatic causes are discussed along with the pathophysiology and suggested treatment modalities.

22. Advances in Technology

This takes a look at the current technology available, and a brief glimpse into the future as to what may be coming. Most importantly, this class addresses the need the need to touch our patients and reinforces that as good as technology is, it doesn't overcome rock solid assessment skills