

Anti-Psychotics

Loxapine
phenothiazine

USES
Anti-psychotic, antiemetic

Mechanism of Action
Blocks dopamine uptake

Thioridazine
Chlorpromazine

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Anti-Psychotics

Phenothiazines

Signs & Symptoms
Dystonia
Rapid onset of ALOC
Seizures
Coma w/ hyperreflexia
Rapid onset of Sx (1-2 hr)
Unconsciousness
QRS > 100ms
Acute ECG abnormality

Cardiotoxic
Primary cause of death

Neurotoxic
Anticholinergic

15-70 mg/kg

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BLS Management

High-index of suspicion

Manage airway

Support ventilations

Ready AED

Expedite transport

Can deteriorate rapidly!

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ALS Management

Dystonic Reaction
(an idiosyncratic reaction)

Diphenhydramine
1 mg/kg
Up to 50 mg

Conduction Delays
(overdose)

Sodium Bicarbonate
1 meq/kg

Pharmacology

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If...

ECG

Torsades de Pointes
Magnesium Sulfate
25-50 mg/kg

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Phenothiazines

1-2 Pill Killer
10 kg toddler

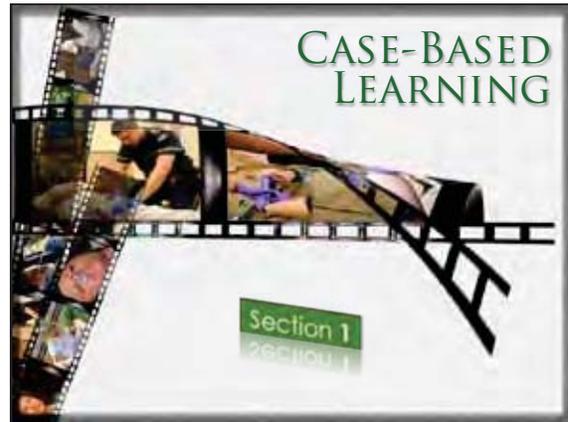
Loxapine 50 mg
30-70 mg/kg

Thioridazine 200 mg
15 mg/kg

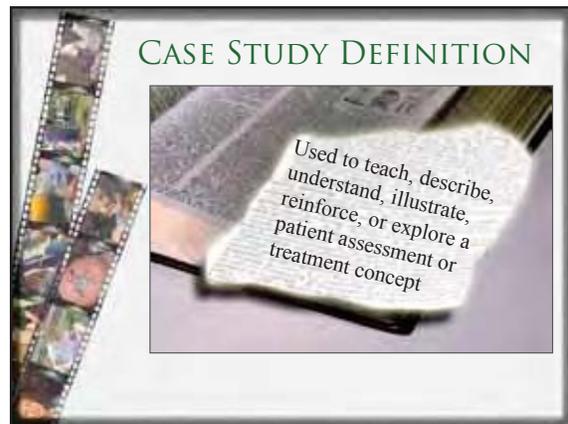
Chlorpromazine 200 mg
25 mg/kg

Usage declining due to toxicity

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- ### WHY CBL?
- Involves the learners
 - Exposed to different ideas
 - Analysis of data



- ### CBL GUIDELINES
1. Tells a story
 2. Uses an interesting issue
 3. Modern case (updates)
 4. Creates empathy
 5. Includes quotations

- ### CBL GUIDELINES
6. Relevant to learner
 7. Has andragogic utility
 8. Creates conflict
 9. Forces a decision
 10. Has generality
 11. Is short

CASE STUDY FORMATS

- Finished
- Unfinished
- Fictional
- Real

CASE STUDY CONTINUUM

SIMPLE TO COMPLEX



CASE STUDY USES

- Classroom lecture
- Online education
- Study resource
- Refresher training
- Run review
- Student project
- Empathy building
- Demonstrate best practices
- Other uses

CASE STUDY USES



Classroom Lecture

CASE STUDY USES



Online Education

CASE STUDY USES



Study Resource

CASE STUDY USES



Refresher Training

CASE STUDY USES



Run Review

CASE STUDY USES



Student Project

CASE STUDY USES



Empathy Building

CASE STUDY USES



Demonstrate "Best Practices"

OTHER USES





MANAGING CBL

- Instructor facilitated
- Small group discussions
- Force decisions
- Encourage class discussion



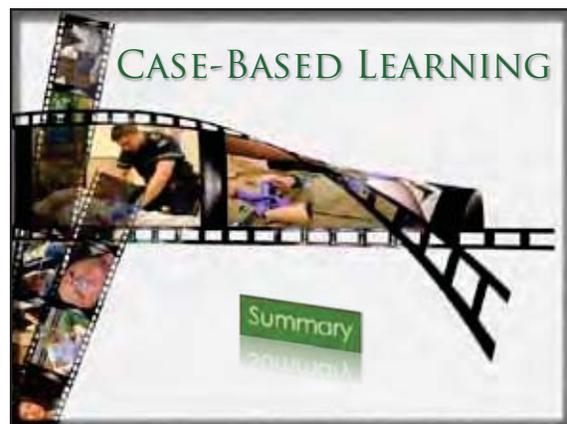
DISCUSSION QUESTIONS

- What is the situation?
- What issues are at stake?
- What questions are there still?
- What problems need solved?
- What are possible options?
- Any underlying assumptions?
- What criteria is used?



MANAGING DISCUSSION

- Delay problem-solving
- Shift points of view
- Ask for pros and cons
- Shift time frame
- Shift to another context
- Provide follow-up questions



CASE-BASED LEARNING

Summary



DEVELOPING CASE STUDIES

Section 2



CHEATED

- Chief concern
- History
- Examination
- Assessment
- Treatment
- Evaluation
- Disposition

CHIEF CONCERN

- Dispatch
- Arrive on-scene
- Chief complaint
- Initial assessment

CHEATED

CHIEF CONCERN

CHIEF CONCERN

Dispatch

I am so glad that I am leaving!

...prepared to fill for reports of a possible motor-vehicle crash involving a bus, unknown if any injuries as the call was received by a second by.

What is important to know?

CHIEF CONCERN

Arrive On Scene

What is your general impression?

CHIEF CONCERN

Scene Size-Up

CHIEF CONCERN

General Patient Impression

CHIEF CONCERN



Chief Complaint

CHIEF CONCERN



CHIEF CONCERN



Initial Assessment

CHIEF CONCERN



KtBP	144	PO2	3.6	SpO2 %	ECO	v1	114
HR	88	IR	12	IR	84	IR	II

06:53
Param | Traces | ID # | Alarms | 12 Lead

CHIEF CONCERN



Vital Signs

HISTORY

- Past medical history
- Social history
- Family history
- History of present illness

CH EATED



HISTORY



Provocation

HISTORY



Radiation

HISTORY



Severity

HISTORY



Time

EXAMINATION

- Rapid
- Detailed
- Focused

CHEATED

EXAMINATION



Traditional Casualty Simulation

EXAMINATION

Traditional with Digital Casualty Simulation

EXAMINATION

Glucometer Review
PHYSIOLOGICAL HISTORY

EXAMINATION

Examination

ASSESSMENT

- Differential diagnoses
- Discussion of actual diagnosis

CHEATED

ASSESSMENT

Differential Diagnosis COPD

H	istory	S	moker
A	ctivity	O	rthopnea
P	ain	C	ough
I	nfection	S	upplemental
A sseessment			

ASSESSMENT

Graphical Epidemiology

ASSESSMENT



Pathophysiology

ASSESSMENT

On-Going Assessment



- Nasal flaring
- Pursed lips
- Broken speech
- Retractions
- Cough
- Abnormal lungs
- Tachycardia
- Tachypnea
- Tripod position

ASSESSMENT

On-Going Assessment



What is going on with your patient?

TREATMENT

- Current modalities
- Evolving trends
- Possible consequences

CHEATED

TREATMENT

Decision to Intubate

Case Three



Space /Scene/ Skill

LEMONS

TREATMENT





EVALUATION

DISPOSITION

- Destination
- Documentation
- Follow-up

CHEATED

DISPOSITION

Destination

DISPOSITION

Documentation

DEVELOPING CASE STUDIES

Summary

PLANNING YOUR VISUAL CASE STUDY

Section 3

PLANNING YOUR CASE

1. Determine brief or detailed

LEVELS OF CASES

- Brief
 - ✓ Simple subjects or concepts
 - ✓ Begins anywhere in CHEATED
 - ✓ Ends anywhere in CHEATED
- Detailed
 - ✓ Pathophysiology
 - ✓ Differential diagnoses

PLANNING YOUR CASE

1. Determine detailed vs. brief
2. Create the scenario

CREATIVE CONTROL



Time of Day

CREATIVE CONTROL

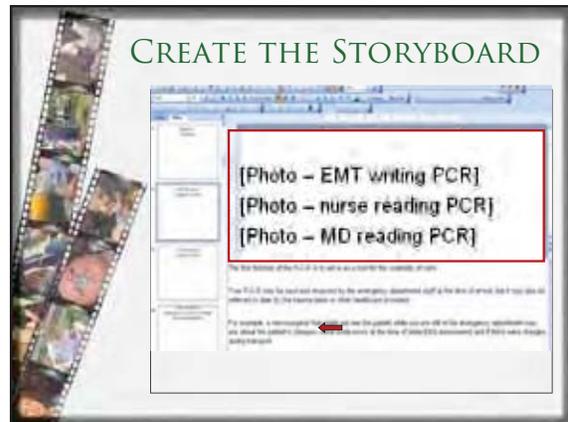
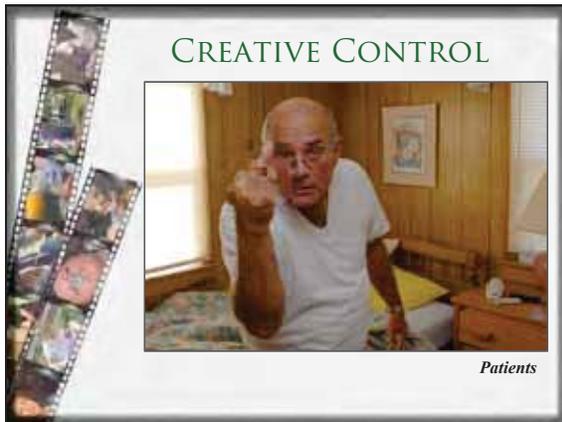


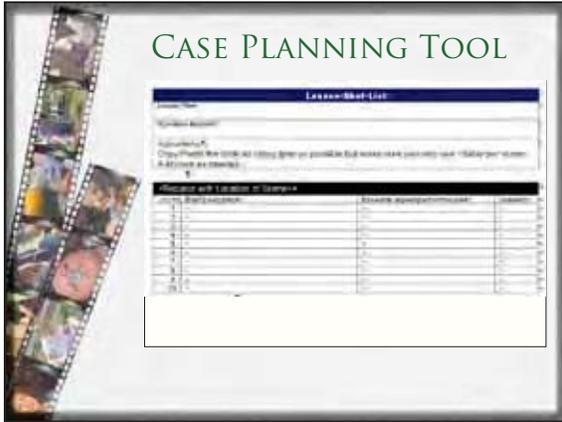
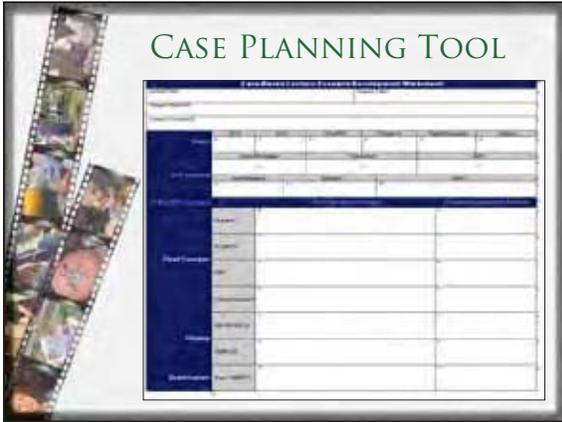
Time of Year and Weather

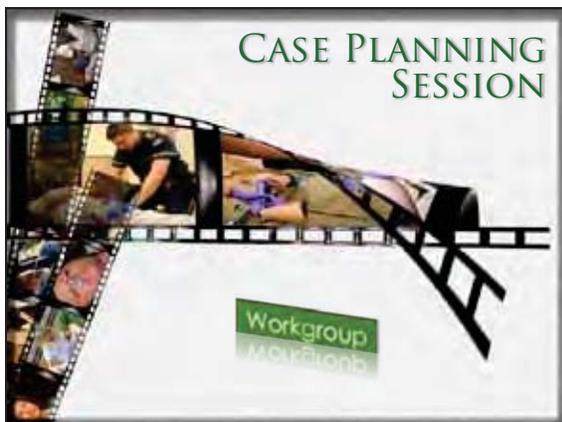
CREATIVE CONTROL



Location



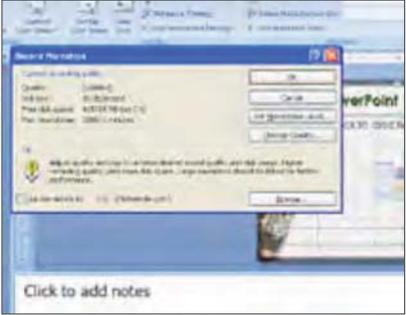




AUDIO

- Rescue and patient dialogue
- Script read by voice over talent

POWERPOINT RECORDING



EXTERNAL RECORDING

- PowerPoint Add-ons
- PowerPoint to Flash software
- Audio editing programs

VIDEO

- Embed existing video
- Create custom video
- Link out to web based video

HYPERLINKED VIDEO



HYPERLINKED VIDEO





VIDEO INSERTION

- PowerPoint Add-ons
- PowerPoint to Flash software
- Video editing programs



EMBEDDED VIDEO



EMBEDDED VIDEO



MULTIMEDIA USE

- Increase production time
- Editing more complex
- Insertion/playback difficulty
- Added value for learners
- Software & hardware choices



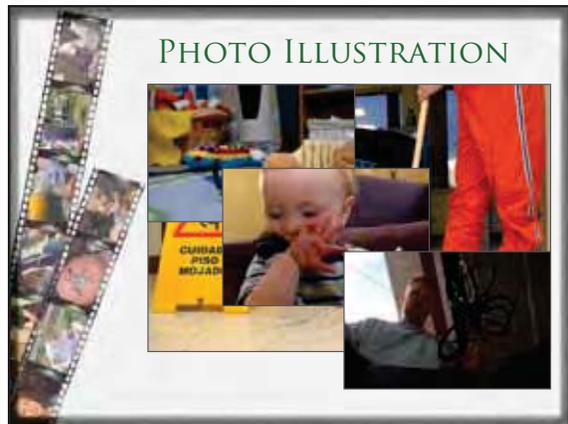
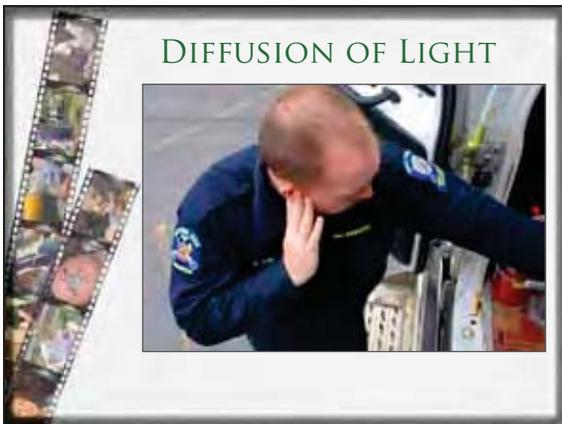
CASE MASH-UP

- Select topic
- Search for content
- Embed & link to content
- Add your own content
- Social conversation
- Assessment



MULTIMEDIA METHODS





FLASH

- Camera flash
- Hot-shoe flash
- Studio flash systems

FLASH



Direct On-Camera Flash

FLASH



Direct Off-Camera Flash

FLASH



Bounce from Above

FLASH



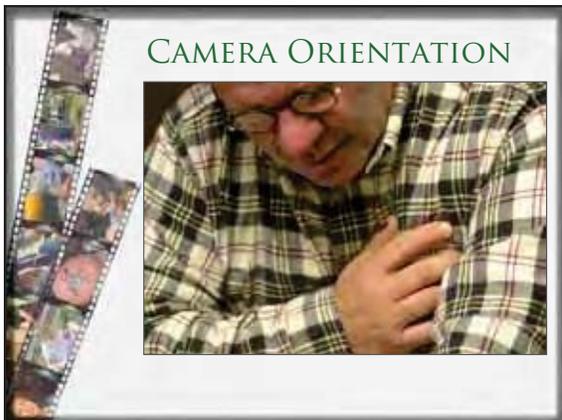
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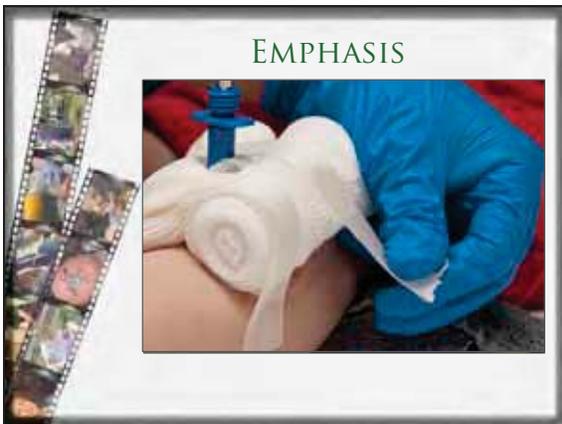
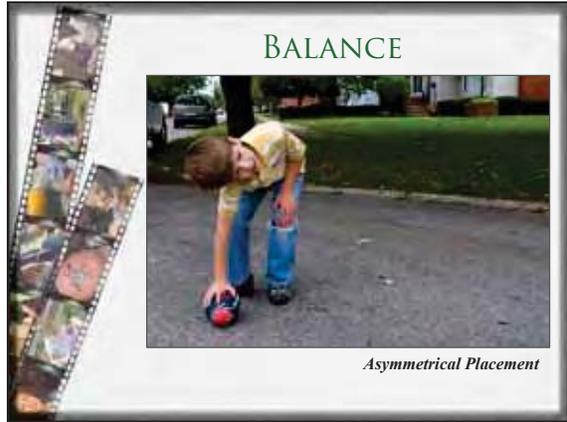
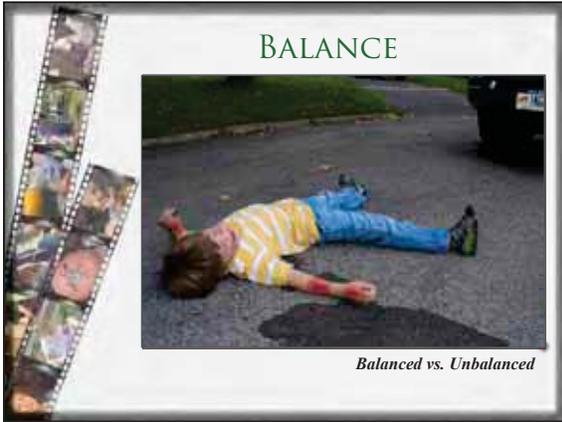
FLASH



Fill Flash









EMS-SPECIFIC CONCERNS



Logos

LEARNING EXPERIENCES



What's Wrong?

LEARNING EXPERIENCES



What's Wrong?

LEARNING EXPERIENCES



What's Wrong?

LEARNING EXPERIENCES



What's Wrong?

LEARNING EXPERIENCES



What's Wrong?

LEARNING EXPERIENCES



What's Wrong?

LEARNING EXPERIENCES



What's Wrong?`

LEARNING EXPERIENCES



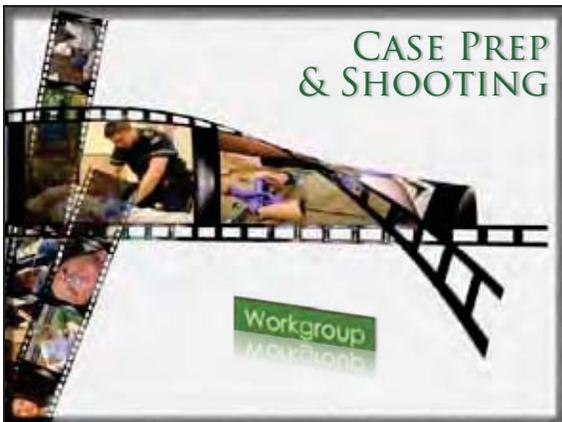
What's Wrong?

LEARNING EXPERIENCES



What's Wrong?

CASE PREP
& SHOOTING



Workgroup
MOR@ionb

GROUP BREAKOUT

- Determine / prepare models
- Gather equipment / supplies
- Determine location
- SHOOT!!!!
 - ✓ Try different things
 - ✓ Ask questions
 - ✓ Upload and review
 - ✓ Reshoot

