**Special Topics in Wilderness Emergency Care**
**OED 420 01**

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Lecture/Lab: 1:00-2:50 MTWRF

Text: *Taping and Wrapping Made Simple*, Brad A. Abell

Website: Northland College Outdoor Education site:  


Notice: Students in need of academic or medical accommodation should visit the Disabilities Services page of the Northland College web site:  
[http://www.northland.edu/student-life-support-disability.htm](http://www.northland.edu/student-life-support-disability.htm)

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**Overview**  
It is the purpose of this course to help students build on the skills and knowledge acquired in courses such as the Wilderness First Responder. We will focus on injuries to the musculoskeletal system—sprains, strains, dislocations, and contusions—environmental injuries—heat, cold, and high altitude—and areas of particular interest to students in the class. Among other things, we will learn to assess, treat, and rehabilitate joint injuries, and to apply protective taping.

Your instructor believes that each academic discipline develops its own system of thought that is the basis for understanding all existing information as well as synthesis of new ideas in that field. More than anything else, it is his wish to use the information and ideas presented in this course to foster an understanding among his students of the system of thought in this particular field. While retention of the specific information presented in this class will be short term (unless it is reinforced by frequent use), the concepts and ideas that constitute the “system of thought” will persist and will enable the student to recover the forgotten specifics, explore and understand other related information, and to remain current, active, and creative in this field.
The instructor will attempt at all times to help students to develop concepts from the information taught, to learn rather than memorize, and to relate the material taught to familiar life experiences and to future application in a vocational setting.

Course Goals

• Students will be able to take a history, conduct visual and palpation exams, and demonstrate an understanding of stress tests in the contexts of examining ankle and knee joints for injuries.
• Students will demonstrate proficiency in applying supportive tape and taping an ankle joint.
• Students will demonstrate that they understand how metabolic heat is produced and transferred, and how the body regulates temperature when subjected to a variety of thermal challenges.
• Students will successfully research a topic of personal interest, write a satisfactory paper, and present their findings to the class.

Lecture Schedule
What follows should be understood to represent a general progression of the class. Content and timing will vary according to the needs and interests of the students.

Week 1
Read: Chapters 1, 2, and 3—Abell and web site readings
Sports Medicine: Introductory concepts, Anatomical planes and axes, Joint structure and function, Anatomical movements, Injury response, Injury categories and classifications, Principles of assessment, Treatment strategies, Rehabilitation concepts, Injury prevention, Taping progression, Focus on joints—Ankle, Knee, Shoulder, additional joints according to interest

Week 2
Read Handouts
Sports Medicine topics continued, Principles of heat production and transfer, Physiologic responses to thermal challenges/maintenance of body temperature, Cold injuries—hypothermia, frostbite, non-freezing cold injury, chilblains, heat stroke, heat exhaustion, hyponatremia—recognition, treatment, prevention

Week 3
Thermal injuries continued,

Week 4
Student presentations, Special topics of interest, e.g.—Principles of lost victim search, Rope mechanical advantage systems, Low-to-moderate angle rescue systems, Patient packaging, Low-tech. patient transport

Assignments

• There will be a series of in-class quizzes on various subjects.
• Lecture exams will take the form of a series of guided investigations (take-home exams) the nature of which will be explained in class. The pervasive theme will be application of the information in question to solve problems that are practical and relevant to the future work and play of the students in the class.
• Each student will select a relevant topic, research it, write a paper on it, and present their findings to the class. Both the papers and the presentations will be due during the last week of the session.

**Grading**

Grades in this class will be calculated on a straight percentage basis. This is accomplished by dividing the number of points earned by the total number of points possible. I do not grade on improvement except to the extent that improved scores will bolster the student’s overall point total. Full and enthusiastic class participation is expected of all students and should not be viewed as something extra that can be counted on to compensate for poor performance on written assignments.

The grading scale is as follows: 93-100 A; 90-92 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 60-66 D; 0-59 F.

**Attendance**

Understand that a grade in a class, in effect, certifies that the student has been exposed to the curriculum as described in the syllabus, has participated in all activities associated with the class, and has completed all assignments to a degree reflected in the final grade. In other words, you must attend the class, in order to pass the class!

That being said, the policy for attendance and late assignments with respect to grading is as follows:

Attendance in this class does count with 1 point being deducted from your final point total for each hour of unexcused absence. Excused absences include such things as illness, certain family obligations, and certain school sponsored activities and trips. Studying for an exam for another class is not an excused absence on the basis of it being a school sponsored activity. Misses can be made up by writing and submitting a paper which covers the material covered in class on the day in question. Under no circumstances should a student assume that by merely submitting a paper, they have made up for 100% of the class missed. In order to be considered equivalent, the paper must be of adequate length, substance, and quality based on the judgment of the course professor.

Because this professor has had students run a doctor’s appointment scam as a means to generate excused absences, he will expect students to schedule medical appointments outside of class time. Exceptions will be made for emergencies and extenuating circumstances.

In this class, attendance is taken with an attendance sheet. Any forgeries of signatures (another scam) will result in the hour being counted as an unexcused absence for both the forger and the person for whom the forgery was attempted.

**Late Work**

It is the instructor’s policy to allow the class to negotiate due dates for out of class assignments to some degree. That being said, assignments must be turned in on time. There will be a penalty of –5% per day late. Any exceptions must be negotiated in advance.