



# PARAMEDICINE

## EMSP 2330 – Therapeutic Modalities of Trauma Care

### COURSE SYLLABUS

#### HYBRID

#### Fall Semester 2019

#### COURSE INFORMATION

Credit Hours/Minutes: 4/3750

Campus/Class Location: Health Science Annex West - Room 111

Class Meets: **22% Hybrid / 78% Face-to-Face:** One to two days per week from 9:00-5:00pm

Course Reference Number (CRN): 20146

Preferred Method of Contact: The preferred method of contact for the instructor is by office phone. If there is no answer, please call the cell phone number provided below.

#### INSTRUCTOR CONTACT INFORMATION

Instructor Name: Jim Jones

Email Address: [Jim Jones jjones@southeasterntech.edu](mailto:jjones@southeasterntech.edu)

Campus/Office Location: Health Science Annex West - Room 109

Office Hours: By appointment (Due to shift friendly schedule)

Phone: 912-538-3218 (office) 912-293-5161 (cell)

Fax Number: 912-538-3259

Tutoring Hours (if applicable): By Appointment

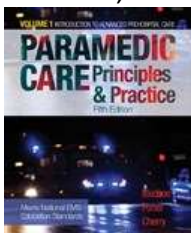
**This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.**

#### SOUTHEASTERN TECHNICAL COLLEGE (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's Catalog and Handbook (<http://www.southeasterntech.edu/student-affairs/catalog-handbook.php>).

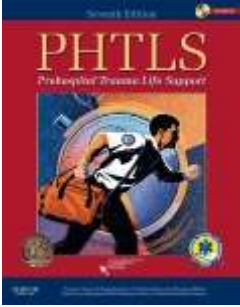
#### REQUIRED TEXT

**Paramedic Care: Principles & Practice, Introduction to Paramedicine**, 4th Edition, by Bryan E. Bledsoe, Robert S. Porter, Richard A. Cherry, Publish Date: February 2, 2012 by Prentice Hall. ISBN-10: 0-13-211208-6.



## PreHospital Trauma Life Support 8th Edition

ISBN-10: 0323065023; 8<sup>th</sup> Edition Required



### REQUIRED SUPPLIES & SOFTWARE

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

**Students should not share login credentials with others and should change passwords periodically to maintain security.**

### COURSE DESCRIPTION

This course will enable the student to integrate a comprehensive knowledge of causes and pathophysiology into the management of traumatic: cardiac arrest and peri-arrest states; shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest. This course will also include integrating assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient. During this course, the student will complete a nationally recognized pre-hospital trauma course (i.e. PHTLS, ITLS, ATT, etc.).

### MAJOR COURSE COMPETENCIES

1. Shock and Trauma Resuscitation
2. Trauma Overview
3. Bleeding
4. Chest Trauma
5. Abdominal and Genitourinary Trauma
6. Orthopedic Trauma
7. Soft Tissue Trauma
8. Head, Facial, Neck, and Spine Trauma
9. Nervous System Trauma
10. Special Considerations in Trauma
11. Environmental Emergencies
12. Multi-System Trauma
13. Assessment of Trauma Emergencies

### PREREQUISITE(S)

Program Admission

## COURSE OUTLINE

### SHOCK AND TRAUMA RESUSCITATION

Order	Description	Learning Domain	Level of Learning
1	Integrate a comprehensive knowledge of causes and pathophysiology into the management of traumatic cardiac arrest and peri-arrest states.	Cognitive	Synthesis
2	Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest in the acutely injured patient.	Cognitive	Synthesis
3	Prioritize the assessment and management of various patients in traumatic cardiac arrest and/or peri-arrest states.	Psychomotor	Origination
4	Prioritize the assessment and management of various patients experiencing shock and/or respiratory failure/arrest with an emphasis on early intervention to prevent arrest in the acutely injured patient.	Psychomotor	Origination
5	Motivate other resuscitation team members to properly perform appropriate basic and advanced cardiac life support techniques (consistent with the current American Heart Association (AHA) guidelines for Emergency Cardiovascular Care) for various patients in traumatic cardiac arrest and/or peri-arrest states.	Affective	Characterization

### TRAUMA OVERVIEW

Order	Description	Learning Domain	Level of Learning
1	Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient.	Cognitive	Synthesis
2	Integrate the pathophysiology, assessment and management of the trauma patient in trauma scoring and transport and destination issues.	Cognitive	Synthesis

### BLEEDING

Order	Description	Learning Domain	Level of Learning
1	Interpret the assessment findings with principles of epidemiology and pathophysiology to manage bleeding.	Cognitive	Evaluation
2	Adapt the assessment and management principles to the treatment of various patients that are bleeding.	Psychomotor	Origination
3	Appreciate the need for appropriate management of various patients that are bleeding.	Affective	Characterization

## CHEST TRAUMA

Order	Description	Learning Domain	Level of Learning
1	Evaluate the pathophysiology, assessment, and management of the following: traumatic aortic disruption; pulmonary contusion; blunt cardiac injury; hemothorax; pneumothorax (including open, simple, and tension); cardiac tamponade; rib fractures; flail chest; commotio cordis; tracheobronchial disruption; diaphragmatic rupture; and traumatic asphyxia.	Cognitive	Evaluation
2	Adapt the assessment and management principles to the treatment of various patients with chest trauma.	Psychomotor	Origination
3	Appreciate the need for appropriate management of various patients with chest trauma.	Affective	Characterization

## ABDOMINAL AND GENITOURINARY TRAUMA

Order	Description	Learning Domain	Level of Learning
1	Evaluate the pathophysiology, assessment, and management of the following: vascular injury; solid and hollow organ injuries; blunt versus penetrating mechanisms of injury; evisceration; retroperitoneal injuries; and injuries to the external genitalia.	Cognitive	Evaluation
2	Adapt the assessment and management principles to the treatment of various patients with genitourinary trauma.	Psychomotor	Origination
3	Appreciate the need for appropriate management of various patients with genitourinary trauma.	Affective	Characterization
4	Promote empathy for patients who have experienced a genitourinary injury caused by sexual assault.	Affective	Characterization

## ORTHOPEDIC TRAUMA

Order	Description	Learning Domain	Level of Learning
1	Articulate the pathophysiology, assessment, and management of the following: pediatric fractures; tendon laceration/transection/rupture (Achille's and patellar); and compartment syndrome.	Cognitive	Application
2	Evaluate the pathophysiology, assessment, and management of the following: upper and lower extremity orthopedic trauma; open fractures; closed fractures; and dislocations.	Cognitive	Evaluation
3	Adapt the assessment and management principles to the treatment of various patients with orthopedic trauma.	Psychomotor	Origination
4	Appreciate the need for appropriate management of various patients with orthopedic trauma.	Affective	Characterization

## SOFT TISSUE TRAUMA

Order	Description	Learning Domain	Level of Learning
1	Integrate the pathophysiology, assessment, and management of the following wounds: avulsions; bite wounds; lacerations; and puncture wounds.	Cognitive	Synthesis
2	Integrate the pathophysiology, assessment, and management of the following burns: electrical; chemical; and thermal.	Cognitive	Synthesis
3	Integrate the pathophysiology, assessment, and management of a high-pressure injection.	Cognitive	Synthesis
4	Integrate the pathophysiology, assessment, and management of crush syndrome.	Cognitive	Synthesis
5	Adapt the assessment and management principles to the treatment of various patients with soft tissue trauma.	Psychomotor	Origination
6	Appreciate the need for appropriate management of various patients with soft tissue trauma.	Affective	Characterization

## HEAD, FACIAL, NECK, AND SPINE TRAUMA

Order	Description	Learning Domain	Level of Learning
1	Articulate the pathophysiology, assessment, and management of the following: unstable facial fractures; orbital fractures; and perforated tympanic membrane.	Cognitive	Application
2	Evaluate the pathophysiology, assessment, and management of the following: skull fractures; penetrating neck trauma; laryngotracheal injuries; spine trauma (including dislocations/subluxations, fractures, and sprains/strains); and mandibular fractures.	Cognitive	Evaluation
3	Adapt the assessment and management principles to the treatment of various patients with head, facial, neck and spinal trauma.	Psychomotor	Origination
4	Appreciate the need for appropriate management of various patients head, facial, neck and spinal trauma.	Affective	Characterization

## NERVOUS SYSTEM TRAUMA

Order	Description	Learning Domain	Level of Learning
1	Articulate the pathophysiology, assessment, and management of the following: cauda equina syndrome; nerve root injury; and peripheral nerve injury.	Cognitive	Application
2	Integrate the pathophysiology, assessment, and management of the following: traumatic brain injury; spinal cord injury; and spinal shock.	Cognitive	Synthesis
3	Adapt the assessment and management principles to the treatment of various patients with nervous system trauma.	Psychomotor	Origination
4	Appreciate the need for appropriate management of various patients with nervous system trauma.	Affective	Characterization

## SPECIAL CONSIDERATIONS IN TRAUMA

Order	Description	Learning Domain	Level of Learning
1	Evaluate the pathophysiology, assessment, and management of trauma in the following: pregnant patients; pediatric patients; geriatric patients; and cognitively impaired patients.	Cognitive	Evaluation
2	Adapt the assessment and management principles of various traumatic injuries for the following types of patients: pregnant; pediatric; geriatric; and cognitively impaired.	Psychomotor	Origination
3	Appreciate the need to adapt the assessment and management principles of various traumatic injuries for the following types of patients: pregnant; pediatric; geriatric; and cognitively impaired.	Affective	Characterization

## ENVIRONMENTAL EMERGENCIES

Order	Description	Learning Domain	Level of Learning
1	Evaluate the pathophysiology, assessment, and management of the following: near-drowning; temperature-related illness; bites and envenomations; dysbarism (including high-altitude and diving injuries); electrical injury; and high altitude illness.	Cognitive	Evaluation
2	Adapt the assessment and management principles to the treatment of various patients experiencing an environmental emergency.	Psychomotor	Origination
3	Appreciate the need to adapt the assessment and management principles to the treatment of various patients experiencing an environmental emergency.	Affective	Characterization

## MULTI-SYSTEM TRAUMA

Order	Description	Learning Domain	Level of Learning
1	Evaluate the pathophysiology, assessment, and management of multi-system trauma and blast injuries.	Cognitive	Evaluation
2	Adapt the assessment and management principles to the treatment of various patients with multi-system trauma.	Psychomotor	Origination
3	Appreciate the need for appropriate management of various patients with multi-system trauma.	Affective	Characterization

## ASSESSMENT OF TRAUMA EMERGENCIES

Order	Description	Learning Domain	Level of Learning
1	Integrate the appropriate assessment for various complaints of the following types of acute injuries: bleeding; chest trauma; abdominal/genitourinary trauma; orthopedic trauma; soft tissue trauma; head/facial/neck/and spine trauma; and nervous system trauma; special considerations (pregnant, pediatric, geriatric, and cognitively impaired); environmental emergencies; and multi-system trauma.	Psychomotor	Complex Response
2	Appreciate the critical nature of accurate field impressions for patients with various traumatic injuries.	Affective	Characterization
3	Establish certification in a nationally recognized pre-hospital trauma course (i.e. PHTLS, ITLS, ATT, etc.). This trauma course may be integrated throughout the various course competencies of EMSP 2330.	Psychomotor	Guided Response

## GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

## STUDENT REQUIREMENTS (HYBRID)

Students are expected to complete all work shown on the attached lesson plan. Students are also expected to complete all tests on the dates specified on the attached calendar. Students are responsible for policies and procedures included in the *STC Catalog and Handbook*. **Paramedicine program students must earn a minimum grade of C in this course and successfully complete the National Advanced Emergency Medical Technician (NAEMT) PHTLS course to advance to EMSP 2720.**

## HYBRID ATTENDANCE:

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. All work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required

scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course.

**For this class, which meets 2 days a week for 4 weeks, the maximum number of days a student may miss is 1 day during the semester.**

### STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: [Macy Gay mgay@southeasterntech.edu](mailto:MacyGay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:HelenThomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

### SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

### PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator.

Swainsboro Campus: [Macy Gay mgay@southeasterntech.edu](mailto:MacyGay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:HelenThomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

### WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a "W" for the course.



Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance after the 65% point will receive either a “WP” (Withdrawn Passing) or “WF” (Withdrawn Failing) for the semester.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students’ eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of “W” will count in attempted hour calculations for the purpose of Financial Aid.

### **MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC...)**

If a student misses a test, a grade of zero will be assigned. Only students with extenuating circumstances (who contact the instructor on or before the day of the test regarding their absence) will be allowed to take a makeup test, which will replace the zero. Extenuating circumstances are determined at the instructor’s discretion. Unless otherwise scheduled with the instructor, it is expected that the test will be taken prior to the next class, and will be scheduled outside of regular class time. Failure to follow this procedure will result in a grade of zero.

Assignment due dates are listed on the attached lesson schedule and in MyBradyLab. Students are expected to have the assignment completed when it is due. It is within the instructor’s discretion to accept or reject late assignments.

Unannounced quizzes are subject to be given on any day. A grade of zero will be assigned for any quizzes missed. There will be no makeup of quizzes.

Any zeros recorded will be included in the final score calculation.

Students must have a 70% or above average on all EMSP 2330 chapter exams to be eligible to sit for the EMSP 2330 final exam. Any student not having a 70% average will not be allowed to take the EMSP 2330 final exam and will not be allowed to advance to EMSP 2720.

### **ACADEMIC DISHONESTY POLICY**

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Student Handbook.

### **PROCEDURE FOR ACADEMIC MISCONDUCT**

The procedure for dealing with academic misconduct and dishonesty is as follows:

#### **1. First Offense**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

## 2. Second Offense

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

## 3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

## STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 165 Phone: 912-538-3126 Email: <a href="mailto:Helen.Thomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:Lanie.Jonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a>

## ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

## GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College's website.

## ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College's Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

## TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

## GRADING POLICY

Assessment/Assignment	Percentage
Chapter Exams	50 %
Homework Assignments/Quizzes	10 %
Affective Learning	5 %
Final Exam	35 %

## GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

**Fall Semester 2019 - Lesson Plan**

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Drug cards	Trauma Related Drugs	<p>Hybrid - You are to create drug cards for the following <b>Trauma Related Drugs</b>. You are to research the information required for each drug. DO NOT "CUT-AND-PASTE" the required information. You <b>WILL NOT</b> learn anything using that technique. We will review the drug information when completed. This assignment is due October 1, 2019. These cards must be sent to me via e-mail. Hand-written cards will NOT be accepted. Let me know if you need assistance. As you research and write this assignment, relate all of the information as it pertains to <b>trauma emergencies only</b>.</p> <ol style="list-style-type: none"> <li>1. Morphine</li> <li>2. Dilaudid</li> <li>3. Demerol</li> <li>4. Fentanyl</li> <li>5. Nitrous Oxide</li> <li>6. Toradol</li> <li>7. Sodium Bicarbonate</li> <li>8. Versed</li> <li>9. Etomidate</li> </ol>	<p>Hybrid – Complete the Drug Card assignment prior to 9:00am on 9/11/2019</p> <p>READ CHAPTERS 1, 2 &amp; 3 volume 4 and complete the Chapters 1,2, &amp;3v4 Pretest, Homework, and Post Test prior to 9:00am on 9/11/2019</p>	<p>*1-13 **a,b,c</p>
Wednesday Sept 11, 2019	<p>Chapter 1v4 Trauma Systems</p> <p>Chapter 2v4 Mechanism of Injury</p> <p>Chapter 3v4 Hemorrhage and Shock</p>	<p><b>Trauma Systems</b> In class – Chapter 1v4 will be discussed and worksheets will be reviewed.</p> <p><b>Mechanism of Injury</b> In class - Chapter 2v4 will be discussed and worksheets will be reviewed.</p> <p><b>Hemorrhage and Shock</b> In class – Chapter 3v4 will be discussed and worksheets will be reviewed.</p>	<p>Hybrid – READ CHAPTERS 4 &amp; 9 volume 4 and complete the Chapters 4&amp;5v4, Homework, and Post Test prior to 9:00am on 9/17/2019 Chapter 1,2,3 Exam next class.</p>	<p>*1-13 **a,b,c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<p><b>Tuesday Sept 17, 2019</b></p>	<p><b>Chapter 4v4 Soft Tissue Trauma</b></p> <p><b>Chapter 5v4 Burns</b></p>	<p><b>In class - Chapter 1,2,3 Exam Soft Tissue Trauma</b> Chapter 4v4 will be discussed. Worksheets will be reviewed.</p> <p><b>Burns</b> Chapter 5v4 will be discussed. Worksheets will be reviewed</p>	<p><b>Hybrid – READ CHAPTERS 6 &amp; 7 volume 4 and complete the Chapters 6&amp;7 v4 Pretest, Homework, and Post Test prior to 9:00am on 9/23/2019 Chapter 4&amp;9 Exam next class.</b></p>	<p>*1 &amp; 7 **a,b,c</p>
<p><b>Monday Sept 23, 2019</b></p>	<p><b>Chapter 6v4 Head, Neck, Spinal Trauma</b></p> <p><b>Chapter 7v4 Chest Trauma</b></p>	<p><b>In class - Chapter 4&amp;9 Exam Head, Neck, Spinal Trauma</b> Chapter 6v4 will be discussed. Worksheets will be reviewed</p> <p><b>Chest Trauma</b> Chapter 7v4 will be discussed. Worksheets will be reviewed.</p>	<p><b>Hybrid - READ CHAPTERS 8 &amp; 9 volume 4 and complete the Chapters 8&amp;9 v4 Pretest, Homework, and Post Test prior to 9:00am on 9/26/2019 Chapter 5&amp;6 Exam next class.</b></p>	<p>8 &amp; 4 **a,b,c</p>
<p><b>Thursday Sept 26, 2019</b></p>	<p><b>Chapter 8v4 Abdominal and Pelvic Trauma</b></p> <p><b>Chapter 9v4 Othopedic Trauma</b></p>	<p><b>In class - Chapter 5&amp;6 Exam</b></p> <p><b>Abdominal and Pelvic Trauma</b> In class - Chapter 8v4 will be discussed. Worksheets will be reviewed.</p> <p><b>Othopedic Trauma</b> In class – Chapter9v4 will be discussed. Worksheets will be reviewed.</p>	<p><b>Hybrid - READ CHAPTERS 10 &amp; 11 volume 4. Complete the Chapters 10&amp;11 v4 Pretest, Homework, and Post Test prior to 9:00am on 10/2/2019 Chapters 8 &amp;9v4 exam will be given at the beginning of the next class. EMSP 2330 Final exam will be given at the end of the next class.</b></p>	<p>*5 &amp; 6 **a,b,c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<p><b>Wednesday October 2, 2019</b></p>	<p><b>Chapter 10v4 Environmental Trauma</b></p> <p><b>Chapter 11v4 Special Considerations in Trauma</b></p>	<p><b>In class - Chapter 8&amp;9v4 Exam</b></p> <p><b>Environmental Trauma</b> In class - Chapter 10v4 will be discussed. Worksheets will be reviewed.</p> <p><b>Special Considerations in Trauma</b> In class – Chapter11v4 will be discussed. Worksheets will be reviewed.</p> <p><b>EMSP 2330 Final Exam</b></p>		<p>*10 &amp; 11</p> <p>**a,b,c</p>

**\*Competency Areas:**

1. Shock and Trauma Resuscitation
2. Trauma Overview
3. Bleeding
4. Chest Trauma
5. Abdominal and Genitourinary Trauma
6. Orthopedic Trauma
7. Soft Tissue Trauma
8. Head, Facial, Neck, and Spine Trauma
9. Nervous System Trauma
10. Special Considerations in Trauma
11. Environmental Emergencies
12. Multi-System Trauma
13. Assessment of Trauma Emergencies

**\*\*General Core Educational Competencies**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.