



**EMS Professions**  
**EMSP 1110 – Introduction to the EMT Profession**  
**COURSE SYLLABUS**  
**HYBRID**  
**Fall Semester 2017**

**COURSE INFORMATION**

Credit Hours/Minutes: 3 / 3000

Class Location: Health Science Annex West - Room 118

Class Meets: **30% Hybrid / 70% Face-to-Face:** Monday and Thursday 5:45 pm – 10:00.

CRN: 20279

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: Laurie Holland

Office Location: Health Science Annex West Room 115

Office Hours: By appointment

Email Address: lholland@southeasterntech.edu

Phone: 912-538-3218 (office)     912-245-1702 (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.**

**REQUIRED TEXT**

*Emergency Care, 13/E*

Daniel Limmer

Michael F. O'Keefe

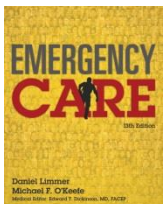
Harvey Grant

Bob Murray

J. David Bergeron

Edward T. Dickinson

ISBN-10: 0134024559





## 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 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.

## COURSE DESCRIPTION

This course serves as the introductory course to the Emergency Medical Services (EMS) profession. It orients the student to the prehospital care environment, issues related to the provision of patient care in both in-hospital and out-of-hospital circumstances. It further provides foundational information upon which subsequent curriculum content is based so that successful completion of this content increases the potential for success in subsequent courses and should allow students to apply the fundamental knowledge, skills, and attitudes gained in order to effectively communicate and function safely, ethically and professionally within the emergency medical services environment.

## MAJOR COURSE COMPETENCIES

Anatomy and Physiology, Medical Terminology, Pathophysiology, CPR for HCP, EMS Systems, Research, Workforce Safety and Wellness, Documentation, EMS System Communication, Therapeutic Communication, Medical/Legal and Ethics, Public Health, Principles of Safely Operating a Ground Ambulance, Incident Management, Multiple Casualty Incidents, Air Medical, Vehicle Extrication, HazMat, MCI due to Terrorism/Disaster, and Life Span Development.

## PREREQUISITE(S)

Program Admission

## COURSE OUTLINE

### Anatomy and Physiology

Order	Description	Learning Domain	Level of Learning
1	Apply fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.	Cognitive	Application

### Medical Terminology

Order	Description	Learning Domain	Level of Learning
1	Use foundational anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals.	Cognitive	Application

### Pathophysiology

Order	Description	Learning Domain	Level of Learning
1	Apply fundamental knowledge of the pathophysiology of respiration and perfusion to patient assessment and management.	Cognitive	Application

### CPR for Health Care Professionals

Order	Description	Learning Domain	Level of Learning
1	Establish certification in CPR consistent with the AHA Healthcare Provider level (refer to the current American Heart Association guidelines).	Psychomotor	Guided Response

### EMS Systems

Order	Description	Learning Domain	Level of Learning
1	Apply fundamental knowledge of the EMS system, safety/well-being of the EMT, medical/legal and ethical issues to the provision of emergency care.	Cognitive	Application
2	Interpret EMS systems.	Cognitive	Application
3	Articulate the history of EMS.	Cognitive	Application
4	Determine the roles, responsibilities, and professionalism of EMS personnel.	Cognitive	Application
5	Encourage appropriate professional interactions with other EMS personnel.	Affective	Organization
6	Demonstrate quality improvement.	Cognitive	Application
7	Demonstrate patient safety.	Cognitive	Application
8	Encourage patient safety.	Affective	Organization

### Research

Order	Description	Learning Domain	Level of Learning
1	Discuss evidence-based decision-making.	Cognitive	Comprehension
2	Discuss impact of research on EMT care.	Cognitive	Comprehension
3	Describe data collection.	Cognitive	Comprehension

### Workforce Safety and Wellness

Order	Description	Learning Domain	Level of Learning
1	Articulate standard safety precautions.	Cognitive	Application
2	Demonstrate the application of standard safety precautions.	Psychomotor	Guided Response
3	Demonstrate personal protective equipment.	Cognitive	Application
4	Demonstrate the appropriate use of personal protective equipment.	Psychomotor	Guided Response
5	Implement stress management (particularly with death and dying.)	Cognitive	Application
6	Demonstrate prevention of response-related injuries.	Cognitive	Application

Order	Description	Learning Domain	Level of Learning
7	Demonstrate the prevention of work-related injuries.	Cognitive	Application
8	Demonstrate the appropriate lifting and moving techniques.	Psychomotor	Guided Response
9	Display appropriate lifting and moving techniques.	Affective	Responding
10	Articulate disease transmission.	Cognitive	Application
11	Establish wellness principles.	Cognitive	Application

### Documentation

Order	Description	Learning Domain	Level of Learning
1	Articulate principles of medical documentation and report writing.	Cognitive	Application
2	Demonstrate the principles of medical documentation and report writing for various patient scenarios.	Psychomotor	Guided Response
3	Comply with state guidelines for transfer of care documentation.	Affective	Receiving

### EMS System Communication

Order	Description	Learning Domain	Level of Learning
1	Describe the EMS communication system.	Cognitive	Comprehension
2	Discuss communication with other health care professionals.	Cognitive	Comprehension
3	Discuss team communication and dynamics.	Cognitive	Comprehension
4	Demonstrate appropriate communication techniques, including communication with other health care professionals and team communication and dynamics.	Psychomotor	Guided Response
5	Display appropriate professional communication techniques, including communication with other health care professionals and team communication and dynamics.	Affective	Responding

### Therapeutic Communication

Order	Description	Learning Domain	Level of Learning
1	Describe the principles of communicating with patients in a manner that achieves a positive relationship.	Cognitive	Comprehension
2	Describe adjusting communication strategies for age, stage of development, patients with special needs, and differing cultures.	Cognitive	Comprehension
3	Demonstrate interviewing techniques.	Cognitive	Application
4	Develop appropriate verbal defusing strategies.	Cognitive	Application
5	Assess family presence issues.	Cognitive	Application
6	Demonstrate appropriate therapeutic communication skills, including: interviewing techniques; verbal defusing strategies; and assessing for family presence issues.	Psychomotor	Guided Response
7	Display cultural competence with respect to therapeutic communication.	Affective	Responding

### Medical/Legal and Ethics

Order	Description	Learning Domain	Level of Learning
1	Characterize consent and refusal of care.	Cognitive	Analysis
2	Examine confidentiality.	Cognitive	Analysis
3	Outline advanced directives.	Cognitive	Analysis
4	Articulate tort and criminal actions.	Cognitive	Application
5	Articulate evidence preservation.	Cognitive	Application
6	Demonstrate appropriate evidence preservation techniques.	Psychomotor	Guided Response
7	Characterize statutory responsibilities.	Cognitive	Analysis
8	Demonstrate mandatory reporting.	Cognitive	Application
9	Examine ethical principles and moral obligations.	Cognitive	Analysis
10	Maintain ethical principles and moral obligations.	Affective	Receiving

### Public Health

Order	Description	Learning Domain	Level of Learning
1	Identify local public health resources and the role EMS personnel play in public health emergencies.	Cognitive	Knowledge
2	Use simple knowledge of the principles of illness and injury prevention in emergency care.	Cognitive	Application

### Principles of Safely Operating a Ground Ambulance

Order	Description	Learning Domain	Level of Learning
1	Discuss the risks and responsibilities of an emergency response.	Cognitive	Comprehension
2	Describe the risks and responsibilities of transport.	Cognitive	Comprehension
3	Describe the operational roles and responsibilities to used ensure safe patient, public, and personnel safety.	Cognitive	Comprehension
4	Demonstrate appropriate use of a ambulance stretcher, including packaging, transferring and transporting a patient on an ambulance.	Psychomotor	Guided Response
5	Appreciate the need for due regard.	Affective	Characterization

### Incident Management

Order	Description	Learning Domain	Level of Learning
1	Collaborate establishing and working within the incident management system.	Cognitive	Synthesis
2	Encourage establishing and working within the incident management system.	Affective	Organization

### Multiple Casualty Incidents

Order	Description	Learning Domain	Level of Learning
1	Describe triage including: performing triage; re-triage; destination decisions; and post traumatic and cumulative stress.	Cognitive	Comprehension
2	Discuss resource management.	Cognitive	Comprehension
3	Demonstrate appropriate triage techniques.	Psychomotor	Guided Response
4	Encourage appropriate triage techniques.	Affective	Organization

### Air Medical

Order	Description	Learning Domain	Level of Learning
1	Describe safe air medical operations.	Cognitive	Comprehension
2	Describe the criteria for utilizing air medical response.	Cognitive	Comprehension

### Vehicle Extrication

Order	Description	Learning Domain	Level of Learning
1	Describe safe vehicle extrication.	Cognitive	Comprehension
2	Describe the use of simple hand tools.	Cognitive	Comprehension

### Hazardous Materials Awareness

Order	Description	Learning Domain	Level of Learning
1	Describe the risks and responsibilities of operating in a cold zone at a hazardous material or other special incident.	Cognitive	Comprehension
2	Respect the risks and responsibilities of operating in a cold zone at a hazardous material or other special incident.	Affective	Organization

### Multiple Casualty Incidents due to Terrorism/Disaster

Order	Description	Learning Domain	Level of Learning
1	Describe the risks and responsibilities of operating on the scene of a natural or man-made disaster.	Cognitive	Comprehension
2	Respect the risks and responsibilities of operating on the scene of a natural or man-made disaster.	Affective	Organization

### Life Span Development

Order	Description	Learning Domain	Level of Learning
1	Apply fundamental knowledge of life span development to patient assessment and management.	Cognitive	Application
2	Establish clinically relevant care for individuals with respect to the life span.	Affective	Organization

## 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 assignment sheet. Students are also expected to complete all tests and comprehensive problems on the dates specified on the attached calendar. Students are responsible for policies and procedures included in the *STC Catalog*. **EMS Professions program students must earn a minimum grade of C in this course to advance to EMSP 1120.**

**WORK ETHICS:** The Technical College System of Georgia instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits have been identified and defined as essential for student success: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork. Students will be required to take a work ethics exam as marked in the lesson plan. A grade of 70 or better is required to complete the work ethics requirements for this class.

**AFFECTIVE LEARNING EVALUATION:** EMS Professions students will be evaluated weekly to identify and correct deficits in affective learning. Students will be evaluated in up to 11 areas of affective behavior. A score will be entered into the grade book to reflect the affective behaviors exhibited during each week of the semester. See the scoring rubric included on the Affective Learning Evaluation form in the program handbook.

## ATTENDANCE GUIDELINES

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 also 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 and face financial aid repercussions in upcoming semesters.

## ADDITIONAL ATTENDANCE PROVISIONS

### ***Health Sciences***

Requirements for instructional hours within Health Science and Cosmetology programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are 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. Time and/or 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.

**HYBRID ATTENDANCE:** STC's attendance procedure is followed for all hybrid classes along with the following addition. 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. STC's attendance policy located in the STC Catalog and Student Handbook must be followed in all hybrid classes. For the scheduled class sessions, attendance is counted from the first scheduled class meeting of each semester. Three (3) tardies or early departures equal one (1) absence for the course(s) involved. In order for a student to receive credit for a course, a student must attend at least 90% of the scheduled instructional time.

Students must attend the scheduled campus class each week and complete the online assignments. The maximum number of absences a student may miss for this class is one (2).

### **SPECIAL NEEDS**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), to coordinate reasonable accommodations.

### **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 advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu).

### **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (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" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.



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

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

Statement will vary per program, course, or instructor. Information should be included pertaining to such items as tests, quizzes, homework, etc.....

### **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 and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, 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 school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

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

<b>ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer</b>	<b>Title VI - Title IX (Employees) - EEOC Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

### GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on STC'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 [STC website](#).

### 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

<b>Assessment/Assignment</b>	<b>Percentage</b>
Chapter Exams	50 %
Homework Assignments	20 %
Affective Learning	5 %
Final Exam	25 %

### GRADING SCALE

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

# EMSP 1110 CRN# 20279

## Fall Semester 2017 - Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Monday August 14		<p><b>In Class - Orientation</b> New Student Orientation</p>	<p>Hybrid - Read Chapters 1 &amp; 2 and complete the online assignments before 6:00pm - Thursday, Aug. 17, 2017.</p> <p>Hybrid - Complete the Work Ethics Assignments 1 &amp; 2 prior to 6:00pm on Thursday, Aug. 21, 2017.</p>	
Thursday August 17	<p>Chapter 1</p> <p>Chapter 2</p>	<p>In class - Introduction to Emergency Medical Care</p> <p>In class - The Well-Being of the EMT</p>	<p>Hybrid - Read Chapters 4 &amp; 15 and complete online assignments before 6:00pm - Monday, Aug. 21, 2017.</p> <p><b>The Chapter 1 &amp; 2 Exam will be administered at the beginning of class on August 21, 2017.</b></p>	<p>5, 6, 12, 7 **a, c</p>
Monday August 21	<p>Chapter 4</p> <p>Chapter 15</p>	<p><b>In class - Chapter 1 &amp; 2 Exam</b></p> <p>In class - Medical/Legal, and Ethical Issues</p> <p>In class - Communication &amp; Documentation (Part 1)</p>	<p>Hybrid - Read Chapter 15 and complete online assignments before 6:00pm - Thursday, Aug. 24, 2017</p> <p><b>The Chapter 4 Exam will be administered at the beginning of class on August 24, 2017.</b></p> <p>Hybrid - Complete the Work Ethics Assignments 3 &amp; 4 prior to 6:00pm on Monday, Aug. 28, 2017.</p>	<p>*11, 8 **a,c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Thursday August 24	Chapter 15	<p><b>In class - Chapter 4 Exam</b></p> <p>In class - Communication &amp; Documentation (Part 2)</p>	<p>Hybrid - Read Chapters 36 &amp; 38 and complete online assignments before 6:00pm - Monday, Aug. 28, 2017.</p> <p><b>The Chapter 15 Exam will be administered at the beginning of class on August 28, 2017.</b></p>	<p>*9, 10 **a,c</p>
Monday August 28	Chapter 36 Chapter 38	<p><b>In class - Chapter 15 Exam</b></p> <p>In class - Ambulance Operations &amp; Air Medical</p> <p>In class - Gaining Access and Patient Extrication</p>	<p>Hybrid - Read Chapter 37 and complete online assignments.</p> <p><b>The Chapters 36 &amp; 38 exam will be administered at the beginning of class on August 31, 2017.</b></p> <p>Hybrid - Complete the Chapter 37 - MyBradyLab assignments before 6:00pm - Thursday, August 31, 2017</p> <p>Hybrid - Complete the Work Ethics Assignments 5 &amp; 6 prior to 6:00pm on Monday, Sept. 12, 2017.</p>	<p>*13, 16 **a,c</p>
Thursday August 31	Chapter 37	<p><b>In class - Chapters 36 &amp; 38 Exam</b></p> <p>In class - Hazardous Materials, Multiple Casualty Incidents, and Incident Management</p>	<p>Hybrid - Read Chapter 39 and complete online assignments before 6:00pm – Thursday, Sept. 7, 2017.</p> <p><b>The Chapter 37 exam will be administered at the beginning of class on September 7, 2017.</b></p>	<p>17, 18 **a,c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Thursday September 7	Chapter 39	<p><b>In class - Chapters 37 Exam</b></p> <p>In class - Response to Terrorism</p>	<p>Hybrid - Read Chapters 5 &amp; 6 and complete online assignments before 6:00pm - Monday, Sept. 11, 2017.</p> <p><b>The Chapter 39 exam will be administered at the beginning of class on September 11, 2017.</b></p>	<p>*14, 19</p> <p>**a,c</p>
Monday September 11	Chapter 5 Chapter 6	<p><b>In class - Chapters 39 Exam</b></p> <p>In class - Medical Terminology In class - Anatomy and Physiology (part 1)</p>	<p>Hybrid - Read Chapter 7 and complete the online assignment before 6:00pm - Thursday, Sept. 14, 2017</p> <p><b>The Chapter 5 exam will be administered at the beginning of class on September 14, 2017.</b></p> <p>Hybrid - Complete the Work Ethics Assignments 7 &amp; 8 prior to 6:00pm on Monday, Sept. 18, 2017.</p>	<p>*1, 2</p> <p>**a,b,c</p>
Thursday September 14	Chapter 6 Chapter 7	<p><b>In class - Chapter 5 Exam</b></p> <p>In class - Anatomy, Physiology (part 2) In class - Pathophysiology (Part 1)</p>	<p>Hybrid - Review Chapter 7.</p> <p><b>The Chapter 6 &amp; 7 exam will be administered at the end of class on September 14, 2017.</b></p>	<p>*3</p> <p>**a,b,c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Monday September 18	Chapter 7 BLS Text	In class - Pathophysiology (Part 2) <b>In class - Chapters 6 &amp; 7 Exam</b> CPR (Part 1)	Hybrid - Review the content of your BLS Provider Manual. <b><u>CPR Practical and written exam next class.</u></b> Minimum of 84% required to pass the exam. <b>Complete the Work Ethics Assignments 9 &amp; 10 prior to 5:00pm on Monday, Sept. 26, 2017.</b>	
Thursday September 21	BLS Text <b>Final Exam</b>	In class - CPR (Part 2) <b>In class – BLS Exam – a minimum score of 84% is required.</b>	<b>Hybrid - Review all chapters covered this semester. The EMSP 1110 – FINAL EXAM will be administered next class</b>	*4 **a,b,c

**Competency Areas:**

1. Anatomy and Physiology
2. Medical Terminology
3. Pathophysiology
4. CPR for HCP
5. EMS Systems
6. Research
7. Workforce Safety and Wellness
8. Documentation
9. EMS System Communication
10. Therapeutic Communication
11. Medical/Legal and Ethics
12. Public Health
13. Principles of Safely Operating a Ground Ambulance
14. Incident Management
15. Multiple Casualty Incidents
16. Air Medical
17. Vehicle Extrication
18. HazMat
19. MCI due to Terrorism/Disaster
20. Life Span Development.

**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.