



EMS Professions
EMSP 1130 – Medical Emergencies for the EMT
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: 20281

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

Office Location: Tuesday & Wednesday 8:00am – 5:00pm

Office Hours: Health Science Annex West Room 109

Email Address: jjones@southeasterntech.edu

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.

REQUIRED TEXT

Emergency Care, 13/E

Daniel Limmer

Michael F. O'Keefe

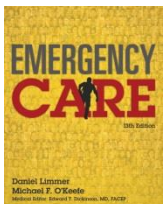
Harvey Grant

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 integrates pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan of cases involving non-traumatic medical emergencies.

MAJOR COURSE COMPETENCIES

Medical Overview; Neurology; Abdominal and Gastrointestinal Disorders; Immunology; Infectious Disease; Endocrine Disorders; Psychiatric; Cardiovascular; Toxicology; Respiratory; Hematology; Genitourinary/Renal; Non-Traumatic Musculoskeletal Disorders; Diseases of the Eyes, Ears, Nose, and Throat; and Medical Assessments.

PREREQUISITE(S)

Program Admission

COURSE OUTLINE

Medical Overview

Order	Description	Learning Domain	Level of Learning
1	Apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill patient.	Cognitive	Application
2	Illustrate the pathophysiology, assessment, and management of various medical complaints including transport mode and destination decisions.	Cognitive	Comprehension
3	Demonstrate the assessment and management of various medical complaints to include transport mode, destination decisions, and the pathophysiology of the complaint.	Psychomotor	Guided Response

Neurology

Order	Description	Learning Domain	Level of Learning
1	Demonstrate anatomy, physiology, pathophysiology, assessment and management of the following: decreased level of responsiveness; stroke/ transient ischemic attack; seizure; status epilepticus; and headache.	Cognitive	Application
2	Perform the assessment and management of a patient with a neurologic complaint.	Psychomotor	Guided Response

Abdominal and Gastrointestinal Disorders

Order	Description	Learning Domain	Level of Learning
1	Demonstrate the anatomy, physiology, pathophysiology, assessment, and management of acute and chronic gastrointestinal hemorrhage.	Cognitive	Application
2	Discuss the anatomy, physiology, pathophysiology, assessment, and management of peritonitis and ulcerative diseases.	Cognitive	Comprehension
3	Perform the assessment and management of a simulated patient experiencing an abdominal or gastrointestinal disorder.	Psychomotor	Guided Response

Immunology

Order	Description	Learning Domain	Level of Learning
1	Demonstrate the anatomy, physiology, pathophysiology, assessment, and management of hypersensitivity disorders and/or emergencies (anaphylactic reactions).	Cognitive	Application
2	Perform the assessment and management of a patient experiencing a hypersensitivity reaction (allergy/anaphylaxis).	Psychomotor	Guided Response

Infectious Disease

Order	Description	Learning Domain	Level of Learning
1	Discuss the assessment and management of a patient who may have an infectious disease.	Cognitive	Comprehension
2	Describe how to decontaminate the ambulance and equipment after treating a patient.	Cognitive	Comprehension
3	Encourage the decontamination of equipment after treating a patient.	Affective	Organization
4	Demonstrate the assessment and management of a patient who may have an infectious disease.	Psychomotor	Guided Response
5	Consistently display the appropriate use of body substance isolation precautions.	Affective	Responding

Endocrine Disorders

Order	Description	Learning Domain	Level of Learning
1	Characterize the anatomy, physiology, pathophysiology, assessment and management of acute diabetic emergencies.	Cognitive	Analysis
2	Demonstrate the assessment and management of a patient experiencing a diabetic emergency.	Psychomotor	Guided Response

Psychiatric

Order	Description	Learning Domain	Level of Learning
1	Recognize the behaviors that pose a risk to the EMT, patient or others.	Cognitive	Analysis
2	Describe the basic principles of the mental health system.	Cognitive	Comprehension
3	Demonstrate the assessment and management of the following: acute psychosis; suicidal/risk; and agitated delirium.	Cognitive	Application
4	Perform the assessment and management of a patient exhibiting a psychiatric emergency.	Psychomotor	Guided Response

Cardiovascular

Order	Description	Learning Domain	Level of Learning
1	Identify the anatomy, signs, symptoms and management for cardiac arrest.	Cognitive	Knowledge
2	Demonstrate knowledge of the anatomy, physiology, pathophysiology, assessment, and management of the following: acute coronary syndrome (including angina pectoris & myocardial infarction); aortic aneurysm/dissection; and thromboembolism.	Cognitive	Application
3	Discuss the anatomy, physiology, pathophysiology, assessment, and management of heart failure and hypertensive emergencies.	Cognitive	Comprehension
4	Perform the assessment and management of various patients experiencing a cardiovascular emergency.	Psychomotor	Guided Response

Toxicology

Order	Description	Learning Domain	Level of Learning
1	Discuss the recognition and treatment of the following: Carbon Monoxide poisoning; Nerve agent poisoning.	Cognitive	Comprehension
2	State how and when to contact a poison control center.	Cognitive	Knowledge
3	Demonstrate the anatomy, physiology, pathophysiology, assessment, and management of the following: inhaled poisons; ingested poisons; injected poisons; absorbed poisons; and alcohol intoxication and withdrawal.	Cognitive	Application
4	Perform the assessment and management of a patient experiencing a toxicological emergency.	Psychomotor	Guided Response

Respiratory

Order	Description	Learning Domain	Level of Learning
1	Discuss the anatomy, signs, symptoms and management of respiratory emergencies including those that affect the upper and lower airways.	Cognitive	Comprehension
2	Demonstrate the anatomy, physiology, pathophysiology, assessment, and management of the following: epiglottitis;	Cognitive	Application

Order	Description	Learning Domain	Level of Learning
	spontaneous pneumothorax; pulmonary edema; asthma; chronic obstructive pulmonary disease; environmental/industrial exposure; and toxic gas.		
3	Discuss the anatomy, physiology, pathophysiology, assessment, and management of the following: pertussis; cystic fibrosis; pulmonary embolism; pneumonia; and viral respiratory infections.	Cognitive	Comprehension
4	Perform the assessment and management of various patients experiencing a respiratory emergency.	Psychomotor	Guided Response

Hematology

Order	Description	Learning Domain	Level of Learning
1	Discuss the anatomy, physiology, pathophysiology, assessment, and management of the following: Sickle cell crisis and clotting disorders.	Cognitive	Comprehension
2	Demonstrate the assessment and management of a patient experiencing a hematologic emergency.	Psychomotor	Guided Response

Genitourinary/Renal

Order	Description	Learning Domain	Level of Learning
1	Describe blood pressure assessment in hemodialysis patients.	Cognitive	Comprehension
2	Discuss the anatomy, physiology, pathophysiology, assessment, and management of the following: complications related to renal dialysis and urinary catheter management (not insertion); and kidney stones.	Cognitive	Comprehension
3	Demonstrate the assessment and management of a patient experiencing a genitourinary/renal emergency.	Psychomotor	Guided Response
4	Display empathy for patients experiencing a genitourinary/renal emergency.	Affective	Responding

Non-Traumatic Musculoskeletal Disorders

Order	Description	Learning Domain	Level of Learning
1	Demonstrate the anatomy, physiology, pathophysiology, assessment and management of non-traumatic fractures.	Cognitive	Application
2	Perform the assessment and management of a patient experiencing a non-traumatic musculoskeletal disorder.	Psychomotor	Guided Response

Diseases of the Eyes, Ears, Nose, and Throat

Order	Description	Learning Domain	Level of Learning
1	Discuss the recognition and management of nose bleed.	Cognitive	Comprehension
2	Demonstrate the recognition and management of a patient with a nose bleed.	Psychomotor	Guided Response

Medical Assessments

Order	Description	Learning Domain	Level of Learning
1	Demonstrate the assessment and management of the following types of medical complaints: neurological; abdominal/gastrointestinal; immunologic; infectious diseases; endocrine disorders; psychiatric; cardiovascular; toxicological; respiratory; hematologic, genitourinary/renal; non-traumatic musculoskeletal disorders; and diseases of the eyes, ears, nose, and throat.	Psychomotor	Guided Response
2	Consider the critical nature of accurate field impressions for patients with various medical complaints.	Affective	Valuing

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 1140.**

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, 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.

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:

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

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

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

GRADING SCALE

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

EMSP 1130 CRN# 20281

Fall Semester 2017 - Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		Hybrid - Read the chapter and complete the Chapter 17 - MyBradyLab assignments before 5:00pm – Nov. 28, 2017		
Thursday Nov. 2	Chapter 17	In class - Respiratory Emergencies (Part 1)	Hybrid - Review Chapter 17 and complete online assignments. Chapter 17 Exam next class. Review Chapter 17 - MyBradyLab assignments. Complete the Chapter 18 - MyBradyLab assignments before 5:00pm - Nov. 6, 2017	*1 & 2 **a, c
Monday Nov. 6	Chapter 17 Chapter 18	In class - Respiratory Emergencies (Part 2) In class - Chapter 17 Exam In class - Cardiac Emergencies (Part 1)	Hybrid - Review Chapter 18 and complete online assignments. Review the Chapter 18 - MyBradyLab assignments.	*2 & 6 **a,c
Thursday Nov. 9	Chapter 18	In class - Cardiac Emergencies (Part 2)	Hybrid - Review Chapter 18 and complete online assignments. Chapter 18 Exam next class. Review the Chapter 18 – Be prepared to demonstrate any skills you may have learned regarding Cardiology or Respiratory Emergencies.	*5 **a,c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Monday Nov. 13	Chapter 18	<p>In class - Cardiac and Respiratory Emergencies (Lab)</p> <p>In class - Chapter 18 Exam</p>	<p>Hybrid - Review Chapters 19 & 20 and complete online assignments. Complete the Chapter 19 & 20 - MyBradyLab assignments before 5:00pm - Nov. 16, 2017</p>	<p>*4 & 6 **a,c</p>
Thursday Nov. 16	Chapter 19 Chapter 20	<p>In class - Diabetes and Altered Mental Status</p> <p>In class - Allergic Reaction</p>	<p>Hybrid - Read Chapters 21 and complete online assignments. Chapter 19 & 20 Exam next class. Complete the Chapter 21 - MyBradyLab assignments before 5:00pm - Nov. 20, 2017</p>	<p>*4 & 6 **a,b,c</p>
Monday Nov. 20	Chapter 21	<p>In class - Chapter 19 & 20 Exam</p> <p>Poisoning and Overdose Emergencies</p>	<p>Hybrid - Read Chapter 22 and complete online assignments. Chapter 21 Exam next class. Complete the Chapter 22 & 23 MyBradyLab assignments before 5:00pm - Nov. 27, 2017</p>	<p>*7 **a,b,c</p>
Monday Nov. 27	Chapter 22 Chapter 23	<p>In class - Chapter 21 Exam</p> <p>Abdominal Emergencies</p> <p>Behavioral and Psychiatric Emergencies and Suicide</p>	<p>Hybrid - Review Chapter 23 and complete online assignments. Chapter 22 & 23 Exam next class.</p>	<p>*7, 8, 9 **a,b,c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Thursday Nov. 30	Chapter 24	In class - Chapter 22 & 23 Exam Hematologic and Renal Emergencies	Hybrid - Review Chapter 16 and complete online assignments. Chapter 24 Exam next class. Review all - MyBradyLab assignments. Be prepared for the EMSP 1130 Final Exam on 12/04/2017	*7,8,9 **a,b,c
Monday Dec. 4	Final Exam	In class - Chapter 24 Exam In class - Review and <u>EMSP 1130 Final Exam</u>	Please have all necessary paperwork and fees completed and paid by 1/9/2017	*1-12 **a,b,c

Competency Areas:

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