



PARAMEDICINE
**EMSP 2340 – Therapeutic Modalities
for Special Patient Populations**
COURSE SYLLABUS
HYBRID
Fall Semester 2018

COURSE INFORMATION

Credit Hours/Minutes: 4/3750

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

CRN: 20293

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: Health Science Annex West Room 109

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

Email Address: jjones@southeasterntech.edu

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

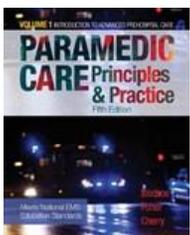
Fax Number: 912-538-3259

Tutoring Hours: 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

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.



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 will enable the student to integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for various special patient populations. During this course, the student will also complete a nationally recognized pediatric course (i.e. EPC, PALS, PEPP, etc.).

MAJOR COURSE COMPETENCIES

1. Obstetrics
2. Gynecology
3. Neonatal Care
4. Pediatrics
5. Geriatrics
6. Patients with Special Challenges
7. Assessment of Special patient population

PREREQUISITE(S)

Program Admission

COURSE OUTLINE

Obstetrics

Order	Description	Learning Domain	Level of Learning
1	Integrate the anatomy and physiology of pregnancy, pathophysiology of complications of pregnancy, and assessment of the pregnant patient.	Cognitive	Synthesis
2	Integrate the psychosocial impact, presentations, prognosis, and management of the following: normal delivery; abnormal delivery (nuchal cord, prolapsed cord, and breech); spontaneous abortion/miscarriage; ectopic pregnancy; preeclampsia/eclampsia; antepartum hemorrhage; pregnancy induced hypertension; third trimester bleeding (including placenta previa and abruptio placenta); high risk pregnancy; complications of labor (including fetal distress, pre-term labor, premature rupture of membranes, and uterine rupture); complications of delivery; and post-partum complications.	Cognitive	Synthesis
3	Articulate the psychosocial impact, presentations, prognosis, and management of hyperemesis gravidarum and postpartum depression.	Cognitive	Application
4	Apply the knowledge of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management to the	Psychomotor	Mechanism

Order	Description	Learning Domain	Level of Learning
	assessment and management of patients experiencing an obstetric emergency.		
5	Appreciate the need to apply the knowledge of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management to the assessment and management of patients experiencing an obstetric emergency.	Affective	Characterization
6	Respect the emotional needs of the obstetric patient.	Affective	Organization

Gynecology

Order	Description	Learning Domain	Level of Learning
1	Integrate the anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major gynecological diseases and/or emergencies for the following: vaginal bleeding and sexual assault.	Cognitive	Synthesis
2	Articulate the anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major gynecological diseases and/or emergencies for the following: gynecologic infections; pelvic inflammatory disease; ovarian cysts; dysfunctional uterine bleeding; and vaginal foreign body.	Cognitive	Application
3	Apply the knowledge of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management to the assessment and management of patients with a gynecologic complaint.	Psychomotor	Mechanism
4	Promote the need for respecting the privacy of various gynecologic patients during assessment and treatment.	Affective	Characterization
5	Appreciate the need to apply the knowledge of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management to the assessment and management of patients with a gynecologic complaint.	Affective	Characterization

Neonatal Care

Order	Description	Learning Domain	Level of Learning
1	Integrate the anatomy and physiology of neonatal circulation with assessment of the newborn.	Cognitive	Synthesis
2	Integrate the presentation and management of the newborn with the principles of neonatal resuscitation.	Cognitive	Synthesis
3	Apply the principles of neonatal resuscitation to the assessment and management of a newborn.	Psychomotor	Mechanism
4	Motivate other resuscitation team members to use	Affective	Characterization

Order	Description	Learning Domain	Level of Learning
	appropriate neonatal resuscitation techniques.		

Pediatrics

Order	Description	Learning Domain	Level of Learning
1	Integrate age-related assessment findings, age-related anatomic and physiologic variations, age-related and developmental stage related assessment and treatment modifications of the following pediatric specific major or common diseases and/or emergencies: foreign body (upper and lower) airway obstruction; bacterial tracheitis; asthma; bronchiolitis [including Respiratory Syncytial Virus (RSV)]; pneumonia; croup; epiglottitis; respiratory distress/failure/arrest; shock; seizures; Sudden Infant Death Syndrome (SIDS); hyperglycemia; and hypoglycemia.	Cognitive	Synthesis
2	Articulate age-related assessment findings, age-related anatomic and physiologic variations, age-related and developmental stage related assessment and treatment modifications of the following pediatric specific major or common diseases and/or emergencies: pertussis; cystic fibrosis; bronchopulmonary dysplasia; congenital heart diseases; and hydrocephalus/ventricular shunts.	Cognitive	Application
3	Implement age-related and developmental stage related assessment and treatment modifications for various pediatric specific major or common diseases and/or emergencies.	Psychomotor	Mechanism
4	Promote the need for modification of general assessment and treatment modalities for various pediatric diseases and/or emergencies.	Affective	Characterization
5	Motivate other resuscitation team members to properly perform appropriate pediatric basic and advanced cardiac life support techniques consistent with the current American Heart Association guidelines for Emergency Cardiovascular Care.	Affective	Characterization

Geriatrics

Order	Description	Learning Domain	Level of Learning
2	Articulate the normal and abnormal changes associated with aging, pharmacokinetic changes, psychosocial and economic aspects of aging, polypharmacy, and age-related assessment and treatment modifications for the following major or common geriatric diseases and/or emergencies: Herpes zoster and inflammatory arthritis.	Cognitive	Application
3	Implement age-related assessment and treatment modifications for older patients with various major or common geriatric diseases and/or emergencies.	Psychomotor	Mechanism

Order	Description	Learning Domain	Level of Learning
4	Promote the need for modification of general assessment and treatment modalities for various geriatric diseases and/or emergencies.	Affective	Characterization

Patients with Special Challenges

Order	Description	Learning Domain	Level of Learning
1	Appraise the healthcare implications of the following: abuse; neglect; poverty; bariatrics; technology dependent; hospice/terminally ill; and tracheostomy care/dysfunction.	Cognitive	Evaluation
2	Adapt the patient assessment and management of various patients with special needs to accommodate the healthcare implications of patients with special challenges.	Psychomotor	Origination
3	Appreciate the need to adapt the patient assessment and management of various patients with special needs to accommodate the healthcare implications of patients with special challenges.	Affective	Characterization
4	Promote appropriate sensitivity for patients with special needs.	Affective	Characterization

Assessments of Special Patient Populations

Order	Description	Learning Domain	Level of Learning
1	Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.	Psychomotor	Complex Response
2	Promote respect for patients with special needs during the assessment and treatment of various complaints.	Affective	Characterization
3	Appreciate the critical nature of accurate field impressions during the assessment and management of special needs patients with various complaints.	Affective	Characterization
4	Establish certification in a nationally recognized pediatric course (i.e. EPC, PALS, PEPP, etc.). This pediatric course may be integrated throughout the various course competencies of EMSP 2340.	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 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*. **Paramedicine program students must earn a minimum grade of C in this course and successfully complete the AHA PALS course to advance to EMSP 2330.**

Students, who are more than 15 minutes late on exam dates, will not be allowed to take the exam once the exam has started. These students must schedule a time to make up the exam or a zero will be given for the exam. This time will be other than normal class hours, must be prior to the next class, and will be at the instructor's convenience. If the student is less than 15 minutes late, and the exam has started, the student may begin the exam, but he/she must turn in their exam at the end of the allotted exam time, whether finished or not. Example: Exam begins at 9:05am -- 50 minutes are allotted for the exam -- ALL exams must be turned in by 9:55am.

AFFECTIVE LEARNING EVALUATION

The Technical College System of Georgia instructs and evaluates students on work ethics in all programs of study. Paramedicine 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.

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 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. 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 7 days for the Fall semester, the maximum number of days a student may miss for EMSP 2340 is 1 day.

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% 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" 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" or "WF" 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.

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...)

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. Any late assignments accepted will be subject to a ten point penalty each day the assignment is late. After three class meetings, no late assignments will be accepted; a zero will be recorded.

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 2340 chapter exams to be eligible to sit for the EMSP 2340 final exam. Any student not having a 70% average will not be allowed to take the EMSP 2340 final exam and will not be allowed to advance to EMSP 2330.

The Southeastern Technical College Academic Dishonesty Policy states that 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 Southeastern Technical College Catalog and Handbook.

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 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu

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 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	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

EMSP 2340 CRN# 20272

Fall Semester 2018 - Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<p>Pre-course Assignment</p> <p>Must be completed by 9:00am Tuesday August 14, 2018</p>		<p>Hybrid – Complete the following Essay Assignment: - Due August 14, 2018</p> <p>Assume you are the parent of a 12 year old female. It is time for you to address the “facts of life” with your child. Construct an essay that reflects the conversation you would have with your daughter, explaining menstruation and the female reproductive organs. If medical terms are used, you must fully explain their meaning. The essay must contain a minimum of 400 words. The essay must be submitted in electronic format. Hand written essays will not be accepted.</p> <p>Submit the assignment via e-mail no later than 9:00am, August 14, 2018. NO HAND-WRITTEN ESSAYS WILL BE ACCEPTED.</p>	<p>Hybrid - READ CHAPTERS 1v5 & 2v5</p> <p>Complete the Chapter 1v5 Gynecology and Chapter 2v5 Obstetrics Pretest, Homework, and Post Test prior to midnight on 8/13/2018</p>	<p style="text-align: center;">2 a,b,c</p>
<p>Tuesday August 14, 2018</p>	<p>Chapters 1v5 & 2v5</p>	<p>Gynecology</p> <p>In class - Chapter 1v5 will be discussed and worksheets will be reviewed.</p> <p>Obstetrics</p> <p>In class - Chapter 2v6 will be discussed and worksheets will be reviewed.</p>	<p>Hybrid - Read Chapter 3v5 and complete the Chapter 3v5 Neonatology Pretest, Homework, and Post Test prior to midnight on 8/19/2018</p> <p>Chapter 1&2v5 exam will be administered next class</p>	<p style="text-align: center;">2 a,b,c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<p>Monday August 20, 2018</p>	<p>Chapter 3v5</p>	<p>In Class - <u>Chapter 1&2 v5 EXAM</u></p> <p>Neonatal Care</p> <p>In class - Chapter 3v5 will be discussed and worksheets will be reviewed.</p>	<p>Hybrid - Read Chapter 4v5 and complete the Chapter 4v5 Pediatric Part 1 Pretest, Homework, and Post Test prior to midnight on 8/22/2018</p> <p>Chapter 3v5 exam next class</p>	<p>*1 **a,b,c</p>
<p>Obstetrics Essay Assignment</p>	<p>Chapter 4v1</p>	<p>Hybrid - Obstetrics Essay Assignment: - Due September 1, 2018</p> <p>Your 12 year old female child asks you “Where do babies come from?” Explain the process of coitus and fetal development. The essay must contain a minimum of 400 words. If medical terms are used, you must fully explain their meaning. The essay must be submitted in electronic format. Hand written essays will not be accepted.</p> <p>Submit the assignment via e-mail no later than 9:00am September 1, 2018. NO HAND-WRITTEN ESSAYS WILL BE ACCEPTED.</p>		<p>*1 ** a,b,c</p>
<p>Thursday August 23, 2018</p>	<p>Chapter 4v5</p>	<p>In Class - <u>Chapter 3v6 EXAM</u></p> <p>Pediatrics (Part 1)</p> <p>In class - Chapter 4v5 (pages 79-113) will be discussed and worksheets will be reviewed.</p>	<p>Hybrid - Read Chapter 4v5 Pages 79-113. Read Chapter 4v5 Pages 116-147 and complete the Chapter 4v5 Pediatric Part 2 - Pretest, Homework, and Post Test prior to midnight on 8/28/2018</p>	<p>*3 **a,b,c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Wednesday August 29, 2018	Chapter 4v5	Pediatrics (Part 2) In class - Chapter 4v5 (pages 116-147) will be discussed and worksheets will be reviewed.	Hybrid - Review all chapters covered this class.	*4 **a,b,c
Tuesday Sept 4, 2018	Labs	In Class - <u>Chapter 4v6 EXAM</u> In class - OB and Pediatric Labs	Hybrid - Review all chapters covered this class. EMSP 2340 Final Exam next class.	*4 **a,b,c
Friday Sept 7, 2018	Final Exam	In class - <u>EMSP 2340 Review & Final Exam</u>		*5 **a,b,c

Competency Areas:

1. Obstetrics
2. Gynecology
3. Neonatal Care
4. Pediatrics
5. Geriatrics
6. Patients with Special Challenges
7. Assessment of Special patient populations

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.