



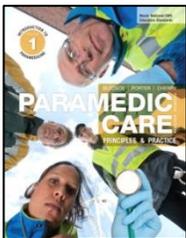
PARAMEDICINE
EMSP 2340 – Therapeutic Modalities
for Special Patient Populations
COURSE SYLLABUS
HYBRID
Fall Semester 2016

<p>Semester: Fall 2016</p> <p>Course Title: Therapeutic Modalities for Special Patient Populations</p> <p>Course Number: EMSP 2340</p> <p>Credit Hours/ Minutes: 4 / 3750</p> <p>Class Location: Health Science Annex West - Room 111</p> <p>Class Meets: 22% Hybrid / 78% Face-to-Face: One to two days per week from 9:00-5:00pm (See lesson plan for dates)</p> <p>CRN: 20294</p>	<p>Instructor: Jim Jones</p> <p>Office Hours: Tuesday & Wednesday 8:00am – 5:00pm</p> <p>Office Location: Health Science Annex West Room 109</p> <p>Email Address: jjones@southeasterntech.edu</p> <p>Phone: 912-538-3218 (office) 912-293-5161 (cell)</p> <p>Fax Number: 912-538-3259</p> <p>Tutoring Hours: By Appointment</p>
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The preferred method of contact for the instructor is by office phone. If there is no answer, please call the cell phone number provided above.

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
Pub. Date: Feb 2, 2012 by Prentice Hall.
ISBN-10: 0-13-211208-6



American Heart Association
Pediatric Advanced Life Support Manual
2015 Guidelines Required

REQUIRED SUPPLIES & SOFTWARE: Pencils, 3-ring binder. Paper, computer and internet access.

Note: Although students can use their smart phones and tablets to access the online portion of their course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither MyBradyLab, 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 complete the online portion of the 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 assessment and management of patients experiencing an obstetric emergency.	Psychomotor	Mechanism
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 appropriate neonatal resuscitation techniques.	Affective	Characterization
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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
1	Integrate 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: cardiovascular diseases; respiratory diseases; neurological diseases; endocrine diseases; Alzheimer's; dementia; and delirium (including acute confusional state).	Cognitive	Synthesis

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
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.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

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.**

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.

HYBRID ATTENDANCE ADDENDUM: 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...): 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**, 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. Students are expected to have the assignment completed at the beginning of class on the date that 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.

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:

--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.

--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.

--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: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era 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).

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 at www.southeasterntech.edu.

GRADING POLICY

Exams	50%
Assignments	20%
Affective Learning	5%
Final Exam	<u>25%</u>
	100%

GRADING SCALE

A: 90-100
B: 80-89
C: 70-79
D: 60-69

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.*

Practical Exercises - Pass/Fail

F: 0-59

(All Practical competencies must be passed to complete the course.)

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.

Course Number: EMSP 2340 CRN# 20294

Fall Semester 2016

Lesson Schedule

WHITE background areas identify work to be completed in the classroom.

Approx. time to complete.
(in minutes)

GREEN background areas identify work to be Completed outside the classroom or online.

ONLINE Assignment

Date	Chapter / Lesson #	Content	Assignments Tests	*Competency Area
Pre-course Assignment Must be completed by 9:00am Wednesday August 17, 2016 45 minutes	Chapter 22	<p>Essay Assignment: - Due August 17, 2016</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 350 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 17, 2016. NO HAND-WRITTEN ESSAYS WILL BE ACCEPTED.</p> <p>Read Chapters 1v6 & 2v6</p>		*2 ** a,b,c

45 minutes

READ CHAPTERS 1v6 & 2v6

Complete the Chapter 1v6 Gynecology and Chapter 2v6 Obstetrics Pretest, Homework, and Post Test prior to midnight on 8/16/2016

Wednesday August 17, 2016	Chapters 1v6 & 2v6	<p>Gynecology</p> <p>Chapter 22 will be discussed. Worksheets will be reviewed.</p> <p>Obstetrics</p> <p>Chapter 2v6 will be discussed. Worksheets will be reviewed</p>	<p>Read Chapter 3v6</p> <p>Chapter 1&2v6 exam next class</p>	*2 **a,b,c
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90 minutes

READ CHAPTER 3v6

Complete the Chapter 3v6 Neonatology Pretest, Homework, and Post Test prior to midnight on 8/22/2016

Tuesday August 23, 2016	Chapter 3v6	<u>Chapter 1&2 v6 EXAM</u>	Read Chapter 4v6	*1 **a,b,c
		Neonatal Care Chapter 3v6 will be discussed. Worksheets will be reviewed.	Chapter 3v6 exam next class	

60 minutes

READ CHAPTER 4v6 Pages 72-103
Complete the Chapter 4v6 Pediatric Part 1 Pretest, Homework, and Post Test prior to midnight on 8/28/2016

Obstetrics Essay Assignment	Chapter 41	Obstetrics Essay Assignment: - Due September 1, 2016 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 350 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. Submit the assignment via e-mail no later than 9:00am Sept.1, 2016. NO HAND-WRITTEN ESSAYS WILL BE ACCEPTED.	*1 ** a,b,c
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60 minutes

Monday August , 29, 2016	Chapter 4v6	<u>Chapter 3v6 EXAM</u> Pediatrics (Part 1) Chapter 4v6 (pages 72-103) will be discussed. Worksheets will be reviewed.	Read Chapter 4v6 Pages 72-103.	*3 **a,b,c
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60 minutes

READ CHAPTER 4v6 Pages 106-133
Complete the Chapter 4v6 Pediatric Part 2 - Pretest, Homework, and Post Test prior to midnight on 8/31/2016

Thursday September 1, 2016	Chapter 4v6	Pediatrics (Part 2) Chapter 4v6 (pages 106-133) will be discussed. Worksheets will be reviewed. <u>Chapter 4v6 EXAM at end of class</u>	Review all chapters covered this class. EMSP 2340 Final Exam next class	*4 **a,b,c
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150 minutes

Complete the online AHA PALS Pre-test prior to midnight on September 6, 2016.
Please use your PALS Provider Manual to find the correct answers.

Wednesday September 7, 2016	PALS	<u>EMSP 2340 Final Exam</u> PALS AHA PALS material and lab practice. PALS Pre-test will be reviewed.	PALS Written Exam and Practical Exam next Class.	*4 **a,b,c
<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #d32f2f; color: white; padding: 5px; border-radius: 10px; margin-right: 20px;"> 90 minutes </div> <div style="background-color: #f9a825; padding: 10px; border-radius: 10px; text-align: center;"> REVIEW the PALS material. PALS written and practical exam will be administered next class. </div> </div>				
Tuesday September 13, 2015	PALS	PALS AHA PALS material and lab practice. <u>PALS Written Exam and Practical Exam</u>		*5 **a,b,c

***Competency Area**

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**

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