



**PARAMEDICINE**  
**EMSP 2330 – Therapeutic Modalities of Trauma Care**  
**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: 20294

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](mailto: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.

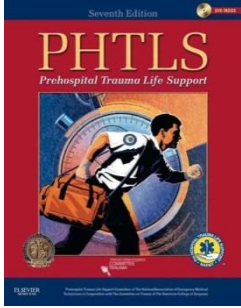


## PreHospital Trauma Life Support

### 8th Edition

ISBN-10: 0323065023

8<sup>th</sup> Edition Required



### REQUIRED SUPPLIES & SOFTWARE

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor 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 a comprehensive knowledge of causes and pathophysiology into the management of traumatic: cardiac arrest and peri-arrest states; shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest. This course will also include integrating assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient. During this course, the student will complete a nationally recognized pre-hospital trauma course (i.e. PHTLS, ITLS, ATT, etc.). Topics include: Shock and Trauma Resuscitation; Trauma Overview; Bleeding; Chest Trauma; Abdominal and Genitourinary Trauma; Orthopedic Trauma; Soft Tissue Trauma; Head, Facial, Neck, and Spine Trauma; Nervous System Trauma; Special Considerations in Trauma; Environmental Emergencies; Multi-System Trauma; and Assessment of Trauma Emergencies.

### MAJOR COURSE COMPETENCIES

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

## PREREQUISITE(S)

Program Admission

## COURSE OUTLINE

### Shock and Trauma Resuscitation

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

### Trauma Overview

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

### Bleeding

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

## Chest Trauma

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

## Abdominal and Genitourinary Trauma

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

## Orthopedic Trauma

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

### Soft Tissue Trauma

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

### Head, Facial, Neck, and Spine Trauma

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

### Nervous System Trauma

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

### Special Considerations in Trauma

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

### Environmental Emergencies

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

### Multi-System Trauma

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

### Assessment of Trauma Emergencies

Order	Description	Learning Domain	Level of Learning
1	Integrate the appropriate assessment for various complaints of the following types of acute injuries: bleeding; chest trauma; abdominal/genitourinary trauma; orthopedic trauma; soft tissue trauma; head/facial/neck/and spine trauma; and nervous system	Psychomotor	Complex Response

Order	Description	Learning Domain	Level of Learning
	trauma; special considerations (pregnant, pediatric, geriatric, and cognitively impaired); environmental emergencies; and multi-system trauma.		
2	Appreciate the critical nature of accurate field impressions for patients with various traumatic injuries.	Affective	Characterization
3	Establish certification in a nationally recognized pre-hospital trauma course (i.e. PHTLS, ITLS, ATT, etc.). This trauma course may be integrated throughout the various course competencies of EMSP 2330.	Psychomotor	Guided Response

## GENERAL EDUCATION CORE COMPETENCIES

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

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

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 NAEMT PHTLS course to advance to EMSP 2720.**

**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.

## 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% 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:

<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 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a>

## ACCESSIBILITY STATEMENT

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

## GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on 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	10 %
Affective Learning	5 %
Final Exam	35 %

#### **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 2330 CRN# 20294

## Fall Semester 2018 - Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<b>Drug cards</b>	<b>Trauma Related Drugs</b>	<p>Hybrid - You are to create drug cards for the following <b>Trauma Related Drugs</b>. You are to research the information required for each drug. DO NOT "CUT-AND-PASTE" the required information. You <b>WILL NOT</b> learn anything using that technique. We will review the drug information when completed. This assignment is due October 1, 2018. These cards must be sent to me via e-mail. Hand-written cards will NOT be accepted. Let me know if you need assistance. As you research and write this assignment, relate all of the information as it pertains to <b><u>trauma emergencies only.</u></b></p> <ol style="list-style-type: none"> <li>1. Morphine</li> <li>2. Dilaudid</li> <li>3. Demerol</li> <li>4. Fentanyl</li> <li>5. Nitous Oxide</li> <li>6. Toradol</li> <li>7. Sodium Bicarbonate</li> <li>8. Versed</li> <li>9. Etomidate</li> <li>10. Mannitol</li> </ol>		
<b>Monday Sept 10, 2018</b>	<p style="text-align: center;"><b>Chapter 1v5 Trauma Overview</b></p> <p style="text-align: center;"><b>Chapter 2v5 Blunt Trauma</b></p> <p style="text-align: center;"><b>Chapter 3v5 Penetrating Trauma</b></p>	<p><b>Trauma Overview</b> In class – Chapter 1v5 will be discussed and worksheets will be reviewed.</p> <p><b>Blunt Trauma</b> In class - Chapter 2v5 will be discussed.</p> <p><b>Penetrating Trauma</b> In class – Chapter 3v5 will be discussed.</p>	<p><b>Hybrid – READ CHAPTERS 4 &amp; 9 volume 5 and complete the Chapters 4&amp;9v5 Hemorrhage / Shock and Abdominal Trauma Pretest, Homework, and Post Test prior to 9:00am on 9/13/2018</b></p> <p><b>Chapter 1,2,3 Exam next class.</b></p>	<p>*7 **a,b,c,d</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<p>Thursday Sept 13, 2018</p>	<p>Chapter 4v5 Hemorrhage and shock</p> <p>Chapter 9v5 Abdominal Trauma</p>	<p><b>In class - Chapter 1,2,3 Exam Hemorrhage and Shock</b> Chapter 4v5 will be discussed. Worksheets will be reviewed.</p> <p><b>Abdominal Trauma</b> Chapter 9v5 will be discussed. Worksheets will be reviewed</p>	<p><b>Hybrid –</b> <b>READ CHAPTERS 5 &amp; 6</b> <b>volume 5 and</b> <b>complete the Chapters</b> <b>5&amp;6 v5 Soft-Tissue</b> <b>Trauma and Burn</b> <b>Trauma Pretest,</b> <b>Homework, and Post</b> <b>Test prior to 9:00am</b> <b>on 9/19/2018</b> <b>Chapter 4&amp;9 Exam</b> <b>next class.</b></p>	<p>*8 &amp; 9 **a,b,c,d</p>
<p>Wednesday Sept 19, 2018</p>	<p>Chapter 5v5 Soft Tissue Trauma</p> <p>Chapter 6v5 Burn Trauma</p>	<p><b>In class - Chapter 4&amp;9 Exam Soft-Tissue Trauma</b> Chapter 5v5 will be discussed. Worksheets will be reviewed</p> <p><b>Burn Trauma</b> Chapter 6v5 will be discussed. Worksheets will be reviewed.</p>	<p><b>Hybrid -</b> <b>READ CHAPTERS 7 &amp; 8</b> <b>volume 5 and</b> <b>complete the Chapters</b> <b>7&amp;8 v5 Orthopedic</b> <b>Trauma and Thoracic</b> <b>Trauma Pretest,</b> <b>Homework, and Post</b> <b>Test prior to 9:00am</b> <b>on 9/25/2018 Chapter</b> <b>5&amp;6 Exam next class.</b></p>	<p>4 &amp; 5 **a,b,c,d</p>
<p>Tuesday Sept 25, 2018</p>	<p>Chapter 7v5 Orthopedic Trauma</p> <p>Chapter 8v5 Thoracic Trauma</p>	<p><b>In class - Chapter 5&amp;6 Exam Orthopedic Trauma</b> In class - Chapter 7v5 will be discussed. Worksheets will be reviewed.</p> <p><b>Thoracic Trauma</b> In class - Chapter 8v5 will be discussed. Worksheets will be reviewed.</p>	<p><b>Hybrid -</b> <b>READ CHAPTERS 10 &amp;</b> <b>11 volume 5</b> <b>Complete the</b> <b>Chapters 10&amp;11 v5</b> <b>Head, Face, Neck, and</b> <b>Spinal Trauma and</b> <b>nervous</b> <b>SystemTrauma</b> <b>Pretest, Homework,</b> <b>and Post Test prior to</b> <b>9:00am on 9/28/2018</b></p>	<p>*6 &amp; 11 **a,b,c,d</p>
<p>Friday Sept 28, 2018</p>	<p>PHTLS 8<sup>th</sup> Edition</p>	<p>PHTLS</p>	<p>Review PHTLS Assignments</p>	<p>*1-13 **a,b,c,d</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
<b>Saturday Sept 29, 2018</b>	<b>PHTLS 8<sup>th</sup> Edition</b>	<b>PHTLS</b>		*1-13 **a,b,c,d

**Competency Areas:**

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

**General Core Educational Competencies**

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