



# EMS Professions

## EMSP 1120 – EMT Assessment / Airway Management and Pharmacology

### COURSE SYLLABUS

#### HYBRID

#### Fall Semester 2018

#### 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: 20301

Preferred Method of Contact: The preferred method of contact for the instructor is by office phone. If there is no answer, please call the cell phone number provided below.

#### INSTRUCTOR CONTACT INFORMATION

Instructor Name: Laurie Holland

Office Location: Health Science Annex West Room 115

Office Hours: By appointment

Email Address: [lholland@southeasterntech.edu](mailto:lholland@southeasterntech.edu)

Phone: 912-538-3218 (office) 912-245-1702 (cell)

Fax Number: 912-538-3259

Tutoring Hours (if applicable): By Appointment

**This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.**

#### REQUIRED TEXT

*Emergency Care, 13/E*

Daniel Limmer

Michael F. O'Keefe

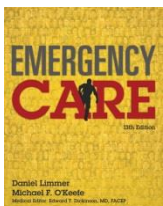
Harvey Grant

Bob Murray

J. David Bergeron

Edward T. Dickinson

ISBN-10: 0134024559



## REQUIRED SUPPLIES & SOFTWARE

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

## COURSE DESCRIPTION

This course prepares students for initial scene management and assessment of patients as well as management of the airway. Introduction to pharmacology is also covered. Includes application of scene information and patient assessment findings (scene size up, primary and secondary assessment, patient history, and reassessment) to guide emergency management.

## MAJOR COURSE COMPETENCIES

Scene Size-Up; Primary Assessment; History Taking; Secondary Assessment; Monitoring Devices; Reassessment; Airway Management; Respiration; Artificial Ventilation; Principles of Pharmacology; Medication Administration; and Emergency Medications.

## PREREQUISITE(S)

Program Admission

## COURSE OUTLINE

### Scene Size-Up

Order	Description	Learning Domain	Level of Learning
1	Anticipate scene safety.	Cognitive	Synthesis
2	Promote the need for crew members to evaluate scene safety prior to entering.	Affective	Characterization
3	Demonstrate scene management for various single or multiple patient situations, including: impact of the environment on patient care; addressing hazards; violence; need for additional or specialized resources; and standard precautions.	Psychomotor	Guided Response

### Primary Assessment

Order	Description	Learning Domain	Level of Learning
1	Demonstrate the primary assessment for all patient situations including: general impression; level of consciousness; ABCs; identifying life threats; and assessment of vital functions.	Cognitive	Application
2	Demonstrate the treatments/procedures needed to preserve life.	Cognitive	Application
3	Perform an appropriate primary assessment for various patient situations.	Psychomotor	Guided Response
4	Respect patients with regard to appropriate primary assessment for various situations.	Affective	Organization

## History Taking

Order	Description	Learning Domain	Level of Learning
1	Demonstrate the method for determining the chief complaint.	Cognitive	Application
2	Demonstrate the methods for determining the mechanism of injury/nature of illness.	Cognitive	Application
3	Demonstrate the methods for determining the past medical history.	Cognitive	Application
4	Demonstrate the methods of determining the associated signs and symptoms for various chief complaints.	Cognitive	Application
5	Demonstrate the methods of determining the pertinent negatives for various chief complaints.	Cognitive	Application
6	Demonstrate obtaining the appropriate patient history for various chief complaints.	Psychomotor	Guided Response
7	Consider patient characteristics while obtaining the appropriate patient history for various chief complaints.	Affective	Valuing

## Secondary Assessment

Order	Description	Learning Domain	Level of Learning
1	Describe a rapid full body scan.	Cognitive	Comprehension
2	Perform a rapid full body scan.	Psychomotor	Guided Response
3	Describe a focused assessment of pain.	Cognitive	Comprehension
4	Perform a focused assessment of pain.	Psychomotor	Guided Response
5	Describe the assessment of vital signs.	Cognitive	Comprehension
6	Perform an assessment of vital signs.	Psychomotor	Guided Response
7	Demonstrate the techniques of physical examination including: respiratory system (presence of breath sounds); cardiovascular system; neurological system; musculoskeletal system; and all anatomical regions.	Cognitive	Application
8	Perform a physical examination on various patients using appropriate techniques.	Psychomotor	Guided Response
9	Display empathy during the secondary assessment of various patients.	Affective	Responding

## Monitoring Devices

Order	Description	Learning Domain	Level of Learning
1	Within the scope of practice of the EMT, show obtaining and using information from patient monitoring devices including (but not limited to): pulse oximetry, non-invasive blood pressure, and blood glucose monitoring devices.	Cognitive	Application
2	Demonstrate obtaining and using information from various patient monitoring devices, within the scope of practice of the EMT.	Psychomotor	Guided Response

## Reassessment

Order	Description	Learning Domain	Level of Learning
1	Determine how and when to perform a reassessment for all patient situations.	Cognitive	Application
2	Demonstrate the reassessment of patients in various situations.	Psychomotor	Guided Response

## Airway Management

Order	Description	Learning Domain	Level of Learning
1	Apply knowledge of general anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.	Cognitive	Application
2	Demonstrate, within the scope of practice of the EMT, the following: airway assessment; and techniques of assuring a patent airway.	Psychomotor	Guided Response

## Respiration

Order	Description	Learning Domain	Level of Learning
1	Articulate the anatomy of the respiratory system.	Cognitive	Application
2	Outline the physiology and pathophysiology of respiration, including: pulmonary ventilation; oxygenation and respiration including (external, internal, and cellular).	Cognitive	Analysis
3	Demonstrate the assessment and management of adequate and inadequate respiration.	Cognitive	Application
4	Perform an assessment and management of adequate and inadequate respiration.	Psychomotor	Guided Response
5	Utilize appropriate supplemental oxygen therapy.	Cognitive	Application
6	Demonstrate supplemental oxygen therapy.	Psychomotor	Guided Response

### Artificial Ventilation

Order	Description	Learning Domain	Level of Learning
1	Outline the assessment and management of adequate and inadequate ventilation, to include: Artificial ventilation; Minute ventilation; Alveolar ventilation; and the Effect of artificial ventilation on cardiac output.	Cognitive	Analysis
2	Perform the assessment and management of adequate and inadequate ventilation.	Psychomotor	Guided Response

### Principles of Pharmacology

Order	Description	Learning Domain	Level of Learning
1	Apply fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency.	Cognitive	Application
2	Describe medication safety.	Cognitive	Comprehension
3	Display appropriate concern for medication safety.	Affective	Responding
4	Discuss kinds of medications used during an emergency.	Cognitive	Comprehension

### Medication Administration

Order	Description	Learning Domain	Level of Learning
1	Differentiate between assisting a patient with medications and administering medications to a patient.	Cognitive	Analysis
2	Demonstrate assisting and administering medications to a patient, within the scope of practice of the EMT.	Psychomotor	Guided Response
3	Demonstrate self-administration of medications, within the scope of practice of the EMT.	Psychomotor	Guided Response
4	Demonstrate peer-administration of medications, within the scope of practice of the EMT.	Psychomotor	Guided Response

### Emergency Medications

Order	Description	Learning Domain	Level of Learning
1	Summarize the: names; actions; indications; contraindications; complications; routes of administration; side effects; interactions; and dosages for the medications administered, within the scope of the practice of the EMT.	Cognitive	Comprehension
2	Demonstrate the appropriate administration, to a simulated patient, of medications within the scope of the practice of the EMT.	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*. **EMS Professions program students must earn a minimum grade of C in this course to advance to EMSP 1130.**

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

## ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

## ADDITIONAL ATTENDANCE PROVISIONS

### *Health Sciences*

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

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course.

**HYBRID ATTENDANCE:** STC's attendance procedure is followed for all hybrid classes along with the following addition. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements. STC's attendance policy located in the STC Catalog and Student Handbook must be followed in all hybrid classes. For the scheduled class sessions, attendance is counted from the first scheduled class meeting of each semester. Three (3) tardies or early departures equal one (1) absence for the course(s) involved. In order for a student to receive credit for a course, a student must attend at least 90% of the scheduled instructional time.

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

## **SPECIAL NEEDS**

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

## **SPECIFIC ABSENCES**

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

## **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu).

## **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% 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...)**

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 <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 1120 CRN# 20301

## Fall Semester 2018 - Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Monday Sept 24	BLS Exam EMSP 1110 Final Exam	In class- AHA BLS Exam <b>(You must achieve a score of 84% or higher to pass this exam)</b>  <b>EMSP 1110 Final Exam</b> – You must have an average of 70% or higher on chapter exams in order to sit for the EMSP 1110 Final Exam.	<b>Hybrid - Read Chapter 11 &amp; 12 and complete online assignments before 11:59pm – Sept. 26, 2018.</b>	
Thursday Sept 27	Chapter 11  Chapter 12	In class - Scene Size-Up  In class - The Primary Assessment (Part 1)	<b>Chapter 11 Exam next class.</b>	*1 & 2 **a, c
Monday October 1	Chapter 12	In class – Chapter 11 Exam  In class - The Primary Assessment (Part 2)	<b>Hybrid - Read Chapter 13 and complete online assignments before 11:59pm - Oct.3, 2018. Chapter 12 Exam next class.</b>	*2 & 6 **a,c
Thursday October 4	Chapter 13	In class – Chapter 12 Exam  In class - Vital Signs and Monitoring Devices	<b>Hybrid - Review Chapter 13. Chapter 13 Exam next class.</b>	*5 **a,c
Monday October 8	Chapter 13	In class – Chapter 13 Exam  In class - Vital Signs and Monitoring Devices (LAB)	<b>Hybrid - Read Chapter 14 and complete online assignments before 11:59pm - Oct 10, 2018</b>	*4 & 6 **a,c
Thursday October 11	Chapter 14	In class - The Secondary Assessment	<b>Hybrid - Read Chapter 9 and complete online assignments before 11:59pm - Oct. 14, 2018. Chapter 14 Exam next class.</b>	*4 & 6 **a,b,c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Monday October 15	Chapter 9	In class – Chapter 14 Exam In class - Airway Management	<b>Hybrid - Read Chapter 10 and complete online assignments before 11:59pm - Oct. 17, 2018.</b> <b>Chapter 9 Exam next class.</b>	*7 **a,b,c
Thursday October 18	Chapter 10	In class – Chapter 9 Exam In class - Respiration and Artificial Ventilation (Part 1)	<b>Hybrid - Review Chapter 10 and complete online assignments.</b>	*7, 8, 9 **a,b,c
Monday October 22	Chapter 10	In class - Respiration and Artificial Ventilation (Part 2)	<b>Hybrid - Read Chapter 16 and complete online assignments before 11:59pm - Oct. 24, 2018.</b> <b>Chapter 10 Exam next class.</b>	*7,8,9 **a,b,c
Thursday October 25	Chapter 16	In class – Chapter 10 Exam In class - General Pharmacology	<b>Hybrid - Review Chapter 16 and complete online assignments.</b> <b>Chapter 16 Exam next class.</b> <b>EMSP 1120 Final Exam next class</b>	*10,11,12 **a,b,c
Monday October 29	<b>Final Exam</b>	In class – Chapter 16 Exam In class - Review and EMSP 1120 Final Exam		*1-12 **a,b,c

**Competency Areas:**

- |                          |                                |
|--------------------------|--------------------------------|
| 1. Scene Size up         | 7. Airway Management           |
| 2. Primary assessments   | 8. Respiration                 |
| 3. History Taking        | 9. Artificial ventilation      |
| 4. Secondary Assessments | 10. Principles of Pharmacology |
| 5. Monitoring Devices    | 11. Medication Administration  |
| 6. Reassessments         | 12. Emergency Medications      |

**General Core Educational Competencies**

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