



**PreHospital Emergency  
 Operations**  
**EMSP 1520 - Advanced Patient  
 Care for the AEMT**  
**COURSE SYLLABUS**  
**HYBRID**  
**Fall Semester 2016**

<b>Semester:</b> Fall 2016 <b>Course Title:</b> Advanced Concepts for the AEMT <b>Course Number:</b> EMSP 1510 <b>Credit Hours/ Minutes:</b> 3 / 3000 <b>Class Location:</b> Bldg. 8 – Room 8164 - Swainsboro <b>Class Meets:</b> Mondays & Thursdays -- 5:45pm- 10:00pm <b>CRN:</b> 20322	<b>Instructor:</b> Jonathan Holland, EMT  <b>Office Hours:</b> By Appointment  <b>Office Location:</b> Health Science Annex West Room 123 <b>Email Address:</b> jholland@southeasterntech.edu <b>Phone:</b> 912-538-3218 <b>Fax Number:</b> 912-538-3259 <b>Tutoring Hours:</b> By Appointment	<b>Program Director:</b> Jim Jones, NREMT  <b>Office Hours:</b> 8:00am - 12:00pm – T&W 2:00pm - 4:00pm – T&W  <b>Office Location:</b> Health Science Annex West – Room 109 <b>Email Address:</b> jjones@southeasterntech.edu <b>Phone:</b> 912-538-3218 <b>Cell Number:</b> 912-293-5161 <b>Tutoring Hours:</b> By Appointment
<b>The preferred method of contact for the instructor is by office phone. If there is no answer, please call or text the cell phone number provided above</b>		
<b>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.</b>		

**REQUIRED TEXT:** Advanced EMT: A Clinical-Reasoning Approach  
 By [Melissa R. Alexander](#), [Richard Belle](#)  
 Pub. Date: Sep 10, 2012 by Prentice Hall.  
 ISBN-10: 0-13-315444-0



**REQUIRED SUPPLIES & SOFTWARE:** Pencils, Black Ink Pens, 3-ring binder, paper

**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, ANGEL, 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 provides opportunities to apply fundamental knowledge of basic and selected advanced emergency care and transportation based on assessment findings for the following: an acutely ill patient; a patient in shock, respiratory failure or arrest, cardiac failure or arrest, and post resuscitation management; and an acutely injured patient. In addition it provides a fundamental knowledge of growth, development, and aging and assessment findings to provide basic and selected advanced emergency care and transportation for a patient

with special needs.  
level.

**MAJOR COURSE COMPETENCIES:** Geriatrics; Patients with Special Challenges; Medical Overview; Neurology; Immunology; Infectious Disease; Endocrine Disorders; Cardiovascular; Toxicology; Respiratory; Hematology; Genitourinary/Renal; Shock and Resuscitation; Chest Trauma; Abdominal and Genitourinary Trauma; Orthopedic Trauma; Head, Facial, Neck, and Spine Trauma; Nervous System Trauma; and Integration of Medical/Trauma Assessments.

**PREREQUISITE(S):** Program Admission

## COURSE OUTLINE:

### Medical Overview

Order	Description	Learning Domain	Level of Learning
1	Apply fundamental knowledge to provide basic and selected advanced emergency care and transportation based on assessment findings for an acutely ill patient.	Cognitive	Application
2	Incorporate the pathophysiology, assessment, and management of medical complaints to include transport mode and destination decisions.	Cognitive	Synthesis
3	Integrate the assessment and management of a medical complaint to include: transport mode; and destination decisions.	Psychomotor	Complex Response

### Neurology

Order	Description	Learning Domain	Level of Learning
1	Incorporate the anatomy, physiology, pathophysiology, assessment and management of seizure.	Cognitive	Synthesis
2	Implement the appropriate assessment and management of a patient with a neurologic complaint.	Psychomotor	Mechanism

### Immunology

Order	Description	Learning Domain	Level of Learning
1	Integrate the anatomy, physiology, pathophysiology, assessment, and management of hypersensitivity disorders and/or emergencies including allergic and anaphylactic reactions.	Cognitive	Synthesis
2	Implement the appropriate assessment and management of a patient experiencing an allergic or anaphylactic reaction.	Psychomotor	Mechanism

## Infectious Disease

Order	Description	Learning Domain	Level of Learning
1	Characterize the assessment and management of a patient who may be infected with a bloodborne pathogen including HIV and Hepatitis B.	Cognitive	Analysis
2	Illustrate the assessment and management of a patient with an antibiotic resistant infection.	Cognitive	Analysis
3	Recognize current infectious diseases prevalent in the community.	Cognitive	Analysis
4	Implement the appropriate assessment and management of a patient who may have an infectious disease.	Psychomotor	Mechanism
5	Encourage the appropriate use of body substance isolation precautions.	Affective	Organization

## Endocrine Disorders

Order	Description	Learning Domain	Level of Learning
1	Integrate the anatomy, physiology, pathophysiology, assessment and management of acute diabetic emergencies.	Cognitive	Synthesis
2	Implement the appropriate assessment and management of a patient experiencing a diabetic emergency.	Psychomotor	Mechanism

## Cardiovascular

Order	Description	Learning Domain	Level of Learning
1	Integrate the anatomy, physiology, pathophysiology, assessment, and management of acute coronary syndrome (including angina pectoris and myocardial infarction).	Cognitive	Synthesis
2	Characterize the anatomy, physiology, pathophysiology, assessment, and management of heart failure and hypertensive emergencies.	Cognitive	Analysis
3	Implement the appropriate assessment and management of a patient experiencing a cardiovascular emergency.	Psychomotor	Mechanism

## Toxicology

Order	Description	Learning Domain	Level of Learning
1	Characterize the assessment findings and management for the opiate toxidrome.	Cognitive	Analysis

2	Implement the appropriate assessment and management of a patient experiencing an opiate overdose emergency.	Psychomotor	Mechanism
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### Respiratory

Order	Description	Learning Domain	Level of Learning
1	Integrate the anatomy, physiology, pathophysiology, assessment, and management of the following: asthma; obstructive/restrictive disease; and pneumonia.	Cognitive	Synthesis
2	Implement the appropriate assessment and management of a patient experiencing a respiratory emergency.	Psychomotor	Mechanism

### Hematology

Order	Description	Learning Domain	Level of Learning
1	Characterize the anatomy, physiology, pathophysiology, assessment and management of sickle cell crisis.	Cognitive	Analysis
2	Implement the appropriate assessment and management of a patient experiencing a sickle cell crisis.	Psychomotor	Mechanism
3	Offer empathy for patients experiencing a sickle cell crisis.	Affective	Organization

### Genitourinary/Renal

Order	Description	Learning Domain	Level of Learning
1	Interpret the anatomy, physiology, pathophysiology, assessment, and management of the following: complications related to renal dialysis; and kidney stones.	Cognitive	Application
2	Implement the appropriate assessment and management of a patient experiencing a genitourinary/renal emergency.	Psychomotor	Mechanism
3	Offer empathy for patients experiencing a genitourinary/renal emergency.	Affective	Organization

### Shock and Resuscitation

Order	Description	Learning Domain	Level of Learning
1	Apply fundamental knowledge to provide basic and selected advanced emergency care and transportation based on assessment findings for a patient in shock, respiratory failure or arrest, cardiac failure or arrest, and post resuscitation management.	Cognitive	Application
2	Implement the appropriate assessment and management of a patient in shock.	Psychomotor	Mechanism
3	Implement the appropriate assessment and	Psychomotor	Mechanism

	management of a patient in respiratory failure or arrest.		
4	Implement the appropriate assessment and management of a patient in cardiac failure or arrest.	Psychomotor	Mechanism
5	Implement the appropriate assessment and management of a patient requiring post resuscitation management.	Psychomotor	Mechanism

### Bleeding

Order	Description	Learning Domain	Level of Learning
1	Incorporate fluid resuscitation into the management of a patient who is bleeding.	Cognitive	Synthesis
2	Integrate fluid resuscitation into the management of a patient who is bleeding.	Psychomotor	Complex Response

### Chest Trauma

Order	Description	Learning Domain	Level of Learning
1	Characterize 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; and traumatic asphyxia.	Cognitive	Analysis
2	Implement the appropriate assessment and management of a patient experiencing chest trauma.	Psychomotor	Mechanism

### Abdominal and Genitourinary Trauma

Order	Description	Learning Domain	Level of Learning
1	Characterize the pathophysiology, assessment, and management of the following: vascular injury; solid and hollow organs injuries; blunt versus penetrating mechanisms; evisceration; retroperitoneal injuries; injuries to the external genitalia; vaginal bleeding due to trauma; and sexual assault.	Cognitive	Analysis
2	Offer empathy for patients who have experienced a genitourinary injury caused by sexual assault.	Affective	Organization

### Orthopedic Trauma

Order	Description	Learning Domain	Level of Learning
1	Discuss the pathophysiology, assessment, and management of compartment syndrome.	Cognitive	Comprehension
2	Integrate the pathophysiology, assessment, and management of pelvic fractures and amputations/replantation.	Cognitive	Synthesis

### Soft Tissue Trauma

Order	Description	Learning Domain	Level of Learning
1	Characterize the pathophysiology, assessment, and management of crush syndrome.	Cognitive	Analysis

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

Order	Description	Learning Domain	Level of Learning
1	Integrate the pathophysiology, assessment, and management of facial fractures and laryngeotracheal injuries.	Cognitive	Synthesis

### Nervous System Trauma

Order	Description	Learning Domain	Level of Learning
1	Integrate the pathophysiology, assessment, and management of traumatic brain injury.	Cognitive	Synthesis

### Special Considerations in Trauma

Order	Description	Learning Domain	Level of Learning
1	Integrate the pathophysiology, assessment, and management of trauma in the following: pregnant patients; pediatric patients; geriatric patients; and cognitively impaired patients.	Cognitive	Synthesis

### Multisystem Trauma

Order	Description	Learning Domain	Level of Learning
1	Integrate the pathophysiology, assessment and management of multi-system trauma.	Cognitive	Synthesis

### Geriatrics

Order	Description	Learning Domain	Level of Learning
1	Characterize fluid resuscitation in the elderly.	Cognitive	Analysis

## Patients with Special Challenges

Order	Description	Learning Domain	Level of Learning
1	Characterize the healthcare implications of the following: abuse; neglect; homelessness; poverty; bariatrics; technology dependent; hospice/ terminally ill; tracheostomy care/dysfunction; homecare; sensory deficit/loss; and developmental disability.	Cognitive	Analysis
2	Implement the patient assessment and management of various patients with special needs to accommodate the healthcare implications of patients with special challenges.	Psychomotor	Mechanism
3	Offer empathy to patients with special challenges.	Affective	Organization

## Medical and Trauma Assessments

Order	Description	Learning Domain	Level of Learning
1	Implement the assessment and management of the following types of complaints: neurological; immunologic; infectious diseases; endocrine disorders; cardiovascular; toxicological; respiratory; hematologic, genitourinary/renal; chest trauma; abdominal/genitourinary trauma; orthopedic trauma; soft tissue trauma; head/facial/neck/and spine trauma; and nervous system trauma.	Psychomotor	Mechanism
2	Integrate a fundamental knowledge of growth, development, and aging and assessment findings to provide basic and selected advanced emergency care and transportation for a patient with special needs.	Psychomotor	Complex Response
3	Respect the critical nature of accurate field impressions for patients with various medical complaints or traumatic injuries.	Affective	Organization

**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 1540.**

Students, who are more than 15 minutes late on exam nights, 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 5:05pm -- 50 minutes are allotted for the exam -- ALL exams must be turned in by 5:55pm.

**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](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% 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](http://www.southeasterntech.edu).

## GRADING POLICY

Exams	50%
Assignments/Quizzes	20%
Affective Learning (Work Ethics)	5%
Final Exam	<u>25%</u> 100%
Practical Exercises	- Pass/Fail

## GRADING

<b>SCALE</b>
A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 0-59

## 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.*

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

**Course Number: EMSP 1520 CRN 20322**

**Fall Semester 2016**

**Lesson Schedule**

**All Chapters indicated in this Lesson Plan will be found in the:  
 “Advanced EMT - A Clinical-Reasoning Approach” Textbook**

*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 online.**

**ONLINE  
ASSIGNMENTS**

Date	Chapter / Lesson #	Content	Assignments Tests	*Competency Area
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: auto;"><b>120 minutes</b></div>	<p>Read Chapter 20 and complete the “MyBradyLab” <b>Pre-test, Homework, and Post-test for Chapter 20</b></p> <p><b>This assignment must be completed by 11:59pm on Sept. 28, 2016</b></p>			
<p>Thurs Sept. 29</p>	<p>Chapter 20</p>	<p>Respiratory Disorders</p>	<p>Read the chapter and complete the “MyBradyLab” <b>Pre-test, Homework, and Post-test for Chapter 21 and Chapter 22</b></p> <hr style="border: 1px solid #f1c40f;"/> <p><b>Complete the Chapter 20 Exam prior to next class.</b></p>	<p>10 a,b,c</p>
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: auto;"><b>120 minutes</b></div>	<p>Read Chapter 20 and complete the “MyBradyLab” <b>Pre-test, Homework, and Post-test for Chapter 21 and Chapter 22</b></p> <p><b>This assignment must be completed by 11:59pm on Oct. 2, 2016</b></p> <p><b>Complete the Chapter 20 Exam prior to next class.</b></p>			
<p>Mon Oct. 3</p>	<p>Chapter 21 Chapter 22</p>	<p>Cardiovascular Disorders Neurologic Disorders</p>	<p>Read the chapter and complete the “MyBradyLab” <b>Pre-test, Homework, and Post-test for Chapter 23</b></p> <hr style="border: 1px solid #f1c40f;"/> <p><b>Complete the Chapter 21 and Chapter 22 Exam prior to next class.</b></p>	<p>8, 18 a,b,c</p>

<p style="text-align: center;"><b>120 minutes</b></p>	<p style="text-align: center;">Read the chapter and complete the "MyBradyLab" <b>Pre-test, Homework, and Post-test</b> for <b>Chapter 23</b></p> <p style="text-align: center;"><b>This assignment must be completed by 11:59pm on Oct. 5, 2016</b></p> <p style="text-align: center;"><b>Complete the Chapter 21 and Chapter 22 Exam prior to next class.</b></p>			
<p style="text-align: center;">Thurs Oct. 6</p>	<p style="text-align: center;">Chapter 23</p>	<p style="text-align: center;">Endocrine Disorders</p>	<p style="text-align: center;">Read the chapter and complete the "MyBradyLab" <b>Pre-test, Homework, and Post-test</b> for <b>Chapter 24, 25, &amp; 26</b></p> <hr style="border: 1px solid #007bff;"/> <p style="text-align: center;"><b>Complete the Chapter 23 Exam prior to next class.</b></p>	<p style="text-align: center;">7 a,b,c</p>
<p style="text-align: center;"><b>120 minutes</b></p>	<p style="text-align: center;">Read the chapter and complete the "MyBradyLab" <b>Pre-test, Homework, and Post-test</b> for <b>Chapter 24, 25, &amp; 26</b></p> <p style="text-align: center;"><b>This assignment must be completed by 11:59pm on Oct. 9, 2016</b></p> <p style="text-align: center;"><b>Complete the Chapter 23 Exam prior to next class.</b></p>			
<p style="text-align: center;">Mon. Oct, 10</p>	<p style="text-align: center;">Chapter 24 Chapter 25 Chapter 26</p>	<p style="text-align: center;">Abd. Pain &amp; GI Disorders Renal, GU, &amp; Gyn. Disorders Hematologic Disorders</p>	<p style="text-align: center;">Read the chapter and complete the "MyBradyLab" <b>Pre-test, Homework, and Post-test</b> for <b>Chapter 27 &amp; 32</b></p> <hr style="border: 1px solid #007bff;"/> <p style="text-align: center;"><b>Complete the Chapter 24, 25, 26 Exam prior to next class.</b></p>	<p style="text-align: center;">12 a,b,c</p>
<p style="text-align: center;"><b>120 minutes</b></p>	<p style="text-align: center;">Read the chapter and complete the "MyBradyLab" <b>Pre-test, Homework, and Post-test</b> for <b>Chapter 27 &amp; 32</b></p> <p style="text-align: center;"><b>This assignment must be completed by 11:59pm on Oct. 12, 2016</b></p> <p style="text-align: center;"><b>Complete the Chapter 24, 25, 26 Exam prior to next class.</b></p>			
<p style="text-align: center;">Thurs. Oct. 13</p>	<p style="text-align: center;">Chapter 27 Chapter 32</p>	<p style="text-align: center;">Immunologic Disorders Toxicologic Emergencies</p>	<p style="text-align: center;">Read the chapter and complete the "MyBradyLab" <b>Pre-test, Homework, and Post-test</b> for <b>Chapter 35 &amp; 38</b></p> <hr style="border: 1px solid #007bff;"/> <p style="text-align: center;"><b>Complete the Chapter 27 &amp; 32 Exam prior to next class.</b></p>	<p style="text-align: center;">5, 9 a,b,c</p>

<div style="background-color: #d9ead3; padding: 10px; border: 1px solid #d9ead3;"> <div style="background-color: #d9534f; color: white; padding: 5px; border-radius: 10px; display: inline-block;">120 minutes</div> </div>		<p style="text-align: center;">Read the chapter and complete the “MyBradyLab” <b>Pre-test, Homework, and Post-test</b> for <b>Chapter 35 &amp; 38</b></p> <p style="text-align: center;"><b>This assignment must be completed by 11:59pm on Oct. 16, 2016</b></p> <p style="text-align: center;"><b>Complete the Chapter 27 &amp; 32 Exam prior to next class.</b></p>		
Mon. Oct 17	Chapter 35 Chapter 38	Soft-Tissue Injuries & Burns Thoracic Trauma	<p>Read the chapter and complete the “MyBradyLab” <b>Pre-test, Homework, and Post-test</b> for <b>Chapter 36 &amp; 37</b></p> <hr style="border: 1px solid #007bff;"/> <p style="color: #d9534f; text-align: center;"><b>Complete the Chapter 35 &amp; 38 Exam prior to next class.</b></p>	13, 14 a,b,c
<div style="background-color: #d9ead3; padding: 10px; border: 1px solid #d9ead3;"> <div style="background-color: #d9534f; color: white; padding: 5px; border-radius: 10px; display: inline-block;">120 minutes</div> </div>		<p style="text-align: center;">Read the chapter and complete the “MyBradyLab” <b>Pre-test, Homework, and Post-test</b> for <b>Chapter 39, 40, &amp; 42</b></p> <p style="text-align: center;"><b>This assignment must be completed by 11:59pm on Oct. 19, 2016</b></p> <p style="text-align: center;"><b>Complete the Chapter 35 &amp; 38 Exam prior to next class.</b></p>		
Thurs. Oct. 20	Chapter 36 Chapter 37	Musculoskeletal Injuries Head, Brain, Face, & Neck Trauma	<p>Read the chapter and complete the “MyBradyLab” <b>Pre-test, Homework, and Post-test</b> for <b>Chapter 39, 40, &amp; 42</b></p> <hr style="border: 1px solid #007bff;"/> <p style="color: #d9534f; text-align: center;"><b>Complete the Chapter 36 &amp; 37 Exam prior to next class.</b></p>	16, 17 a,b,c
<div style="background-color: #d9ead3; padding: 10px; border: 1px solid #d9ead3;"> <div style="background-color: #d9534f; color: white; padding: 5px; border-radius: 10px; display: inline-block;">120 minutes</div> </div>		<p style="text-align: center;">Read the chapter and complete the “MyBradyLab” <b>Pre-test, Homework, and Post-test</b> for <b>Chapter 39, 40, &amp; 42</b></p> <p style="text-align: center;"><b>This assignment must be completed by 11:59pm on Oct. 23, 2016</b></p> <p style="text-align: center;"><b>Complete the Chapter 36 &amp; 37 Exam prior to next class.</b></p>		
Mon. Oct. 24	Chapter 39 Chapter 40 Chapter 42	Abdominal trauma Spine Injuries Multisystem trauma	<p>Read the chapter and complete the “MyBradyLab” <b>Pre-test, Homework, and Post-test</b> for <b>Chapter 44 &amp; 45</b></p> <hr style="border: 1px solid #007bff;"/> <p style="color: #d9534f; text-align: center;"><b>Complete the Chapter 39, 40 &amp; 42 Exam prior to next class.</b></p>	15, 17, 19 a,b,c

<div style="background-color: #d9534f; color: white; padding: 5px; border-radius: 10px; display: inline-block;">120 minutes</div>		<p>Read the chapter and complete the “MyBradyLab” <b>Pre-test, Homework, and Post-test for Chapter 44 &amp; 45</b></p> <p><b>This assignment must be completed by 11:59pm on Oct. 26, 2016</b></p> <p><b>Complete the Chapter 39, 40 &amp; 42 Exam prior to next class.</b></p>		
Thurs. Oct. 27	Chapter 44 Chapter 45	Pediatric Emergencies Geriatrics	Review all chapters covered and be prepared to take the EMSP 1520 Final Exam at the beginning of the next class	1 a,b,c
<div style="background-color: #d9534f; color: white; padding: 5px; border-radius: 10px; display: inline-block;">60 minutes</div>		<p><b>Complete the Chapter 44 &amp; 45 Exam prior to next class.</b></p>		
Mon. Oct 31	EMSP 1520 Final	<b>EMSP 1520 Final Exam</b>		1-19 a,b,c

**COURSE COMPETENCIES:**

1. Geriatrics;
2. Patients with Special Challenges;
3. Medical Overview;
4. Neurology;
5. Immunology;
6. Infectious Disease;
7. Endocrine Disorders;
8. Cardiovascular;
9. Toxicology;
10. Respiratory;
11. Hematology;

12. Genitourinary/Renal;
13. Shock and Resuscitation;
14. Chest Trauma;
15. Abdominal and Genitourinary Trauma;
16. Orthopedic Trauma;
17. Head, Facial, Neck, and Spine Trauma;
18. Nervous System Trauma;
19. Integration of Medical/Trauma Assessments.

**GENERAL EDUCATION CORE 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