



Paramedicine
EMSP 2110 – Foundations of Paramedicine
Hybrid Course Syllabus
Spring Semester 202014

COURSE INFORMATION

Credit Hours/Minutes: 3/3000

Campus/Class Location: Health Science Annex West - Room 111

Class Meets: **25% Hybrid / 75% Face-to-Face**: One to two days per week from 9:00-5:00pm

Course Reference Number (CRN): 40168

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

Email Address: [Jim Jones \(jjones@southeasterntech.edu\)](mailto:jjones@southeasterntech.edu)

Campus/Office Location: Health Science Annex West Room 109

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

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

Fax Number: 912-538-3259

Tutoring Hours (if applicable): By Appointment

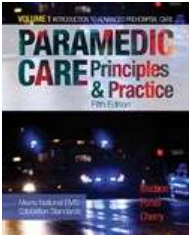
This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

SOUTHEASTERN TECHNICAL COLLEGE (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

REQUIRED TEXT

Paramedic Care: Principles & Practice, Introduction to Paramedicine, 4th Edition, by Bryan E. Bledsoe, Robert S. Porter, Richard A. Cherry, Publish Date: February 2, 2012 by Prentice Hall. ISBN-10: 0-13-211208-6.



REQUIRED SUPPLIES & SOFTWARE

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (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.

Students should not share login credentials with others and should change passwords periodically to maintain security.

COURSE DESCRIPTION

This course introduces the student to the role of the paramedic in today's healthcare system, with a focus on the prehospital setting. This course will also prepare the student to integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan. Topics include: Emergency Medical Services (EMS) Systems; Research; Workforce Safety and Wellness; Documentation; EMS System Communication; Therapeutic Communication; Medical/Legal and Ethics; Life Span Development; Public Health; Incident Management; Air Medical; Scene Size-Up; Primary Assessment; History Taking; Secondary Assessment; Monitoring Devices; and Reassessment.

MAJOR COURSE COMPETENCIES

1. EMS Systems
2. Research
3. Workforce Safety and Wellness
4. Documentation
5. EMS System Communication
6. Therapeutic Communication
7. Medical/Legal and Ethics
8. Life Span Development
9. Public Health
10. Incident Management
11. Air Medical
12. Scene Size-Up
13. Primary Assessment
14. History Taking
15. Secondary Assessment
16. Monitoring Devices
17. Reassessment

PREREQUISITE(S)

Program Admission

COURSE OUTLINE

EMS Systems

Order	Description	Learning Domain	Level of Learning
1	Integrate comprehensive knowledge of EMS systems, the safety/well-being of the paramedic, and medical/legal and ethical issues which is intended to improve the health of EMS personnel, patients, and the community.	Cognitive	Synthesis
2	Assess history of EMS.	Cognitive	Evaluation
3	Integrate EMS systems.	Cognitive	Synthesis
4	Integrate the roles, responsibilities, and professionalism of EMS personnel.	Cognitive	Synthesis
5	Promote appropriate professional interactions with other EMS personnel.	Affective	Characterization
6	Integrate quality improvement.	Cognitive	Synthesis
7	Integrate patient safety.	Cognitive	Synthesis
8	Promote patient safety.	Affective	Characterization

Research

Order	Description	Learning Domain	Level of Learning
1	Articulate research principles to interpret literature and advocate evidence-based practice.	Cognitive	Application
2	Promote research principles to interpret literature and advocate evidence-based practice.	Affective	Characterization

Workforce Safety and Wellness

Order	Description	Learning Domain	Level of Learning
1	Integrate provider safety and wellbeing.	Cognitive	Synthesis
2	Integrate standard safety precautions.	Cognitive	Synthesis
3	Integrate personal protective equipment.	Cognitive	Synthesis
4	Adapt the appropriate use of personal protective equipment to various patient care situations.	Psychomotor	Origination
5	Initiate the appropriate use of personal protective equipment in various patient care situations.	Affective	Characterization
6	Integrate stress management (including dealing with death and dying).	Cognitive	Synthesis
7	Integrate prevention of work related injuries.	Cognitive	Synthesis
8	Encourage prevention of work related injuries.	Affective	Organization
9	Integrate lifting and moving patients.	Cognitive	Synthesis
10	Adapt the lifting and moving techniques to various patient care situations.	Psychomotor	Origination
11	Promote appropriate lifting and moving techniques.	Affective	Characterization
12	Integrate disease transmission.	Cognitive	Synthesis

Order	Description	Learning Domain	Level of Learning
13	Integrate wellness principles.	Cognitive	Synthesis
14	Promote wellness principles.	Affective	Characterization

Documentation

Order	Description	Learning Domain	Level of Learning
1	Evaluate principles of medical documentation and report writing.	Cognitive	Evaluation
2	Implement appropriate medical documentation and report writing for various patient situations, to include the use of appropriate medical terminology/abbreviations.	Psychomotor	Mechanism
3	Appreciate the need for complying with State guidelines for documentation.	Affective	Characterization

EMS System Communication

Order	Description	Learning Domain	Level of Learning
1	Categorize EMS communication systems.	Cognitive	Synthesis
2	Integrate communication with other health care professionals, to include the use of appropriate medical terminology/abbreviations.	Cognitive	Synthesis
3	Integrate team communication and dynamics.	Cognitive	Synthesis
4	Promote appropriate professional communication techniques, including communication with other health care professionals and team communication and dynamics.	Affective	Characterization

Therapeutic Communication

Order	Description	Learning Domain	Level of Learning
1	Integrate principles of communicating with patients in a manner that achieves a positive relationship.	Cognitive	Synthesis
2	Assess factors that affect communication.	Cognitive	Evaluation
3	Compare and Contrast interviewing techniques.	Cognitive	Evaluation
4	Facilitate dealing with difficult patients.	Cognitive	Synthesis
5	Adapt communication strategies for age, stage of development, patients with special needs, and differing cultures.	Cognitive	Synthesis
6	Construct age-appropriate and developmental stage appropriate strategies for communicating with various patients, to include: difficult patients; patients with special needs; patients from differing cultures.	Psychomotor	Complex Response
7	Promote cultural competence with respect to therapeutic communication.	Affective	Characterization

Medical/Legal and Ethics

Order	Description	Learning Domain	Level of Learning
1	Incorporate consent/refusal of care.	Cognitive	Synthesis
2	Reinforce confidentiality.	Cognitive	Synthesis
3	Appreciate confidentiality.	Affective	Characterization
4	Facilitate advanced directives.	Cognitive	Synthesis
5	Interpret tort and criminal actions.	Cognitive	Evaluation
6	Evaluate statutory responsibilities.	Cognitive	Evaluation
7	Support mandatory reporting.	Cognitive	Evaluation
8	Appraise health care regulation.	Cognitive	Evaluation
9	Defend patient rights/advocacy.	Cognitive	Evaluation
10	Evaluate end-of-life issues.	Cognitive	Evaluation
11	Assess ethical principles/moral obligations.	Cognitive	Evaluation
12	Appreciate ethical principles and moral obligations.	Affective	Characterization
13	Evaluate ethical tests and decision making.	Cognitive	Evaluation
14	Prioritize medical, legal, and ethical principles during the assessment and management of various patients.	Psychomotor	Origination

Life Span Development

Order	Description	Learning Domain	Level of Learning
1	Integrate comprehensive knowledge of life span development.	Cognitive	Synthesis
2	Initiate clinically relevant care for individuals with respect to the life span.	Affective	Characterization

Public Health

Order	Description	Learning Domain	Level of Learning
1	Apply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.	Cognitive	Application
2	Promote the principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.	Affective	Characterization

Incident Management

Order	Description	Learning Domain	Level of Learning
1	Support and work within the incident management system.	Cognitive	Evaluation
2	Appreciate establishing and working within the incident management system.	Affective	Characterization

Air Medical

Order	Description	Learning Domain	Level of Learning
1	Integrate medical risks/needs/advantages of air medical transport.	Cognitive	Synthesis
2	Appreciate the medical risks/needs/advantages of air medical transport.	Affective	Characterization

Scene Size-Up

Order	Description	Learning Domain	Level of Learning
1	Initiate scene management including: impact of the environment on patient care; addressing hazards; violence; and multiple patient situations.	Cognitive	Synthesis
2	Adapt scene management strategies to various patient situations.	Psychomotor	Origination
3	Motivate crew members to evaluate scene safety prior to entering.	Affective	Characterization

Primary Assessment

Order	Description	Learning Domain	Level of Learning
1	Adapt the primary assessment to various patient situations including: general impression; level of consciousness; ABCs; identifying life threats; and assessment of vital functions.	Cognitive	Synthesis
2	Adapt treatments/procedures needed to preserve life.	Cognitive	Synthesis
3	Integrate life preserving treatments/procedures into the primary assessment for various patient situations.	Psychomotor	Complex Response
4	Promote respect for patients with regard to appropriate primary assessment for various situations.	Affective	Characterization

History Taking

Order	Description	Learning Domain	Level of Learning
1	Categorize components of the patient history.	Cognitive	Synthesis
2	Integrate interviewing techniques and therapeutic communication techniques, and adapt the line of inquiry based on assessment findings and patient presentation.	Cognitive	Synthesis
3	Adapt interviewing techniques to various patient situations.	Psychomotor	Origination
4	Appreciate patient characteristics while obtaining the appropriate patient history for various chief complaints.	Affective	Characterization

Secondary Assessment

Order	Description	Learning Domain	Level of Learning
1	Categorize techniques of physical examination for all major body systems and anatomical regions.	Cognitive	Synthesis

Order	Description	Learning Domain	Level of Learning
2	Integrate techniques of physical examination for all major body systems and anatomical regions.	Psychomotor	Complex Response
3	Appreciate the need for empathy during the secondary assessment of various patients.	Affective	Characterization

Monitoring Devices

Order	Description	Learning Domain	Level of Learning
1	Utilize patient monitoring devices, within the scope of practice of the Paramedic, to obtain patient information.	Cognitive	Application
2	Use the information from patient monitoring devices, within the scope of practice of the paramedic, including (but not limited to): continuous ECG monitoring; 12 lead ECG interpretation; carbon dioxide monitoring; and basic blood chemistry.	Cognitive	Application
3	Demonstrate the use of patient monitoring devices, within the scope of practice of the Paramedic, to obtain patient information.	Psychomotor	Guided Response

Reassessment

Order	Description	Learning Domain	Level of Learning
1	Anticipate how and when to perform a reassessment for all patient situations.	Cognitive	Synthesis
2	Relate how and when to perform a reassessment for all patient situations.	Affective	Organization
3	Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.	Psychomotor	Complex 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 and Handbook.

Paramedicine program students must earn a minimum grade of C in this course and successfully complete the National Association of Emergency Medical Technicians (NAEMT) Prehospital Trauma Life Support (PHTLS) course to advance to Emergency Medical Services Professions (EMSP) 2120.

HYBRID ATTENDANCE

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and 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" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

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

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

For this class, which meets for a total of 6 days during the semester, the maximum number of days a student may miss is 1 day during EMSP 2110.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: [Macy Gay mgay@southeasterntech.edu](mailto:MacyGay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:HelenThomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

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 make arrangements the appropriate campus coordinator.

Swainsboro Campus: [Macy Gay mgay@southeasterntech.edu](mailto:MacyGay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:HelenThomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

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” (Withdrawn) 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” (Withdrawn Passing) or “WF” (Withdrawn Failing) 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.

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 2110 chapter exams to be eligible to sit for the EMSP 2110 final exam. Any student not having a 70% average or above will not be allowed to take the EMSP 2110 final exam and will not be allowed to advance to EMSP 2120.

ACADEMIC DISHONESTY POLICY

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.

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" (Withdrawn Failing) 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 third 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 (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, 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 nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 165 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

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

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College'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 [Southeastern Technical College's Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING POLICY

Assessment/Assignment	Percentage
Chapter Exams	50 %
Homework Assignments/Quizzes	10 %
Affective Learning	5 %
Final Exam	35 %
Total	100%

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

EMSP 2110 CRN# 40168
Spring Semester 2020 - Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Tuesday January 7		New Student Orientation	Hybrid: Read the chapter and complete the “MyBradyLab” Pre-test, Homework, and Post-test for the following chapters: Chapter 1 – Volume 1 Chapter 2 – Volume 1 This assignment must be completed by 9:00 am on January 13, 2020	
Monday January 13	Chapter 1v1 Chapter 2v1	In class: LECTURE <ul style="list-style-type: none"> • Introduction to Paramedicine • EMS Systems 	Hybrid: Read the chapter and complete the “MyBradyLab” Pre-test, Homework, and Post-test for the following chapters: Chapter 3 – Volume 1 Chapter 4 – Volume 1 This assignment must be completed by 9:00 am on January 16, 2020. Chapter 1v1, Chapter 2v1, EXAM next class.	9 a,c
Thursday January 16	Chapter 3v1 Chapter 4v1	Chapter 1v1, Chapter 2v1, EXAM. In Class: LECTURE & LAB <ul style="list-style-type: none"> • Roles & Responsibilities of the Paramedic • Workforce Safety and Wellness 	Hybrid: Complete the “MyBradyLab” Pre-test, Homework, and Post-test for chapters: Chapter 7 – Volume 1 Chapter 9 – Volume 1 Chapter 10 – Volume 1 This assignment must be completed by 9:00 am on January 22, 2020. Chapter 3v1, Chapter 4v1 EXAM next class.	1,2,3 a,c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Wednesday January 22	Chapter 7v1 Chapter 9v1 Chapter 10v1	In Class: LECTURE <ul style="list-style-type: none"> • Medical, Legal, and Ethical Issues • Communications (EMS and Therapeutic) • Documentation 	Hybrid: Read the chapter and complete the “MyBradyLab” Pre-test, Homework, and Post-test for the following chapters: Chapter 1 – Volume 2 Chapter 2 – Volume 2 This assignment must be completed by 9:00 am on January 28, 2020 Chapter7v1, Chapter9v1, Chapter 10v1 EXAM next class.	4,5,6,7 a,b,c
Tuesday January 28	Chapter 1v2 Chapter 2v2	Chapter7v1, Chapter9v1, Chapter 10v1 EXAM In Class: LECTURE & LAB <ul style="list-style-type: none"> • Scene Size-Up • Primary Assessment 	Hybrid: Read the chapter and complete the “MyBradyLab” Pre-test, Homework, and Post-test for the following chapters: Chapter 4 – Volume 2 Chapter 5 – Volume 2 This assignment must be completed by 9:00 am on February 3, 2020. Chapter 1v2, Chapter 2v2 EXAM next class	4,5,6,7 a,b,c 12,13 a,b,c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Monday February 3	Chapter 4v2 Chapter 5v2	<p>Chapter 1v2, Chapter 2v2 EXAM</p> <p>In Class: LECTURE & LAB</p> <ul style="list-style-type: none"> • History Taking • Secondary Assessment <p>EMSP 2110 Final Exam will be administered at the end of this class.</p>	<p>Hybrid: EMSP 2120 begins next class. Read and complete the “MyBradyLab” Pre-test, Homework, and Post-test for the following chapters: Chapter 12 Volume 1 Part 1 & Part 2 This assignment must be completed by 9:00 am on February 6, 2020.</p>	14,15,16, 17 a,b,c

COMPETENCY AREAS:

1. EMS Systems
2. Research
3. Workforce Safety and Wellness
4. Documentation
5. EMS System Communication
6. Therapeutic Communication
7. Medical/Legal and Ethics
8. Life Span Development
9. Public Health
10. Incident Management
11. Air Medical
12. Scene Size-Up
13. Primary Assessment
14. History Taking
15. Secondary Assessment
16. Monitoring Devices
17. Reassessment

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.