



EMS Professions
EMSP 1150 - Shock & Trauma for
the EMT
COURSE SYLLABUS
HYBRID
Spring Semester 2017

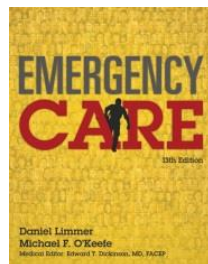
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|--|---|---|
| Semester: Spring 2017 Course Title: Shock and Trauma for the EMT Course Number: EMSP 1150 Credit Hours/ Minutes: 3 / 3000 Class Location: Room 118 HSAW Bldg. Class Meets: 25% Hybrid / 75% Face-to-Face Mondays & Thursdays -- 5:45 pm – 10:00pm CRN: 40250 | Instructor: Laurie Holland, EMT-P Office Hours: N/A Office Location: Room 109 HSAW Bldg. Email Address: lholland@southeasterntech.edu Phone: 912-538-3218 Fax Number: 912-538-3106 Tutoring Hours: By Appointment | Program Director: Jim Jones, BAS, NRP Office Hours: 8:00am - 12:00pm – T&W 2:00pm - 4:00pm – T&W Office Location: Room 115 HSAW Bldg. Email Address: jjones@southeasterntech.edu Phone: 912-538-3218 Cell: 912-293-5161 Tutoring Hours: By Appointment |
|--|---|---|

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

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: 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 Blackboard nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to complete the online portion of the course.

COURSE DESCRIPTION: This course is designed to prepare the EMT student to apply pre-hospital emergency care to patients who have sustained injuries resulting from various mechanisms of injury including: Abdominal and Genitourinary trauma; Orthopedic trauma; Soft Tissue trauma; Head, Facial, Neck, and Spine Trauma and Nervous System trauma. Special considerations in trauma related injuries will be presented including the physiology of shock as well as multi-system trauma and environmental emergencies.

MAJOR COURSE COMPETENCIES:

1. Shock and 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. Trauma Assessments.

PREREQUISITE(S): Program Admission

COURSE OUTLINE:**1. Shock and Resuscitation**

| Order | Description | Learning Domain | Level of Learning |
|--------------|---|------------------------|--------------------------|
| 1 | Apply fundamental knowledge of the causes, pathophysiology, and management of shock, respiratory failure or arrest, cardiac failure or arrest, and post resuscitation management. | Cognitive | Application |
| 2 | Demonstrate the appropriate assessment and management of a patient experiencing shock, or one who is needing resuscitative efforts. | Psychomotor | Guided Response |

2. Trauma Overview

| Order | Description | Learning Domain | Level of Learning |
|--------------|---|------------------------|--------------------------|
| 1 | Apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient. | Cognitive | Application |
| 2 | Articulate the pathophysiology, assessment, and management of the trauma patient including: trauma scoring; rapid transport and destination issues; and transport mode. | Cognitive | Application |

3. Bleeding

| Order | Description | Learning Domain | Level of Learning |
|--------------|---|------------------------|--------------------------|
| 1 | Describe the pathophysiology, assessment, and management of bleeding. | Cognitive | Comprehension |
| 2 | Demonstrate the assessment and management of various types of bleeding. | Psychomotor | Guided Response |

4. Chest Trauma

| Order | Description | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1 | Discuss the recognition and management of blunt versus penetrating mechanisms; open chest wound and impaled object. | Cognitive | Comprehension |
| 2 | Articulate the pathophysiology, assessment and management of the following: blunt versus penetrating mechanisms; hemothorax; pneumothorax (open, simple, and tension); cardiac tamponade; rib fractures; flail chest; and commotio cordis. | Cognitive | Application |
| 3 | Perform an appropriate assessment and management of a patient with chest trauma. | Psychomotor | Guided Response |

5. Abdominal and Genitourinary Trauma

| Order | Description | Learning Domain | Level of Learning |
|-------|---|-----------------|-------------------|
| 1 | Discuss the recognition and management of the following: blunt versus penetrating mechanisms; evisceration; and impaled object. | Cognitive | Comprehension |
| 2 | Articulate the pathophysiology, assessment and management of the following: solid and hollow organ injuries; blunt versus penetrating mechanisms; evisceration; injuries to the external genitalia; vaginal bleeding due to trauma; and sexual assault. | Cognitive | Application |
| 3 | Perform the assessment and management of a patient with abdominal and/or genitourinary trauma. | Psychomotor | Guided Response |
| 4 | Anticipate the emotional needs of a patient who has experienced a genitourinary injury caused by sexual assault. | Affective | Valuing |

6. Orthopedic Trauma

| Order | Description | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1 | Discuss the recognition and management of the following: open fractures; closed fractures; dislocations; and amputations. | Cognitive | Comprehension |
| 2 | Articulate the pathophysiology, assessment, and management of the following: upper and lower extremity orthopedic trauma; open fractures; closed fractures; dislocations; sprains/strains; pelvic fractures; and amputations/replantation. | Cognitive | Application |
| 3 | Perform an appropriate assessment and management of a patient with orthopedic trauma. | Psychomotor | Guided Response |

7. Soft Tissue Trauma

| Order | Description | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1 | Discuss the recognition and management of chemicals in the eye and on the skin. | Cognitive | Comprehension |
| 2 | Articulate the pathophysiology, assessment, and management of the following wounds: avulsions; bite wounds; lacerations; puncture wounds; and incisions. | Cognitive | Application |
| 3 | Demonstrate the pathophysiology, assessment, and management of the following burns: electrical; chemical; thermal; and radiation. | Cognitive | Application |

| | | | |
|---|--|-------------|-----------------|
| 4 | Discuss the assessment and management of crush syndrome. | Cognitive | Comprehension |
| 5 | Perform an appropriate assessment and management of a patient with soft tissue trauma. | Psychomotor | Guided Response |

8. Head, Facial, Neck, and Spine Trauma

| Order | Description | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1 | Discuss the recognition and management of life threats as they relate to head, facial, neck and spinal trauma. | Cognitive | Comprehension |
| 2 | Articulate the pathophysiology, assessment, and management of the following: penetrating neck trauma; laryngotracheal injuries; and spinal trauma. | Cognitive | Application |
| 3 | Discuss the recognition and management of the following: facial fractures; skull fractures; foreign bodies in the eyes; and dental trauma. | Cognitive | Comprehension |
| 4 | Perform an appropriate assessment and management of a patient with head, facial, neck, and spinal trauma. | Psychomotor | Guided Response |

9. Nervous System Trauma

| Order | Description | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1 | Articulate the pathophysiology, assessment, and management of traumatic brain injury and spinal cord injury. | Cognitive | Application |
| 2 | Perform an appropriate assessment and management of a patient with nervous system trauma. | Psychomotor | Guided Response |

10. Special Considerations in Trauma

| Order | Description | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1 | Articulate the pathophysiology, assessment, and management of trauma in the following: pregnant patients; pediatric patients; geriatric patients; and cognitively impaired patients. | Cognitive | Application |
| 2 | Perform the assessment and management of various traumatic injuries for the following types of patients: pregnant; pediatric; geriatric; and cognitively impaired. | Psychomotor | Guided Response |

11. Environmental Emergencies

| Order | Description | Learning Domain | Level of Learning |
|-------|--|-----------------|-------------------|
| 1 | Discuss the recognition and management of submersion incidents. | Cognitive | Comprehension |
| 2 | Articulate the pathophysiology, assessment, and management of the following: near drowning; temperature-related illness; bites and envenomations; dysbarism (high-altitude; diving injuries); electrical injury; and radiation exposure. | Cognitive | Application |
| 3 | Perform an appropriate assessment and management of a patient experiencing an environmental emergency. | Psychomotor | Guided Response |

12. Multi-System Trauma

| Order | Description | Learning Domain | Level of Learning |
|-------|---|-----------------|-------------------|
| 1 | Articulate the pathophysiology, assessment, and management of multi-system trauma and blast injuries. | Cognitive | Application |
| 2 | Perform an appropriate assessment and management of a patient with multi-system trauma and/or blast injuries. | Psychomotor | Guided Response |

13. Trauma Assessments

| Order | Description | Learning Domain | Level of Learning |
|-------|---|-----------------|-------------------|
| 1 | Demonstrate the appropriate assessment and management for various complaints of the following types of acute injuries for all patients (including pregnant, pediatric, geriatric, and cognitively impaired): bleeding; chest trauma; abdominal and genitourinary trauma; orthopedic trauma; soft tissue trauma; head, facial, neck and spine trauma; nervous system trauma; environmental emergencies; and multi-system trauma. | Psychomotor | Guided Response |
| 2 | Consider the critical nature of accurate field impressions for patients with various traumatic injuries. | Affective | Valuing |

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 1140.**

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.

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.

ADDITIONAL ATTENDANCE PROVISIONS

Health Sciences

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. The Paramedicine 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: This class meets 2 day(s) a week for five weeks. 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 (1).

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

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

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

WITHDRAWAL PROCEDURE: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...): If a student misses a test, a grade of zero will be assigned. Only students with extenuating circumstances (who contact the instructor **on or before the day of the test** regarding their absence) will be allowed to take a makeup test, which will replace the zero. Extenuating circumstances are determined at the instructor's discretion. Unless otherwise scheduled with the instructor, it is expected that the test will be taken **PRIOR TO THE NEXT CLASS**, scheduled outside of regular class time. Failure to follow this procedure will result in a grade of zero.

Assignment due dates are listed on the attached lesson schedule. Students are expected to have the assignment completed at the beginning of class on the date that it is due. It is within the instructor's discretion to accept or reject late assignments. Any late assignments accepted will be subject to a ten point penalty each day the assignment is late. After three class meetings, no late assignments will be accepted; a zero will be recorded.

Unannounced quizzes are subject to be given on any day. A grade of zero will be assigned for any quizzes missed. There will be no makeup of quizzes.

Any zeros recorded will be included in the final score calculation.

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: 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 st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu | Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 bwilcox@southeasterntech.edu |

GRIEVANCE PROCEDURES: Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY: Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu.

GRADING POLICY

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

GRADING**SCALE**

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|-----------|
| 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 1150 CRN# 40250

Spring Semester 2017

Lesson Schedule

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

Approx. time to complete.
(in minutes)

GREEN background areas identify
work to be completed online.

ONLINE
ASSIGNMENTS

| Date | Chapter / Lesson # | Content | Assignments Tests | *Competency Area |
|---------------------|---|---|---|-------------------|
| 90 minutes | Read the chapter and complete the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 25 This assignment must be completed by 11:59pm on January 8, 2017 | | | |
| Monday Jan. 9 | Chapter 25 | Bleeding and Shock | Read the chapter and complete the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 26 Chapter 25 Exam next class | 1,2,3,13 a,b,c |
| 90 minutes | Read the chapter and complete the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 26 This assignment must be completed by 11:59pm on January 11, 2017 | | | |
| Thursday Jan. 12 | Chapter 26 | Chapter 25 Exam Soft Tissue Trauma | Read the chapter and complete the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 26 | 1,3 a,b,c |
| 90 minutes | Review the chapter and review the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 26 | | | |
| Thursday Jan. 19 | Chapter 26 | Soft Tissue Trauma | Review the chapter and be prepared to perform all skills included in Chapter 26. Chapter 26 Exam next class | 1,3 a,b,c |
| Monday Jan. 23 | Chapter 26 | Chapter 26 Exam Soft Tissue Trauma (LAB) | Read the chapter and complete the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 27 | 4, 5 a,b,c |

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|------------------|---|--|---|--------------------|
| 90 minutes | <p>Read the chapter and complete the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 27</p> <p>This assignment must be completed by 11:59pm on January 25, 2017</p> | | | |
| Thursday Jan. 26 | Chapter 27 | Chest and Abdominal Trauma | <p>Read the chapter and complete the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 28</p> <p>Chapter 27 Exam next class</p> | 1,2,3,4,5 a,b,c |
| 90 minutes | <p>Read the chapter and complete the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 28</p> <p>This assignment must be completed by 11:59pm on January 29, 2017</p> | | | |
| Monday Jan. 30 | Chapter 28 | <p>Chapter 27 Exam Musculoskeletal Trauma</p> | <p>Review the chapter and be prepared to perform all skills included in Chapter 28</p> <p>Chapter 28 Exam next class</p> | 6 a,b,c |
| 100 minutes | <p>Review the chapter and review the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 28</p> | | | |
| Thursday Feb. 2 | Chapter 28 | <p>Musculoskeletal Trauma (LAB)</p> <p>Chapter 28 Exam</p> | <p>Read the chapter and complete the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 29</p> | 6 a,b,c |
| 100 minutes | <p>Read the chapter and complete the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 29</p> <p>This assignment must be completed by 11:59pm on February 5, 2017</p> | | | |
| Monday Feb. 6 | Chapter 29 | Trauma to the Head, Neck, and Spine | <p>Review the chapter and be prepared to perform all skills included in Chapter 29</p> <p>Chapter 29 Exam next class</p> | 8,9,11 a,b,c |
| 100 minutes | <p>Review the chapter and review the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 29</p> | | | |

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|--------------------|--------------------------|--|---|-----------------|
| Thursday Feb. 9 | Chapter 29 LAB | Chapter 29 Exam Trauma to the Head, Neck, and Spine (LAB) | Review the all chapters covered in this course and be prepared to take the EMSP 1150 Final Exam at the beginning of the next class. | 8,9,11 a,b,c |
| Monday Feb. 13 | LAB | EMSP 1150 Final Exam IV Skills LAB | | 1-13 a,b,c |

COURSE COMPETENCIES:

1. Shock and Resuscitation
2. Trauma Overview
3. Bleeding
4. Chest Trauma
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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. 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.