



EMS Professions
EMSP 1140 – Special Patient Populations
COURSE SYLLABUS
HYBRID
Spring Semester 2018

COURSE INFORMATION

Credit Hours/Minutes: 3 / 3000

Class Location: Health Science Annex West - Room 118

Class Meets: **25% Hybrid / 75% Face-to-Face**: Monday and Thursday 5:45 pm – 10:00.

Course Reference Number (CRN): 40300

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

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Laurie Holland

Office Location: Health Science Annex West Room 115

Office Hours: By appointment

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

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

Fax Number: 912-538-3259

Tutoring Hours (if applicable): By Appointment

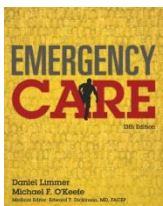
This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

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

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 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.

COURSE DESCRIPTION

This course provides a fundamental knowledge of growth, development, and aging and assessment findings to provide basic emergency care and transportation for a patient with special needs.

MAJOR COURSE COMPETENCIES

1. Obstetrics
2. Gynecology
3. Neonatal Care
4. Pediatrics
5. Geriatrics
6. Patients with Special Challenges
7. Special Patient Populations – Assessments

PREREQUISITE(S)

Program Admission

COURSE OUTLINE**Obstetrics**

Order	Description	Learning Domain	Level of Learning
1	Describe the anatomy and physiology of normal pregnancy.	Cognitive	Comprehension
2	Describe the pathophysiology related to the possible complications of pregnancy.	Cognitive	Comprehension
3	Perform an assessment of a pregnant patient.	Psychomotor	Guided Response
4	Relate the management of the following: normal delivery; abnormal delivery (nuchal cord, prolapsed cord, breech delivery); third trimester bleeding (placenta previa, abruption placenta); spontaneous abortion/miscarriage; ectopic pregnancy; and preeclampsia/eclampsia.	Cognitive	Application
5	Demonstrate the management of various patients with an obstetric emergency.	Psychomotor	Guided Response
6	Attend to the emotional needs of the obstetric patient.	Affective	Responding

Gynecology

Order	Description	Learning Domain	Level of Learning
1	Demonstrate the anatomy, physiology, assessment findings, and management of vaginal bleeding and sexual assault (to include appropriate emotional support).	Cognitive	Application

Order	Description	Learning Domain	Level of Learning
2	Discuss the anatomy, physiology, assessment findings, and management of infections.	Cognitive	Comprehension
3	Perform the assessment and management of a patient experiencing a gynecologic complaint.	Psychomotor	Guided Response
4	Respect the privacy of all gynecologic patients during assessment and treatment.	Affective	Organization

Neonatal Care

Order	Description	Learning Domain	Level of Learning
1	Describe the assessment and management of a newborn.	Cognitive	Comprehension
2	Apply the principles of neonatal resuscitation.	Cognitive	Application
3	Perform the assessment and management of the newborn.	Psychomotor	Guided Response
4	Perform neonatal resuscitation.	Psychomotor	Guided Response

Pediatrics

Order	Description	Learning Domain	Level of Learning
1	Describe the age-related assessment findings, age-related, and developmental stage related assessment and treatment modifications for the following pediatric specific major diseases and/or emergencies: upper airway obstruction; lower airway reactive disease; respiratory distress/failure/arrest; shock; seizures; Sudden Infant Death Syndrome; and gastrointestinal disease.	Cognitive	Comprehension
2	Demonstrate the appropriate age-related, and developmental stage related assessment and treatment modifications for various pediatric major diseases and/or emergencies.	Psychomotor	Guided Response
3	Accept the need for modification of general assessment and treatment modalities for various pediatric diseases and/or emergencies.	Affective	Responding

Geriatrics

Order	Description	Learning Domain	Level of Learning
1	Demonstrate understanding of the changes associated with aging, psychosocial aspects of aging and age-related assessment and treatment modifications for the major or common geriatric diseases and/or emergencies including: cardiovascular diseases; respiratory diseases; neurological diseases; endocrine diseases; Alzheimer's; and dementia.	Cognitive	Application
2	Demonstrate the appropriate age-related assessment and treatment modifications for various older patients experiencing major or common geriatric diseases and/or	Psychomotor	Guided Response

Order	Description	Learning Domain	Level of Learning
	emergencies.		
3	Accept the need for modification of general assessment and treatment modalities for various geriatric diseases and/or emergencies.	Affective	Responding

Patients with Special Challenges

Order	Description	Learning Domain	Level of Learning
1	Identify how to recognize and report abuse and neglect.	Cognitive	Knowledge
2	Describe 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	Comprehension
3	Perform an assessment and provide basic emergency care and transportation for a patient with special needs.	Psychomotor	Guided Response
4	Encourage appropriate sensitivity for patients with special needs.	Affective	Organization

Special Patient Populations - Assessments

Order	Description	Learning Domain	Level of Learning
1	Demonstrate the assessment and management for various complaints of the following types of special patient populations: Obstetric; Gynecologic; Neonatal; Pediatric; Geriatric; and Patients with Special Challenges.	Psychomotor	Guided Response
2	Respect patients with special needs during the assessment and treatment of various complaints.	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 and Handbook. **Emergency Medical Services (EMS) Professions program students must earn a minimum grade of C in this course to advance to EMSP 1510.**

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" (Failing 0-59) 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 Handbook must be followed in all hybrid classes. For the scheduled class sessions, attendance is counted from the first scheduled class meeting of each semester. Three (3) tardies or early departures equal one (1) absence for the course(s) involved. In order for a student to receive credit for a course, a student must attend at least 90% of the scheduled instructional time.

Students must attend the scheduled campus class each week and complete the online assignments. The maximum number of absences a student may miss for this class is two (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, [Helen Thomas](mailto:hthomas@southeasterntech.edu) (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, [Helen Thomas \(hthomas@southeasterntech.edu\)](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" (Withdrawn) 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...)

Statement will vary per program, course, or instructor. Information should be included pertaining to such items as tests, quizzes, homework, etc.....

ACADEMIC DISHONESTY POLICY

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and 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 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 Americans with Disabilities Act (ADA).

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

<p>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</p>	<p>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</p>
<p>Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu</p>	<p>Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1st Street, Vidalia Office 138B Phone: 912-538-3147 Email: Blythe Wilcox bwilcox@southeasterntech.edu</p>

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 website](http://www.southeasterntech.edu/) (<http://www.southeasterntech.edu/>).

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

The Technical College System of Georgia (TCSG) 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	20 %
Affective Learning	5 %
Final Exam	25 %
Total	100%

GRADING SCALE

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

EMSP 1140 CRN# 40300
Spring Semester 2018 - Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Thursday February 15	Chapter 32	In class: Obstetrics & Gynecologic Emergencies	Hybrid: Read the chapter and complete the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 32. This assignment must be completed by 11:59 pm on February 18, 2018	1,2,3 A,b,c
Monday February 19	Chapter 32	In Class: Obstetrics & Gynecologic Emergencies	Hybrid: Read the chapter and complete the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 33. This assignment must be completed by 11:59 pm on February 21, 2018 Chapter 32 EXAM next class.	1,3 a,b,c
Thursday February 22	Chapter 33	In Class: Chapter 32 EXAM Pediatric Emergencies	Hybrid: Review the chapter and review the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 33.	4 a,b,c
Monday February 26	Chapter 33	In Class: Pediatric Emergencies	Hybrid: Review the chapter and review the "MyBradyLab" Pre-test, Homework, and Post-test for Chapter 33. Chapter 33 EXAM next class.	4 a,b,c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Thursday March 1	Chapter 33	<p>In Class:</p> <p>Pediatric Emergencies</p> <p>Chapter 33 EXAM</p>	<p>Hybrid: Read the chapter and complete the “MyBradyLab” Pre-test, Homework, and Post-test for Chapter 34. This assignment must be completed by 11:59 pm on March 4, 2018</p>	4 a,b,c
Monday March 5	Chapter 34	<p>In Class:</p> <p>Geriatric Emergencies</p>	<p>Hybrid: Review the chapter and review the “MyBradyLab” Pre-test, Homework, and Post-test for Chapter 34.</p> <p>Chapter 34 EXAM next class.</p> <p>Hybrid: Read the chapter and complete the “MyBradyLab” Pre-test, Homework, and Post-test for Chapter 35. This assignment must be completed by 11:59 pm on March 7, 2018</p>	5 a,b,c
Thursday March 8	Chapter 35	<p>In Class:</p> <p>Chapter 34 EXAM</p> <p>Emergencies for Patients with Special Challenges</p>	<p>Hybrid: Review the roles and responsibilities as well as the skills expected of the EMT as it relates to OB/GYN, Pediatrics and Geriatrics. You will be expected to complete a given scenario during the next class.</p> <p>Chapter 35 EXAM next class.</p>	6,7 a,b,c
Monday March 12	Chapter 35 LAB	<p>In Class:</p> <p>Chapter 35 EXAM</p>	<p>Hybrid: Review all the chapters covered in this course and be prepared to take the EMSP 1140 Final Exam at the end of the next class.</p>	6,7 a,b,c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Thursday March 15	LAB	In Class: LAB EMSP 1140 Final Exam		1-7 a,b,c

COMPETENCY AREAS:

1. Obstetrics
2. Gynecology
3. Neonatal Care
4. Pediatrics
5. Geriatrics
6. Patients with Special Challenges
7. Special Patient Populations - Assessments.

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.