



**PARAMEDICINE**  
**EMSP 2110 – Foundations of**  
**Paramedicine**  
**COURSE SYLLABUS**  
**HYBRID**  
**Spring Semester 2017**

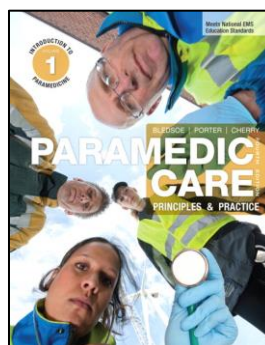
<p><b>Semester:</b> Spring 2017</p> <p><b>Course Title:</b> Foundations of Paramedicine</p> <p><b>Course Number:</b> EMSP 2110</p> <p><b>Credit Hours/ Minutes:</b> 3 / 3000</p> <p><b>Class Location:</b> Room 111 HSAW Bldg.</p> <p><b>Class Meets:</b> <b>25% Hybrid / 75% Face-to-Face:</b> One to two days per week from 9:00-5:00pm (See lesson plan for dates)</p> <p><b>CRN:</b> 40369</p>	<p><b>Instructor:</b> Jim Jones</p> <p><b>Office Hours:</b> Monday - Thursday 7:00am – 8:30am Monday - Thursday 5:00pm - 6:00pm</p> <p><b>Office Location:</b> Room 109 HSAW Building</p> <p><b>Email Address:</b> jjones@southeasterntech.edu</p> <p><b>Phone:</b> 912-538-3218 (office) 912-293-5161 (cell / text)</p> <p><b>Fax Number:</b> 912-538-3106</p> <p><b>Tutoring Hours:</b> By Appointment</p>
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**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:**

Paramedic Care: Principles & Practice, Volume 1:  
 Introduction to Paramedicine, 4th Edition  
 By Bryan E. Bledsoe, Robert S. Porter, Richard  
 A. Cherry  
 Pub. Date: Feb 2, 2012 by Prentice Hall.  
 ISBN-10: 0-13-211208-6



**REQUIRED SUPPLIES & SOFTWARE:** Pencils, 3-ring binder, Paper, computer and internet access.

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

**PREREQUISITE(S):**  
Program Admission

**COURSE OUTLINE**

**1. 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

## 2. 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

## 3. 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
13	Integrate wellness principles.	Cognitive	Synthesis
14	Promote wellness principles.	Affective	Characterization

#### 4. 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

#### 5. 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

#### 6. 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

## 7. 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

## 8. 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	Affective	Characterization

	the life span.		
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## 9. 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

## 10. 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

## 11. 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

## 12. 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

### 13. 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

### 14. 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

### 15. 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
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

### 16. 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

## 17. 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 lesson schedule. Students are also expected to complete all tests and comprehensive problems on the dates specified on the attached lesson schedule. Students are responsible for policies and procedures included in the *STC Catalog* and the *Paramedicine Program Handbook*. **Paramedicine program students must earn a minimum grade of C in this course to advance to EMSP 2120.**

Students, who are more than 15 minutes late on exam days, 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, however he/she must turn in their exam at the end of the allotted exam time, whether finished or not. Example: Exam begins at 9:05am -- 50 minutes are allotted for the exam -- ALL exams must be turned in by 9:55am.

**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 six class sessions. 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](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.

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:

<b>ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer</b>	<b>Title VI - Title IX (Employees) - EEOC Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

**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	5%
Final Exam	<u>25%</u> 100%
Practical Exercises	- Pass/Fail

**GRADING****SCALE**

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 2110 CRN# 40369**  
**Spring Semester 2017**  
**Lesson Plan**

*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	Competency Area
<b>WEEK ONE Part A</b>				
Monday Jan. 9		<b>New Student Orientation</b>	<b>Read the chapter and complete the Pre-test, Homework, and Post-test for the following chapters:</b>  Chapter 1 - Volume 1 Chapter 2 - Volume 1	
<b>120 minutes</b>	<b>Complete the "MyBradyLab" Pre-test, Homework, and Post-test for chapters:</b> Chapter 1 - Volume 1 Chapter 2 - Volume 1  <b>This assignment must be completed by 11:59pm on January 23, 2017</b>			
<b>WEEK ONE Part B</b>				
Thursday Jan. 12	<b>Chapter 1v1 Chapter 2v1</b>	<b>LECTURE</b> <ul style="list-style-type: none"> <li>• Introduction to Paramedicine</li> <li>• EMS Systems</li> </ul>	<b>Read the chapter and complete the Pre-test, Homework, and Post-test for the following chapters:</b>  Chapter 3 - Volume 1 Chapter 4 - Volume 1	*g **a,c
<b>120 minutes</b>	<b>Complete the "MyBradyLab" Pre-test, Homework, and Post-test for chapters:</b> Chapter 3 - Volume 1 Chapter 4 - Volume 1  <b>This assignment must be completed by 11:59pm on January 23, 2017</b>			*g **a,c
<b>WEEK TWO</b>				
Wednesday Jan 18	<b>Chapter 3v1 Chapter 4v1</b>	<b>LECTURE &amp; LAB</b> <ul style="list-style-type: none"> <li>• Roles &amp; Responsibilities of the Paramedic</li> <li>• Workforce Safety and Wellness</li> </ul>	<b>Complete the "MyBradyLab" Pre-test, Homework, and Post-test for chapters:</b> Chapter 7 - Volume 1 Chapter 9 - Volume 1 Chapter 10 - Volume 1	*1,2,3 **a,c

Chapter 1 - Volume 1, Chapter 2 - Volume 1, Chapter 3 - Volume 1, Chapter 4 – Volume 1

**EXAM next class – January 24, 2017**

**150  
minutes**

Complete the “MyBradyLab” **Pre-test, Homework, and Post-test** for chapters:

Chapter 7 - Volume 1  
Chapter 9 - Volume 1  
Chapter 10 - Volume 1

\*4,5,6,7  
\*\*a,c

**This assignment must be completed by 11:59pm on January 23, 2017**

**WEEK THREE**

<p>Tuesday Jan 24</p>	<p><b>Chapter 7v1</b> <b>Chapter 9v1</b> <b>Chapter 10v1</b></p>	<p><b>LECTURE</b></p> <ul style="list-style-type: none"> <li>• Medical, Legal, and Ethical Issues</li> <li>• Communications (EMS and Therapeutic)</li> <li>• Documentation</li> </ul>	<p><b>Read the chapter and complete the Pre-test, Homework, and Post-test for the following chapters:</b></p> <p>Chapter 1 - Volume 3 Chapter 2 - Volume 3</p>	<p>*4,5,6,7 **a,b,c</p>
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Chapter 7 - Volume 1, Chapter 9 - Volume 1, Chapter 10 - Volume 1

**EXAM next class – January 30, 2017**

**120  
minutes**

Complete the “MyBradyLab” **Pre-test, Homework, and Post-test** for chapters:

Chapter 1 - Volume 3  
Chapter 2 - Volume 3

\*4,5,6,7  
\*\*a,c

**This assignment must be completed by 11:59pm on January 29, 2017**

**WEEK FOUR Part A**

<p>Monday Jan 30</p>	<p><b>Chapter 1v3</b> <b>Chapter 2v3</b></p>	<p><b>LECTURE &amp; LAB</b></p> <ul style="list-style-type: none"> <li>• Scene Size-Up</li> <li>• Primary Assessment</li> </ul>	<p><b>Read the chapter and complete the Pre-test, Homework, and Post-test for the following chapters:</b></p> <p>Chapter 4 - Volume 3 Chapter 5 - Volume 3</p>	<p>*4,5,6,7 **a,b,c</p>
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Chapter 1 - Volume 3, Chapter 2 - Volume 3

**EXAM next class – February 2, 2017**

120 minutes	<p>Complete the "MyBradyLab" <b>Pre-test, Homework, and Post-test</b> for chapters:</p> <p>Chapter 4 - Volume 3 Chapter 5 - Volume 3</p> <p><b>This assignment must be completed by 11:59pm on February 1, 2017</b></p>			*12,13 **a,b,c
<b>WEEK FOUR Part B</b>				
Thursday Feb 2	<p><b>Chapter 4v3</b></p> <p><b>Chapter 5v3</b></p>	<p style="text-align: center;"><b>LECTURE &amp; LAB</b></p> <ul style="list-style-type: none"> <li>• History Taking</li> <li>• Secondary Assessment</li> </ul>	<p><b>EMSP 2120 begins next class.</b> Read the chapter and complete the <b>Pre-test, Homework, and Post-test</b> for the following chapters:</p> <p>Chapter 1 Volume 2 Chapter 2 Volume 2</p>	*14,15,16,17 **a,b,c
<p>Chapter 4 - Volume 3 Chapter 5 - Volume 3 <b>EXAM next class – February 8, 2015</b></p>				
<p><b>The EMSP 2110 Final Exam will be administered Wednesday - February 8, 2017</b></p>				
120 minutes	<p style="text-align: center;"><b>EMSP 2120</b></p> <p>Complete the "MyBradyLab" <b>Pre-test, Homework, and Post-test</b> for chapters:</p> <p>Chapter 1 - Volume 2 Parts 1 &amp; 2</p> <p><b>This assignment must be completed by 11:59pm on February 7, 2017</b></p>			

\* 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.