



PARAMEDICINE
EMSP 2320 – Therapeutic
Modalities of Medical Care
COURSE SYLLABUS
HYBRID
Summer Semester 2017



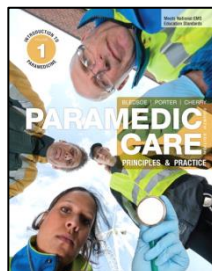
Semester: Summer 2017 Course Title: Therapeutic Modalities of Medical Care Course Number: EMSP 2320 Credit Hours/ Minutes: 5 / 4500 Class Location: HSAW Room 111 Class Meets: 25% Hybrid / 75% Face-to-Face: One to two days per week from 9:00-5:00pm (See lesson plan for dates) CRN: 60220	Instructor: Jim Jones Office Hours: Tuesday & Wednesday 8:00am – 5:00pm Office Location: Room 109 Health Science Annex West Email Address: jjones@southeasterntech.edu Phone: 912-538-3218 (office) 912-293-5161 (cell) Fax Number: 912-538-3106 Tutoring Hours: By Appointment
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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,
Medicine Volume 4, 4th Edition
By Bryan E. Bledsoe, Robert S. Porter, Richard A. Cherry
Pub. Date: Feb 2, 2012 by Prentice Hall.
ISBN-10: 0-13-210903-4



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

COURSE DESCRIPTION: This course will enable the student to integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient experiencing a medical emergency. Topics include: Medical Overview; Neurology; Abdominal and Gastrointestinal Disorders; Immunology; Infectious Disease; Endocrine Disorders; Psychiatric; Toxicology; Respiratory; Hematology; Genitourinary/Renal; Non-Traumatic Musculoskeletal Disorders; Diseases of the Eyes, Ears, Nose, and Throat; and Assessment of Medical Emergencies.

MAJOR COURSE COMPETENCIES:

1. Medical Overview
2. Neurology
3. Abdominal and Gastrointestinal Disorders
4. Immunology
5. Infectious Disease
6. Endocrine Disorders
7. Psychiatric
8. Toxicology
9. Respiratory
10. Hematology
11. Genitourinary/Renal
12. Non-Traumatic Musculoskeletal Disorders
13. Diseases of the Eyes, Ears, Nose, & Throat
14. Assessment of Medical Emergencies

PREREQUISITE(S): Program Admission

COURSE OUTCOMES:

Medical Overview

Order	Description	Learning Domain	Level of Learning
1	Integrate the pathophysiology, assessment, and management of medical complaints to include transport mode and destination decisions.	Cognitive	Synthesis
2	Use the pathophysiology, assessment, and management of medical complaints to assure the appropriate transport mode and destination decision.	Psychomotor	Mechanism

Neurology

Order	Description	Learning Domain	Level of Learning
1	Integrate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following: stroke/intracranial hemorrhage/transient ischemic attack; seizure; status epilepticus; and headache.	Cognitive	Synthesis
2	Articulate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following: dementia; neoplasms; demyelinating disorders; Parkinson's disease; cranial nerve disorders; movement disorders; neurologic inflammation/ infection; spinal cord compression; hydrocephalus; and Wernicke's encephalopathy.	Cognitive	Application
3	Apply the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management to the assessment and management of patients with neurologic complaints.	Psychomotor	Mechanism
4	Appreciate the need to apply the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management to the assessment and management of patients with neurologic complaints.	Affective	Characterization

Abdominal and Gastrointestinal Disorders

Order	Description	Learning Domain	Level of Learning
1	Integrate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following: acute and chronic gastrointestinal hemorrhage; liver disorders; peritonitis; and ulcerative diseases.	Cognitive	Synthesis
2	Articulate the anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following: irritable bowel syndrome; inflammatory disorders; pancreatitis; bowel obstruction; hernias; infectious disorders; gall bladder and biliary tract disorders.	Cognitive	Application
3	Discuss the anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following: rectal abscess; rectal foreign body obstruction; and mesenteric ischemia.	Cognitive	Comprehension
4	Apply the anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, and prognosis to appropriately assess and manage various patients with an abdominal or gastrointestinal disorder.	Psychomotor	Mechanism
5	Appreciate the need to apply the anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, and prognosis to appropriately assess and manage various patients with an abdominal or gastrointestinal disorder.	Affective	Characterization

Immunology

Order	Description	Learning Domain	Level of Learning
1	Integrate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major immune system disorders and/or emergencies, including the following: hypersensitivity; allergic and anaphylactic reactions; and anaphylactoid reactions.	Cognitive	Synthesis
2	Relate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major immune system disorders and/or emergencies, including the following: collagen vascular disease and transplant related problems.	Cognitive	Application
3	Apply the assessment findings, along with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management to the treatment of various patients experiencing common or major immune system disorders and/or emergencies.	Psychomotor	Mechanism

4	Appreciate the need to apply the assessment findings, along with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management to the treatment of various patients experiencing common or major immune system disorders and/or emergencies.	Affective	Characterization
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Infectious Disease

Order	Description	Learning Domain	Level of Learning
1	Promote the appropriate use of body substance isolation precautions.	Affective	Characterization
2	Promote the decontamination of equipment after treating a patient.	Affective	Characterization
3	Integrate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, reporting requirements, prognosis, and management of the following: HIV-related disease; hepatitis; pneumonia; and meningococcal meningitis.	Cognitive	Synthesis
4	Articulate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, reporting requirements, prognosis, and management of the following: tuberculosis; tetanus; viral diseases; sexually transmitted diseases; gastroenteritis; fungal infections; rabies; scabies and lice; Lyme disease; Rocky Mountain Spotted Fever; and antibiotic resistant infections.	Cognitive	Application
5	Use the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, reporting requirements, prognosis, and management for the treatment of various patients with infectious diseases.	Psychomotor	Mechanism
6	Appreciate the use of assessment findings, principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, reporting requirements, prognosis, and management for the treatment of various patients with infectious diseases.	Affective	Characterization

Endocrine Disorders

Order	Description	Learning Domain	Level of Learning
1	Interpret the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of diabetic emergencies and diabetes.	Cognitive	Evaluation

2	Articulate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following: adrenal disease; pituitary and thyroid disorders.	Cognitive	Application
3	Use the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients experiencing an endocrine disorder.	Psychomotor	Mechanism
4	Appreciate the use of assessment findings, principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients experiencing an endocrine disorder.	Affective	Characterization

Psychiatric

Order	Description	Learning Domain	Level of Learning
1	Integrate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of acute psychosis and agitated delirium.	Cognitive	Synthesis
2	Articulate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following: cognitive disorders; thought disorders; mood disorders; neurotic disorders; substance-related disorders/addictive behavior; somatoform disorders; factitious disorders; personality disorders; patterns of violence/ abuse/neglect; and organic psychoses.	Cognitive	Application
3	Use the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients experiencing a psychiatric disorder.	Psychomotor	Mechanism
4	Appreciate the use of assessment findings, principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients experiencing a psychiatric disorder.	Affective	Characterization

Toxicology

Order	Description	Learning Domain	Level of Learning
1	Integrate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following toxidromes and poisonings: cholinergics; anticholinergics; sympathomimetics; sedative/hypnotics; opiates; alcohol intoxication and withdrawal; over-the-counter and prescription medications; carbon monoxide; illegal drugs; and herbal preparations.	Cognitive	Synthesis
2	Use the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients experiencing a toxicological emergency.	Psychomotor	Mechanism
3	Appreciate the use of assessment findings, principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients experiencing a toxicological emergency.	Affective	Characterization

Respiratory

Order	Description	Learning Domain	Level of Learning
1	Integrate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following: acute upper airway infections; spontaneous pneumothorax; obstructive/restrictive lung diseases; and pulmonary infections.	Cognitive	Synthesis
2	Articulate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following: neoplasm; pertussis; and cystic fibrosis.	Cognitive	Application
3	Use the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients experiencing a respiratory emergency.	Psychomotor	Mechanism
4	Appreciate the use of assessment findings, principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients experiencing a respiratory emergency.	Affective	Characterization

Hematology

Order	Description	Learning Domain	Level of Learning
1	Integrate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major hematological diseases and/or emergencies, including sickle cell disease.	Cognitive	Synthesis
2	Articulate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following: blood transfusion complications; hemostatic disorders; lymphomas; red blood cell disorders; white blood cell disorders; and coagulopathies.	Cognitive	Application
3	Use the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients experiencing a hematologic complaint.	Psychomotor	Mechanism
4	Appreciate the use of assessment findings, principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients experiencing a hematologic complaint.	Affective	Characterization

Genitourinary/Renal

Order	Description	Learning Domain	Level of Learning
1	Integrate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following: complications of acute renal failure, chronic renal failure, and dialysis; and renal calculi.	Cognitive	Synthesis
2	Articulate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of the following: acid base disturbances; fluid and electrolyte disturbances; infections; and male genital tract conditions.	Cognitive	Application
3	Use the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients with a genitourinary/renal complaint.	Psychomotor	Mechanism
4	Appreciate the use of assessment findings, principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients with a genitourinary/renal complaint.	Affective	Characterization
5	Promote empathy for patients experiencing a genitourinary/renal emergency.	Affective	Characterization

Non-Traumatic Musculoskeletal Disorders

Order	Description	Learning Domain	Level of Learning
1	Articulate the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major non-traumatic musculoskeletal disorders, including: disorders of the spine; joint abnormalities; muscle abnormalities; and overuse syndromes.	Cognitive	Application
2	Use the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients experiencing a non-traumatic musculoskeletal disorder.	Psychomotor	Mechanism
3	Appreciate the use of assessment findings, principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for the treatment of various patients experiencing a non-traumatic musculoskeletal disorder.	Affective	Characterization

Diseases of the Eyes, Ears, Nose, and Throat

Order	Description	Learning Domain	Level of Learning
1	Articulate the assessment findings with the knowledge of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major diseases of the eyes, ears, nose, and throat, including a nose bleed.	Cognitive	Application
2	Use the assessment findings with the principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for various patients experiencing a disease of the eyes, ears, nose, or throat including a nose bleed.	Psychomotor	Mechanism
3	Appreciate the use of assessment findings, principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management for various patients experiencing a disease of the eyes, ears, nose, or throat including a nose bleed.	Affective	Characterization

Assessment of Medical Emergencies

Order	Description	Learning Domain	Level of Learning
1	Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint.	Psychomotor	Complex Response

2	Implement the assessment and management of the following types of complaints: neurological; abdominal/gastrointestinal; immunologic; infectious diseases; endocrine disorders; psychiatric; toxicological; respiratory; hematologic; genitourinary/renal; non-traumatic musculoskeletal disorders; and diseases of the eyes, ears, nose, and throat.	Psychomotor	Mechanism
3	Appreciate the critical nature of accurate field impressions for patients with various medical complaints.	Affective	Characterization

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*. **Paramedicine program students must earn a minimum grade of C in this course to advance to EMSP 2340.**

Students, who are more than 15 minutes late on exam dates, 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 9:05am -- 50 minutes are allotted for the exam -- ALL exams must be turned in by 9:55am.

WORK ETHICS: The Technical College System of Georgia instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits have been identified and defined as essential for student success: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork. Students will be required to take a work ethics exam as marked in the lesson plan. A grade of 70 or better is required to complete the work ethics requirements for this class.

AFFECTIVE LEARNING EVALUATION: EMS Professions students will be evaluated weekly to identify and correct deficits in affective learning. Students will be evaluated in up to 11 areas of affective behavior. A score will be entered into the grade book to reflect the affective behaviors exhibited during each week of the semester. See the scoring rubric included on the Affective Learning Evaluation form in the program handbook.

ATTENDANCE GUIDELINES: Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

ADDITIONAL ATTENDANCE PROVISIONS

Health Sciences

Requirements for instructional hours within Health Science and Cosmetology programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

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

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

HYBRID ATTENDANCE: STC's attendance procedure is followed for all hybrid classes along with the following addition. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements. STC's attendance policy located in the STC Catalog and Student Handbook must be followed in all hybrid classes. For the scheduled class sessions, attendance is counted from the first scheduled class meeting of each semester. Three (3) tardies or early departures equal one (1) absence for the course(s) involved. In order for a student to receive credit for a course, a student must attend at least 90% of the scheduled instructional time.

HYBRID ATTENDANCE ADDENDUM: 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 Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, 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 the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

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: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

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

ACCESS TO TECHNOLOGY: Students can now access Black Board, 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

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 2320 CRN# 60220


Summer Semester 2017

Lesson Schedule

Date	Chapter / Lesson #	Content	Assignments Tests	*Competency Area
<p>WHITE background areas identify work to be completed in the classroom.</p>				
<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="94 514 409 661" style="background-color: #d9534f; color: white; padding: 5px; border-radius: 10px; text-align: center;"> Approx. time to complete. (in minutes) </div> <div data-bbox="453 548 1141 625" style="text-align: center;"> <p>GREEN background areas identify work to be completed outside the classroom or online.</p> </div> <div data-bbox="1200 556 1552 619" style="background-color: #f4a460; padding: 5px; border-radius: 10px; text-align: center;"> ONLINE EXAM </div> </div>				
<div style="background-color: #d9534f; color: white; padding: 5px; border-radius: 10px; text-align: center;"> 150 minutes </div>	<p>Chapter 16</p>	<p>Respiratory Pharmacology (Handout: <u>Respiratory</u> Drug Assignment. Due June 20, 2017)</p>	<p>Read Chapter 1 Drug cards will be due on June 20, 2017.</p>	<p>*9 ** a,b,c.</p>
<div style="background-color: #d9534f; color: white; padding: 5px; border-radius: 10px; text-align: center;"> 120 minutes </div>	<p>Chapter 16</p>	<p>Respiratory Read Chapter 1v4 and complete the MyBradyLab assignment. This assignment must be completed by 11:55pm on June 19, 2017</p>	<p>Read Chapter 1v4 Complete the MyBradyLab assignment</p>	<p>*9 ** a,b,c.</p>
<p>Tues. June 20</p>	<p>Chapter 1</p>	<p>PULMONOLOGY Review of Respiratory Anatomy and Physiology, Pathophysiology, Assessment, Specific Respiratory Diseases Chapter and drug cards will be reviewed.</p>	<p>Read Chapter 3v4 Chapter 1 Exam next class.</p>	<p>*1 & 9 ** a,b,c.</p>
<div style="background-color: #d9534f; color: white; padding: 5px; border-radius: 10px; text-align: center;"> 40 minutes </div>	<p>Chapter 16</p>	<p>NEUROLOGY Pharmacology (Handout: <u>Neurology</u> Drug Assignment. Due June 26, 2017)</p>	<p>Read Chapter 3 Drug cards will be due on June 26, 2017.</p>	<p>*2 ** a,b,c.</p>

<p style="text-align: center;">120 minutes</p>	<p style="text-align: center;">Chapter 3</p>	<p>NEUROLOGY Read Chapter 3v4 and complete the MyBradyLab assignment. This assignment must be completed by 11:55pm on June 25, 2017 (Handout: <u>Neurology</u> Drug Card Assignment. Due June 26, 2017)</p>	<p>Read Chapter 3v4 and complete the MyBradyLab assignment.</p>	<p style="text-align: center;">*2 ** a,b,c.</p>
<p style="text-align: center;">Mon. June 26</p>	<p style="text-align: center;">Chapter 3</p>	<p style="text-align: center;"><u>Chapter 1 - EXAM</u> NEUROLOGY Chapter and drug cards will be reviewed.</p>	<p style="text-align: center;">Chapter 3 Exam next class.</p>	<p style="text-align: center;">*2 ** a,b,c.</p>
<p style="text-align: center;">30 minutes</p>	<p style="text-align: center;">Chapters 4 & 5</p>	<p>Endocrine Pharmacology (Handout: <u>Endocrinology</u> Drug Assignment. Due June 29, 2017)</p>	<p>Read Chapters 4 & 5 Drug cards will be due on June 29, 2017.</p>	<p style="text-align: center;">*6 ** a,b,c.</p>
<p style="text-align: center;">60 minutes</p>	<p style="text-align: center;">Chapters 4 & 5</p>	<p>ENDOCRINOLOGY Read Chapters 4 & 5 and complete the MyBradyLab assignment. This assignment must be completed by 11:55pm on June 28, 2017</p>	<p>Read Chapter 4 & 5 and complete the MyBradyLab assignment.</p>	<p style="text-align: center;">*6 ** a,b,c.</p>
<p style="text-align: center;">Thurs. June 29</p>	<p style="text-align: center;">Chapters 4 & 5</p>	<p style="text-align: center;"><u>Chapter 3 - EXAM</u> ENDOCRINOLOGY & IMMUNOLOGY Chapter and worksheets will be reviewed.</p>	<p style="text-align: center;">Chapters 4 & 5 Exam next Class.</p>	<p style="text-align: center;">*6 & 4 ** a,b,c.</p>
<p style="text-align: center;">55 minutes</p>	<p style="text-align: center;">Chapters 6 & 7</p>	<p>Gastroenterology Pharmacology (Handout: <u>Gastroenterology</u> Drug Assignment. Due July 11, 2017)</p>	<p>Read Chapters 6 & 7 Drug cards will be due on July 11, 2017.</p>	<p style="text-align: center;">*3 & 11 ** a,b,c.</p>

<p style="text-align: center;">90 minutes</p>	<p style="text-align: center;">Chapters 6 & 7</p>	<p>Gastroenterology, Urology, & Nephrology Read Chapters 6 & 7 and complete the MyBradyLab assignment. This assignment must be completed by 11:55pm on July 10, 2017</p>	<p>Read Chapters 6 & 7 and complete the MyBradyLab assignment.</p>	<p>*3 & 11 ** a,b,c.</p>
<p style="text-align: center;">Tues. July 11</p>	<p style="text-align: center;">Chapters 6 & 7</p>	<p><u>Chapters 4 & 5 - EXAM</u> GASTROENTEROLOGY, UROLOGY, & NEPHROLOGY Gastrointestinal, Renal, and Urologic Emergencies Chapter and drug cards will be reviewed.</p>	<p style="text-align: center;">Chapters 6 & 7 exam Next class.</p>	<p>*3 & 11 ** a,b,c.</p>
<p style="text-align: center;">40 minutes</p>	<p style="text-align: center;">Chapters 8 & 11</p>	<p>TOXICOLOGY, SUBSTANCE ABUSE, & PSYCHIATRIC and BEHAVIORAL DISORDERS (Handout: <u>Toxicology and Behavioral Drug Assignment</u>. Due July 14, 2017)</p>	<p>Read Chapters 8 & 11 Drug cards will be due on July 14, 2016.</p>	<p>*8 & 7 ** a,b,c.</p>
<p style="text-align: center;">120 minutes</p>	<p style="text-align: center;">Chapters 8 & 11</p>	<p>TOXICOLOGY, SUBSTANCE ABUSE, & PSYCHIATRIC and BEHAVIORAL DISORDERS Read Chapters 8 & 11 and complete the MyBradyLab assignment. This assignment must be completed by 11:55pm on July 13, 2017</p>	<p>Read Chapters 8 & 11 and complete the MyBradyLab assignment.</p>	<p>*8 & 7 ** a,b,c.</p>
<p style="text-align: center;">Fri. July 14</p>	<p style="text-align: center;">Chapters 8 & 11</p>	<p><u>Chapter 6 & 7 - EXAM</u> TOXICOLOGY, SUBSTANCE ABUSE, & PSYCHIATRIC and BEHAVIORAL DISORDERS Chapters and worksheets will be reviewed.</p>	<p style="text-align: center;">Chapter 8 & 11 exam Next class.</p>	<p>*8 & 7 ** a,b,c.</p>
<p style="text-align: center;">120 minutes</p>	<p style="text-align: center;">Chapters 9 & 10</p>	<p>HEMATOLOGY, INFECTIOUS DISEASES and SEPSIS Read Chapters 9 & 10 and complete the MyBradyLab assignment. This assignment must be completed by 11:55pm on July 16, 2017</p>	<p>Read Chapters 9 & 10 and complete the MyBradyLab assignment.</p>	<p>*10 & 5 ** a,b,c.</p>

Mon. July 17	Chapters 9 & 10	<u>Chapter 8 & 11 - EXAM</u> HEMATOLOGY, INFECTIOUS DISEASES and SEPSIS Chapters and worksheets will be reviewed.	Chapters 9 & 10 Exam Next class.	*10 & 5 ** a,b,c.
	Chapters 12 & 13	DISEASES of the EYES, EARS, NOSE, and THROAT, & NOTRAUMATIC MUSCULOSKELETAL DISORDERS Read Chapters 12 & 13 and complete the MyBradyLab assignment. This assignment must be completed by 11:55pm on July 19, 2017	Read Chapters 12 & 13 and complete the MyBradyLab assignments.	*13 & 12 ** a,b,c.
Thurs. July 20	Chapters 12 & 13	<u>Chapter 9 & 10 - EXAM</u> DISEASES of the EYES, EARS, NOSE, and THROAT, & NOTRAUMATIC MUSCULOSKELETAL DISORDERS Chapters and worksheets will be reviewed.	Review all Chapters in Volume 4 EMSP 2320 Final Exam will be administered next class.	*13 & 12 ** a,b,c.
Wed. July 26	FINAL EXAM	REVIEW EMSP 2320 Final Exam Review of Clinical books.		

***Competency Area**

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| 1. Medical Overview | 8. Toxicology |
| 2. Neurology | 9. Respiratory |
| 3. Abdominal and Gastrointestinal Disorders | 10. Hematology |
| 4. Immunology | 11. Genitourinary/Renal |
| 5. Infectious Disease | 12. Non-Traumatic Musculoskeletal Disorders |
| 6. Endocrine Disorders | 13. Diseases of the Eyes, Ears, Nose, & Throat |
| 7. Psychiatric | 14. Assessment of Medical Emergencies |

****General Core Educational Competencies**

- The ability to utilize standard written English.
- The ability to solve practical mathematical problem.
- The ability to read, analyze, and interpret information.