



**PARAMEDICINE**  
**EMSP 2320 – Therapeutic Modalities of Medical Care**  
**COURSE SYLLABUS**  
**HYBRID**  
**Summer Semester 2018**

**COURSE INFORMATION**

Credit Hours/Minutes: 5/4500

Health Science Annex West/Class Location: Room 111

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

Course Reference Number (CRN): 60224

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

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Jim Jones

Health Science Annex West/Office Location: Room 109

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

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

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

Fax Number: 912-538-3259

Tutoring Hours: By Appointment

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

**SOUTHEASTERN TECHNICAL COLLEGE (STC) CATALOG AND HANDBOOK**

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

**REQUIRED TEXT**

Paramedic Care: Principles & Practice, Introduction to Paramedicine, 5th Edition, by Bryan E. Bledsoe, Robert S. Porter, Richard A. Cherry, Publish Date: April 26, 2016 by Prentice Hall. ISBN-10: 0-13-453873-0.



## REQUIRED SUPPLIES & SOFTWARE

Pencils, 3-ring binder, Paper, computer and internet access.

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

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

## COURSE DESCRIPTION

This course 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 OUTLINE

### 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	Psychomotor	Mechanism

Order	Description	Learning Domain	Level of Learning
	prognosis to appropriately assess and manage various patients with an abdominal or gastrointestinal disorder.		
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

### 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	Cognitive	Synthesis

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
	following: HIV-related disease; hepatitis; pneumonia; and meningococcal meningitis.		
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**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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	Affective	Characterization

Order	Description	Learning Domain	Level of Learning
	experiencing a hematologic complaint.		

### 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	Affective	Characterization



Order	Description	Learning Domain	Level of Learning
	experiencing a non-traumatic musculoskeletal disorder.		

### 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**

The Technical College System of Georgia instructs and evaluates students on work ethics in all programs of study. Paramedicine 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.

## **HYBRID ATTENDANCE**

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

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

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

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

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

**For this class, which meets 10 days for the summer semester, the maximum number of days a student may miss for EMSP 2320 is 1 day.**

### **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 \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 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 [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

### **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...)**

If a student misses a test, a grade of zero will be assigned. Only students with extenuating circumstances (who contact the instructor on or before the day of the test regarding their absence) will be allowed to take a makeup test, which will replace the zero. Extenuating circumstances are determined at the instructor's discretion. Unless otherwise scheduled with the instructor, it is expected that the test will be taken prior to the next class, and will be scheduled outside of regular class time. Failure to follow this procedure will result in a grade of zero.

Assignment due dates are listed on the attached lesson schedule and in MyBradyLab. Students are expected to have the assignment completed when it is due. It is within the instructor's discretion to accept or reject

late assignments. Any late assignments accepted will be subject to a ten point penalty each day the assignment is late. After three class meetings, no late assignments will be accepted; a zero will be recorded.

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

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

Students must have a 70% or above average on all EMSP 2130 chapter exams to be eligible to sit for the EMSP 2120 final exam. Any student not having a 70% average will not be allowed to take the EMSP 2130 final exam and will not be allowed to advance to EMSP 2140.

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Handbook.

### **PROCEDURE FOR ACADEMIC MISCONDUCT**

The procedure for dealing with academic misconduct and dishonesty is as follows:

#### **1. First Offense**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

#### **2. Second Offense**

Student is given a grade of "WF" (Withdraw 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:

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 Email: <a href="mailto:Helen.Thomas@southeasterntech.edu">Helen.Thomas@southeasterntech.edu</a>	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:Lanie.Jonas@southeasterntech.edu">Lanie.Jonas@southeasterntech.edu</a>

### **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 [STC website](http://www.southeasterntech.edu/) (<http://www.southeasterntech.edu/>).

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

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

### **GRADING POLICY**

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

### **GRADING SCALE**

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

**(All Practical competencies must be passed to complete the course.)**

## EMSP 2320 CRN# 60224

### Summer Semester 2018 - Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			<b>HYBRID:</b> Read Chapter 1v3 and complete the MyBradyLab assignment. This assignment must be completed by 11:55 pm on 6/14/18 <b>Respiratory Pharmacology</b> (Handout: <b>Respiratory</b> Drug Card Assignment. Due )	*9 **a,b,c
FRIDAY June 15	<b>Chapter 1v3</b>	<b>In Class: Pulmonology</b> <ul style="list-style-type: none"> <li>• Review of Respiratory Anatomy and Physiology, Pathophysiology, Assessment, Specific Respiratory Diseases</li> <li>• Chapter and drug cards will be reviewed.</li> </ul>	<b>HYBRID:</b> Read Chapter 3v3 and complete the MyBradyLab assignment. This assignment must be completed by 11:55 pm on 6/17/18 <b>Neurology Pharmacology</b> (Handout: <b>Neurology</b> Drug Card Assignment. Due)  <b>Chapter 1 Exam next Class.</b>	*1 & 9 **a,b,c
Monday June 18	<b>Chapter 3v3</b>	<b>In Class: <u>Chapter 1v3-EXAM</u> Neurology</b> <ul style="list-style-type: none"> <li>• Chapter and drug cards will be reviewed.</li> </ul>	<b>HYBRID:</b> Read Chapters 4v3 & 5v3 and complete the MyBradyLab assignment. This assignment must be completed by 11:55 pm on 6/20/18 <b>Endocrine Pharmacology</b> (Handout: <b>Endocrinology</b> Drug Card Assignment. Due)  <b>Chapter 3v3 Exam next class.</b>	*6 **a,b,c

<p>Thursday June 21</p>	<p><b>Chapters 4v3 &amp; v3 5</b></p>	<p><b>In Class: <u>Chapter 3v3-EXAM</u> Endocrinology &amp; Immunology</b></p> <ul style="list-style-type: none"> <li>• Chapter and worksheets will be reviewed.</li> </ul>	<p><b>HYBRID:</b> Read Chapters 6v3 &amp; 7v3 and complete the MyBradyLab assignment. This assignment must be completed by 11:55 pm on 6/26/18</p> <p><b>Gastroenterology Pharmacology</b> (Handout: <b><u>Gastroenterology</u></b> Drug Assignment. Due)</p> <p><b>Chapters 4v3 &amp; 5v3 Exam next class.</b></p>	<p>*3 &amp; 11 **a,b,c</p>
<p>Wednesday June 27</p>	<p><b>Chapters 6v3 &amp; 7v3</b></p>	<p><b>In Class: <u>Chapters 4v3 &amp; 5v3-EXAM</u> Gastroenterology, Urology, &amp; Nephrology</b></p> <ul style="list-style-type: none"> <li>• Gastrointestinal, Renal, and Urologic Emergencies</li> <li>• Chapter and Drug cards will be reviewed.</li> </ul>	<p><b>HYBRID:</b> Read Chapters 8v3 &amp; 11v3 and complete the MyBradyLab assignment. This assignment must be completed by 11:55 pm on 7/8/18</p> <p><b>Toxicology, Substance Abuse, &amp; Psychiatric and Behavioral Disorders</b> (Handout: <b><u>Toxicology and Behavioral</u></b> Drug Assignment. Due)</p> <p><b>Chapters 6v3 &amp; 7v3 Exam next class.</b></p>	<p>*8 &amp; 7 **a, b, c</p>
<p>Monday July 9</p>	<p><b>Chapters 8v3 &amp; 11v3</b></p>	<p><b>In Class: <u>Chapter 6v3 &amp; 7v3-EXAM</u> Toxicology, Substance Abuse, &amp; Psychiatric and Behavioral Disorders</b></p> <ul style="list-style-type: none"> <li>• Chapters and worksheets will be reviewed.</li> </ul>	<p><b>HYBRID:</b> Read Chapters 9v3 &amp; 10v3 and complete the MyBradyLab assignment. This assignment must be completed by 11:55 pm on 7/11/18</p> <p><b>Chapters 8v3 &amp; 11v3 Exam next class.</b></p>	<p>*8 &amp; 7 **a, b, c</p>



Thursday July 12	<b>Chapters 9v3 &amp; 10v3</b>	<b>In Class: <u>Chapter 8v3 &amp; 11v3-EXAM</u> Hematology Infectious Diseases and Sepsis</b> <ul style="list-style-type: none"> <li>Chapters and Worksheets will be reviewed.</li> </ul>	<b>HYBRID:</b> Read Chapters 12v3 & 13v3 and complete the MyBradyLab assignment. This assignment must be completed by 11:55 pm on 7/17/18 <b>Chapters 9v3 &amp; 10v3 Exam next class.</b>	*10 & 5 **a, b, c
Wednesday July 18	<b>Chapters 12v3 &amp; 13v3</b>	<b>In Class: <u>Chapter 9v3 &amp; 10v3-EXAM</u> Diseases of the Eyes, Ears, Nose, and Throat, &amp; Non-Traumatic Musculoskeletal Disorders</b> <ul style="list-style-type: none"> <li>Chapters and worksheets will be reviewed.</li> </ul>	<b>HYBRID:</b> Review all Chapters in Volume 3.  <b>EMSP 2320 Final Exam will be administered next class.</b>	*13 & 12 **a, b, c
Tuesday July 24	<b>FINAL EXAM</b>	<b>In Class: REVIEW EMSP 2320 FINAL EXAM Review of Clinical Books.</b>		

#### COMPETENCY AREAS:

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

#### 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.