



EMS Professions
EMSP 1520 – Advanced Patient Care for the AEMT
COURSE SYLLABUS
HYBRID
Summer Semester 2018

COURSE INFORMATION

Credit Hours/Minutes: 3 / 3000

Health Science Annex West Campus/Class Location: Room 118

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

Course Reference Number (CRN): 60228

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 Room/Office Location: Room 109

Office Hours: By appointment

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

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

Fax Number: 912-538-3259

Tutoring Hours (if applicable): By Appointment

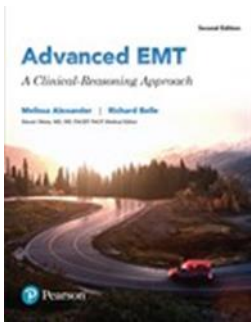
This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

SOUTHEASTERN TECHNICAL COLLEGE (STC) CATALOG AND HANDBOOK

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

REQUIRED TEXT

Advanced Emergency Medical Technician (EMT): A Clinical-Reasoning Approach, 2nd edition by [Melissa R. Alexander](#), [Richard Belle](#), Publish Date: September 10, 2012 by Prentice Hall. ISBN-10: 0-13-442012-8.



REQUIRED SUPPLIES & SOFTWARE:

Pencils, Black Ink Pens, 3-ring binder, paper

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

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

COURSE DESCRIPTION

This course provides opportunities to apply fundamental knowledge of basic and selected advanced emergency care and transportation based on assessment findings for the following: an acutely ill patient; a patient in shock, respiratory failure or arrest, cardiac failure or arrest, and post resuscitation management; and an acutely injured patient. In addition it provides a fundamental knowledge of growth, development, and aging and assessment findings to provide basic and selected advanced emergency care and transportation for a patient with special needs.

MAJOR COURSE COMPETENCIES

1. Geriatrics
2. Patients with Special Challenges
3. Medical Overview
4. Neurology
5. Immunology
6. Infectious Disease
7. Endocrine Disorders
8. Cardiovascular
9. Toxicology
10. Respiratory
11. Hematology
12. Genitourinary/Renal
13. Shock and Resuscitation
14. Chest Trauma
15. Abdominal and Genitourinary Trauma
16. Orthopedic Trauma

- 17. Head, Facial, Neck, and Spine Trauma
- 18. Nervous System Trauma
- 19. Integration of Medical/Trauma Assessments

PREREQUISITE(S)

Program Admission

COURSE OUTLINE

Medical Overview

Order	Description	Learning Domain	Level of Learning
1	Apply fundamental knowledge to provide basic and selected advanced emergency care and transportation based on assessment findings for an acutely ill patient.	Cognitive	Application
2	Incorporate the pathophysiology, assessment, and management of medical complaints to include transport mode and destination decisions.	Cognitive	Synthesis
3	Integrate the assessment and management of a medical complaint to include: transport mode; and destination decisions.	Psychomotor	Complex Response

Neurology

Order	Description	Learning Domain	Level of Learning
1	Incorporate the anatomy, physiology, pathophysiology, assessment and management of seizure.	Cognitive	Synthesis
2	Implement the appropriate assessment and management of a patient with a neurologic complaint.	Psychomotor	Mechanism

Immunology

Order	Description	Learning Domain	Level of Learning
1	Integrate the anatomy, physiology, pathophysiology, assessment, and management of hypersensitivity disorders and/or emergencies including allergic and anaphylactic reactions.	Cognitive	Synthesis
2	Implement the appropriate assessment and management of a patient experiencing an allergic or anaphylactic reaction.	Psychomotor	Mechanism

Infectious Disease

Order	Description	Learning Domain	Level of Learning
1	Characterize the assessment and management of a patient who may be infected with a bloodborne pathogen including HIV and Hepatitis B.	Cognitive	Analysis
2	Illustrate the assessment and management of a patient with an antibiotic resistant infection.	Cognitive	Analysis
3	Recognize current infectious diseases prevalent in the community.	Cognitive	Analysis
4	Implement the appropriate assessment and management of a patient who may have an infectious disease.	Psychomotor	Mechanism

Order	Description	Learning Domain	Level of Learning
5	Encourage the appropriate use of body substance isolation precautions.	Affective	Organization

Endocrine Disorders

Order	Description	Learning Domain	Level of Learning
1	Integrate the anatomy, physiology, pathophysiology, assessment and management of acute diabetic emergencies.	Cognitive	Synthesis
2	Implement the appropriate assessment and management of a patient experiencing a diabetic emergency.	Psychomotor	Mechanism

Cardiovascular

Order	Description	Learning Domain	Level of Learning
1	Integrate the anatomy, physiology, pathophysiology, assessment, and management of acute coronary syndrome (including angina pectoris and myocardial infarction).	Cognitive	Synthesis
2	Characterize the anatomy, physiology, pathophysiology, assessment, and management of heart failure and hypertensive emergencies.	Cognitive	Analysis
3	Implement the appropriate assessment and management of a patient experiencing a cardiovascular emergency.	Psychomotor	Mechanism

Toxicology

Order	Description	Learning Domain	Level of Learning
1	Characterize the assessment findings and management for the opiate toxidrome.	Cognitive	Analysis
2	Implement the appropriate assessment and management of a patient experiencing an opiate overdose emergency.	Psychomotor	Mechanism

Respiratory

Order	Description	Learning Domain	Level of Learning
1	Integrate the anatomy, physiology, pathophysiology, assessment, and management of the following: asthma; obstructive/restrictive disease; and pneumonia.	Cognitive	Synthesis
2	Implement the appropriate assessment and management of a patient experiencing a respiratory emergency.	Psychomotor	Mechanism

Hematology

Order	Description	Learning Domain	Level of Learning
1	Characterize the anatomy, physiology, pathophysiology, assessment and management of sickle cell crisis.	Cognitive	Analysis
2	Implement the appropriate assessment and management of a patient experiencing a sickle cell crisis.	Psychomotor	Mechanism
3	Offer empathy for patients experiencing a sickle cell crisis.	Affective	Organization

Genitourinary/Renal

Order	Description	Learning Domain	Level of Learning
1	Interpret the anatomy, physiology, pathophysiology, assessment, and management of the following: complications related to renal dialysis; and kidney stones.	Cognitive	Application
2	Implement the appropriate assessment and management of a patient experiencing a genitourinary/renal emergency.	Psychomotor	Mechanism
3	Offer empathy for patients experiencing a genitourinary/renal emergency.	Affective	Organization

Shock and Resuscitation

Order	Description	Learning Domain	Level of Learning
1	Apply fundamental knowledge to provide basic and selected advanced emergency care and transportation based on assessment findings for a patient in shock, respiratory failure or arrest, cardiac failure or arrest, and post resuscitation management.	Cognitive	Application
2	Implement the appropriate assessment and management of a patient in shock.	Psychomotor	Mechanism
3	Implement the appropriate assessment and management of a patient in respiratory failure or arrest.	Psychomotor	Mechanism
4	Implement the appropriate assessment and management of a patient in cardiac failure or arrest.	Psychomotor	Mechanism
5	Implement the appropriate assessment and management of a patient requiring post resuscitation management.	Psychomotor	Mechanism

Bleeding

Order	Description	Learning Domain	Level of Learning
1	Incorporate fluid resuscitation into the management of a patient who is bleeding.	Cognitive	Synthesis
2	Integrate fluid resuscitation into the management of a patient who is bleeding.	Psychomotor	Complex Response

Chest Trauma

Order	Description	Learning Domain	Level of Learning
1	Characterize the pathophysiology, assessment and management of the following: traumatic aortic disruption; pulmonary contusion; blunt cardiac injury; hemothorax; pneumothorax (including open, simple and tension); cardiac tamponade; rib fractures; flail chest; commotio cordis; and traumatic asphyxia.	Cognitive	Analysis
2	Implement the appropriate assessment and management of a patient experiencing chest trauma.	Psychomotor	Mechanism

Abdominal and Genitourinary Trauma

Order	Description	Learning Domain	Level of Learning
1	Characterize the pathophysiology, assessment, and	Cognitive	Analysis

Order	Description	Learning Domain	Level of Learning
	management of the following: vascular injury; solid and hollow organs injuries; blunt versus penetrating mechanisms; evisceration; retroperitoneal injuries; injuries to the external genitalia; vaginal bleeding due to trauma; and sexual assault.		
2	Offer empathy for patients who have experienced a genitourinary injury caused by sexual assault.	Affective	Organization

Orthopedic Trauma

Order	Description	Learning Domain	Level of Learning
1	Discuss the pathophysiology, assessment, and management of compartment syndrome.	Cognitive	Comprehension
2	Integrate the pathophysiology, assessment, and management of pelvic fractures and amputations/replantation.	Cognitive	Synthesis

Soft Tissue Trauma

Order	Description	Learning Domain	Level of Learning
1	Characterize the pathophysiology, assessment, and management of crush syndrome.	Cognitive	Analysis

Head, Facial, Neck, and Spine Trauma

Order	Description	Learning Domain	Level of Learning
1	Integrate the pathophysiology, assessment, and management of facial fractures and laryngeotracheal injuries.	Cognitive	Synthesis

Nervous System Trauma

Order	Description	Learning Domain	Level of Learning
1	Integrate the pathophysiology, assessment, and management of traumatic brain injury.	Cognitive	Synthesis

Special Considerations in Trauma

Order	Description	Learning Domain	Level of Learning
1	Integrate the pathophysiology, assessment, and management of trauma in the following: pregnant patients; pediatric patients; geriatric patients; and cognitively impaired patients.	Cognitive	Synthesis

Multisystem Trauma

Order	Description	Learning Domain	Level of Learning
1	Integrate the pathophysiology, assessment and management of multi-system trauma.	Cognitive	Synthesis

Geriatrics

Order	Description	Learning Domain	Level of Learning
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Order	Description	Learning Domain	Level of Learning
1	Characterize fluid resuscitation in the elderly.	Cognitive	Analysis

Patients with Special Challenges

Order	Description	Learning Domain	Level of Learning
1	Characterize the healthcare implications of the following: abuse; neglect; homelessness; poverty; bariatrics; technology dependent; hospice/ terminally ill; tracheostomy care/dysfunction; homecare; sensory deficit/loss; and developmental disability.	Cognitive	Analysis
2	Implement the patient assessment and management of various patients with special needs to accommodate the healthcare implications of patients with special challenges.	Psychomotor	Mechanism
3	Offer empathy to patients with special challenges.	Affective	Organization

Medical and Trauma Assessments

Order	Description	Learning Domain	Level of Learning
1	Implement the assessment and management of the following types of complaints: neurological; immunologic; infectious diseases; endocrine disorders; cardiovascular; toxicological; respiratory; hematologic, genitourinary/renal; chest trauma; abdominal/genitourinary trauma; orthopedic trauma; soft tissue trauma; head/facial/neck/and spine trauma; and nervous system trauma.	Psychomotor	Mechanism
2	Integrate a fundamental knowledge of growth, development, and aging and assessment findings to provide basic and selected advanced emergency care and transportation for a patient with special needs.	Psychomotor	Complex Response
3	Respect the critical nature of accurate field impressions for patients with various medical complaints or traumatic injuries.	Affective	Organization

GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS (HYBRID)

Students are expected to complete all work shown on the attached assignment sheet. Students are also expected to complete all tests and comprehensive problems on the dates specified on the attached calendar. Students are responsible for policies and procedures included in the STC Catalog and Handbook. Students must maintain a 70% or higher average on Chapter exams to sit for the Final exam. **EMS Professions program students must earn a minimum grade of C in this course to advance to EMSP 1540.**

Students, who are more than 15 minutes late on exam nights, will not be allowed to take the exam once the exam has started. These students must schedule a time to make up the exam or a zero will be given for the exam. This time will be other than normal class hours, must be prior to the next class, and will be at the instructor's convenience. If the student is less than 15 minutes late, and the exam has started, the student may begin the exam, but he/she must turn in their exam at the end of the allotted exam time, whether finished or not. Example: Exam begins at 5:05pm -- 50 minutes are allotted for the exam -- ALL exams must be turned in by 5:55pm.

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.

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 1520 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" (withdrawn) 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.

ACADEMIC DISHONESTY POLICY

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" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the Americans with Disabilities Act (ADA).

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

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus	Lanie Jonas, Director of Human Resources Vidalia Campus

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu

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

Students must maintain a 70% or higher average on Chapter exams to sit for the Final exam.

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

GRADING SCALE

Letter Grade	Range
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 1520 CRN# 60228

Summer Semester 2018 - Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			<p>Hybrid: Read Chapter 20 and complete the “MyBradyLab” Pre-test, Homework, and Post-test for Chapter 20.</p> <p>This assignment must be completed by 5:59pm on 5/17/2018</p>	
<p>Thursday May 17</p>	<p>Chapter 20</p>	<p>In Class: Respiratory Disorders</p>	<p>Hybrid: Read Chapter 21 & 22 and complete the “MyBradyLab” Pre-test, Homework, and Post-tests.</p> <p>This assignment must be completed by 5:59pm on 5/21/2018</p> <p>Complete the Chapter 20 Exam prior to next class.</p>	<p>10 a,b,c</p>
<p>Monday May 21</p>	<p>Chapter 21 Chapter 22</p>	<p>In Class: Cardiovascular Disorders Neurologic Disorders</p>	<p>Hybrid: Read the Chapter and complete the “MyBradyLab” Pre-test, Homework, and Post-test for Chapter 23.</p> <p>This assignment must be completed by 5:59pm on 5/24/2018</p> <p>Complete the Chapter 21 and Chapter 22 Exams prior to next class.</p>	<p>8, 18 a,b,c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Thursday May 24	Chapter 23	In Class: Endocrine Disorders	Hybrid: Read the Chapter and complete the “MyBradyLab” Pre-test, Homework, and Post-test for Chapter 24, 25, &26. This assignment must be completed by 5:59pm on 5/31/2018 Complete the Chapter 23 Exam Prior to next class.	7 a,b,c
Thursday May 31	Chapter 24 Chapter 25 Chapter 26	In Class: Abdominal Pain & GI Disorders Renal, GU, & Gynecologic Disorders Hematologic Disorders	Hybrid: Read the Chapter and complete the “MyBradyLab” Pre-test, Homework, and Post-test for Chapter 27 & 32. This assignment must be completed by 5:59pm on 6/4/2018 Complete the Chapter 24, 25, 26 Exams prior to next class.	12 a,b,c
Monday June 4	Chapter 27 Chapter 32	In Class: Immunologic Disorders Toxicologic Emergencies	Hybrid: Read the Chapter and complete the “MyBradyLab” Pre-test, Homework, and Post-test for Chapter 35 & 38. This assignment must be completed by 5:59pm on 6/7/2018 Complete the Chapter 27 & 32 Exams prior to next class.	5, 9 a,b,c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Thursday June 7	Chapter 35 Chapter 38	In Class: Soft-Tissue Injuries & Burns Thoracic Trauma	Hybrid: Read the Chapter and complete the “MyBradyLab” Pre-test, Homework, and Post-test for Chapter 36 & 37. This assignment must be completed by 5:59pm on 6/11/2018 Complete the Chapter 35 & 38 Exams prior to next class.	13, 14 a,b,c
Monday June 11	Chapter 36 Chapter 37	In Class: Musculoskeletal Injuries Head, Brain, Face, & Neck Trauma	Hybrid: Read the Chapter and complete the “MyBradyLab” Pre-test, Homework, and Post-test for Chapter 39, 40, & 42. This assignment must be completed by 5:59pm on 6/14/2018 Complete the Chapter 36 & 37 Exams prior to next class.	16, 17 a,b,c
Thursday June 14	Chapter 39 Chapter 40 Chapter 42	In Class: Abdominal Trauma Spine Injuries Multisystem Trauma	Hybrid: Read the Chapter and complete the “MyBradyLab” Pre-test, Homework, and Post-test for Chapter 44 & 45. This assignment must be completed by 5:59pm on 6/18/2018 Complete the Chapter 39, 40, & 42 Exams prior to next class.	15, 17, 19 a,b,c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
Monday June 18	Chapter 44 Chapter 45	In Class: Pediatric Emergencies Geriatrics	Hybrid: Review all chapters covered and be prepared to take the EMSP 1520 Final Exam at the beginning of the next class. Complete the Chapter 44 & 45 Exam prior to next class.	1 a,b,c
Thursday June 21	EMSP 1520 Final Exam	In Class: EMSP 1520 FINAL EXAM		1-19 a,b,c

COMPETENCY AREAS:

1. Geriatrics
2. Patients with Special Challenges
3. Medical Overview
4. Neurology
5. Immunology
6. Infectious Disease
7. Endocrine Disorders
8. Cardiovascular
9. Toxicology
10. Respiratory
11. Hematology
12. Genitourinary/Renal
13. Shock and Resuscitation
14. Chest Trauma
15. Abdominal and Genitourinary Trauma
16. Orthopedic Trauma
17. Head, Facial, Neck, and Spine Trauma
18. Nervous System Trauma
19. Integration of Medical/trauma Assessments

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.