

# **GRAYSON COLLEGE**

## ***Course Syllabus***

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### **Course Information**

EMSP 1338 – Introduction to Advanced Practice - Fall 2015

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### **Type of Course/Delivery Mode/Testing Requirements**

Face-to-face course; lecture and lab 16 hrs/ week on campus; cognitive examinations conducted on campus in computer lab with test proctor.

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### **Professor Contact Information**

Brandon Poteet, 903-463-8677- poteetb@grayson.edu - Health Science Building A106 office hours Monday – Thursday 07:00 am – 02:00 pm, Friday 07:00 am – 1:00 pm., unless it is class meeting dates. It is best to use the e-mail option within Canvas for communications outside the classroom. I can respond quickly as I monitor e-mail after hours and there is an official record of our communications.

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### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Demonstration of college readiness in reading and math skills; current and completed immunizations for tetanus/diphtheria, measles, mumps, rubella, Hepatitis A, Hepatitis B, varicella, and a TB skin test within 6 months prior to clinical entry; completed pre-entrance physical exam and health statement without limitations; satisfactory completion of drug screen and background check; liability insurance is required before the student may attend clinical; concurrent enrollment in EMSP 1356, EMSP 2248, EMSP 1149, EMSP 2137, and EMSP 1355.

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### **Course Description**

This course is an introduction course needed for preparation for certification as an Emergency Medical Technician (EMT) - Paramedic. It provides an exploration of the foundations necessary for mastery of the advanced topics of clinical practice out of the hospital.

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## Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Describe and list the roles and responsibilities of advanced EMS personnel within the EMS system.
  2. Apply the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients.
  3. Employ effective communication.
  4. Interpret the medical/legal issues.
  5. Demonstrate ethical behaviors.
  6. Discuss the well-being of the paramedic.
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## Required Textbooks and Materials

1. Bledsoe; Paramedic Care: Principles and Practices 4/e ISBN: 0-13-211208-6; Pearson Education, Inc. Upper Saddle River, New Jersey, 07458
2. Mosby; Mosby's Dictionary of Medicine, Nursing & Health Professions; Mosby Elsevier, St. Louis, MO, 63146; 2006. (ISBN: 13 978-0-323-03562-0)
3. Computer with Internet access to Canvas through the college website, [www.grayson.edu](http://www.grayson.edu).
4. Microsoft Office software (Word, PowerPoint, Excel).
5. Stethoscope. Must be of adequate quality to assess specific heart and lung sounds. Contact course professor for further details and specifications.
6. Black ink pen.
7. Student uniform.
8. EMT Paramedic Student ID.

## Additional Resources

- State of Texas Department of State Health Services website: [www.dshs.state.tx.us/emstraumasystems/](http://www.dshs.state.tx.us/emstraumasystems/)
    - Texas Administrative Code, Rules/ Policies
    - 157.33 – Certifications
    - 157.36 – Disciplinary Actions
    - 157.37 – Certification of Persons with Criminal Backgrounds
    - 157.38 – Continuing Education
  - National Registry of EMTs website: [www.nremt.org](http://www.nremt.org)
  - American Heart Association: [www.americanheart.org](http://www.americanheart.org)
  - Online Writing Lab for APA formatting: <http://owl.english.purdue.edu/owl/resource/560/01/>
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## **Required Assignments & Academic Calendar**

Monday      Introduction to Advanced Practice  
August 24    Introduction, EMS Systems, Well-Being, Public Health

Thursday     Introduction to Advanced Practice  
August 27    Documentation, Communications, Medical Legal

Wednesday   Introduction to Advanced Practice  
September 2   Ethics, Research, Evidence Based Medicine

Saturday      Introduction to Advanced Practice  
September 5   Medical Terminology, Human Body Systems

Tuesday      Introduction to Advanced Practice  
September 8   Human Systems, Pathophysiology

Friday         Introduction to Advanced Practice  
September 11 Pathophysiology

Monday        Introduction to Advanced Practice  
September 14 Life Span Development

Thursday      Introduction to Advanced Practice  
September 17 **Summary Exam**

**This schedule is subject to change. The student will be notified of any changes at the end of the current class meeting.**

**In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where, or how, to continue their coursework.**

## Outline of Topics Covered – Course Objectives

### Cognitive

<u>Topic</u>	<u>Objective</u>
Preparatory	Integrates comprehensive knowledge of EMS systems, the safety/well-being of the paramedic, and medical/legal and ethical issues, which is intended to improve the health of EMS personnel, patients, and the community.
<i>EMSP</i> Anatomy and Physiology	1338 Integrates a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems.
<i>EMSP</i> Medical Terminology	1338 1355 1356 2544 2434 Integrates comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.
<i>EMSP</i> Pathophysiology	1338 Integrates comprehensive knowledge of pathophysiology of major human systems.
<i>EMSP</i> Life Span Development	1338 1355 1356 2544 2434 2430 2143 Integrates comprehensive knowledge of life span development.
<i>EMSP</i> Public Health	1338 2430 Applies fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.
<i>EMSP</i> Pharmacology	1338 1455 2430 Integrates comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.
<i>EMSP</i> Airway Management, Respiration and Artificial Ventilation	1338 1356 1455 2544 2434 2143 Integrates complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
<i>EMSP</i> Assessment	1356 Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.
<i>EMSP</i> Medicine	1356 2143 Integrates 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.		
<i>EMSP</i>	2544	2434	2143	
Shock and Resuscitation	Integrates comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.			
	Integrates a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.			
<i>EMSP</i>	1338	1355	2544	2430
Trauma	Integrates assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient.			
<i>EMSP</i>	1338	1355		
Special Patient Populations	Integrates assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.			
<i>EMSP</i>	2430	2143		
	<b><u>Psychomotor</u></b>			
Skills	Safely and effectively perform within the National EMS Scope of Practice and state Scope of Practice at the Emergency Medical Technician (EMT) – Paramedic level.			
<i>EMSP</i>	1338	1356	1455	2462
	<b><u>Affective</u></b>			
Therapeutic Communications	Effectively communicate in a manner that is culturally sensitive and intended to improve the patient outcome.			
<i>EMSP</i>	1361	2462		
Professionalism	Is a role model of exemplary professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time- management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service.			
<i>EMSP</i>	1361	2462		
Decision Making	Performs basic and advanced interventions as part of a treatment plan intended to mitigate the emergency, provide symptom relief, and improve the overall health of the patient.			
	Evaluates the effectiveness of interventions and modifies treatment plan accordingly.			
<i>EMSP</i>	1361	2462	2143	
Record Keeping	Report and document assessment findings and interventions. Collect and report data to be used for epidemiological and research purposes.			
<i>EMSP</i>	1361	2462		
Scene Leadership	Function as the team leader of a routine, single patient advanced life support emergency call.			
<i>EMSP</i>	2462			

Scene Safety	Ensure the safety of the rescuer and others during an emergency.
<i>EMSP</i>	<i>1361 2462</i>

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## Methods of Evaluation

**Important Notice Concerning Final Course Grading: In order for the following calculation to apply to the EMSP 1338 course grade, the student MUST have earned an *average* of 74 or better on the three (3) major exams of the course. Failure to achieve this average will constitute failure of the EMSP 1338 course and the student will not be permitted to continue the Paramedic 2015-2016 course of study. However, the student will be permitted to re-apply to the program for the 2016-2017 academic year.**

<b>Categories:</b>	<b>Percentage:</b>
<b>Professional Behavior (Affective)</b>	10%
<b>Canvas Exercises (Cognitive)</b>	10%
<b>Quizzes (Cognitive)</b>	10%
<b>Examinations (Cognitive)</b>	70%

Professional Behavior will be based on daily performance in the classroom as it relates to attitude and professionalism. The student will be graded each class meeting by their Team Leader using criteria determined by the class. The Team Leader will provide the course instructor with a daily report of the students in his/her team, signed by both the team leader and course instructor. The scores will be tabulated and posted in the grade book within Canvas. At the beginning of the course the student will start with 100 total points. A deduction from the 100 points will occur each time a violation occurs. The remaining points will be calculated as 10% of the final course grade. If the student loses more than 10 points in any of the areas listed below, the course instructor will counsel the student. If the total number of points falls below 74, the Program Director and instructor will counsel the student, as this indicates failure of the affective domain. *Please note; some offenses are so severe they may result in the student being referred to the EMS Program Director for counseling and/or dismissal from the program. These offenses are listed in the EMS Program Policy Manual pages 19-22.*

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|---|------------------|
| <b>1. Integrity</b>                       | <b>10 points</b> |
| <b>2. Empathy</b>                         | <b>10 points</b> |
| <b>3. Self-Motivation</b>                 | <b>10 points</b> |
| <b>4. Appearance and Personal Hygiene</b> | <b>10 points</b> |
| <b>5. Self-Confidence</b>                 | <b>10 points</b> |
| <b>6. Communications</b>                  | <b>10 points</b> |

- 7. Time Management** **10 points**
- 8. Teamwork and Diplomacy** **10 points**
- 9. Respect** **10 points**
- 10. Careful Delivery of Service** **10 points**

*Canvas Exercises* must be completed by the due date posted in Canvas. These exercises may include, multiple-choice assignments and discussion questions. Multiple-choice assignments are graded on percentage of correct items while discussion questions are graded on content using the rubric below. These exercises will make up 10 % of the final course grade. It is the student responsibility to monitor due dates and times. There will be **NO** extensions on the due dates or times.

Discussion Question Rubric:

Points	Criteria
4	Clearly defined response with 2 or more references in APA format.
3	Weak response ideas with less than 2 references, or no APA format.
2	Complete opinion without references.
1	Totally off topic, does not contribute to the discussion.
0	No response.

*\*The student must intelligently reply to at least two other responses in order to receive credit for their discussion question posting.*

**Quizzes** will be administered by the professor at any time throughout the course. Quizzes may be given in any form: oral, paper or via the web. Any incomplete quizzes will be scored as **0%**. The average score of all quizzes will determine 10% of the course grade.

**Examinations** will be administered on the GC campus as scheduled by the professor. The length of time allowed for testing is based on the number of test items on the exam and will be determined by the professor. Examinations will begin on time and finish on time. Students who arrive late will be admitted at the discretion of the professor, and, if admitted, will have only the remaining time available. Students who are absent from an examination may be eligible for a make-up examination only when certain circumstances are met and approved by the professor. The average score of all examinations will determine 70% of the course grade.

## Grading

<u>Letter Grade</u>	<u>Interpretation</u>	<u>Numerical Grade</u>	<u>Grade Points/ Semester</u> <u>Hour</u>
A	Excellent	91.50 – 100.00	4
B	Good	82.50 – 91.49	3
C	Satisfactory	73.50 – 82.49	2
D	Failing	64.50 – 73.49	1
F	Failing	64.49 and below	0

Students will be notified of grades via the Canvas “My Grades” link. It is the intent of the professor to release grades as soon as possible. Canvas exercise grades will generally be released immediately upon completion of the exercise. Quiz grades may require up to three days for release.

### **Note Concerning Major Exam Grades:**

Major exam results will be processed through item analysis and peer review once the exam is submitted for grading. This will insure accuracy of the results and validate the exam. While every effort will be made to complete this in a timely fashion, please understand that releasing of the student’s grade for the exam maybe delayed until the process is complete. At no time will ‘raw’ scores be released to the student.

### **Methods of Instruction**

Methods of instruction include lecture, discussion, required reading, audio and visual aids, computer aided instruction, research, skill demonstration.

Because many assignments and study tools are performed via Canvas, access to computer hardware with internet connection and software to allow web navigation is required. Microsoft Office software, Word, PowerPoint, and Excel, is also required. However, owning a personal computer is not required. EMS students may access several computer lab resources on and off campus to facilitate completion of assignments. If the student is dependent upon computer resources outside the home, significant time management, organizational skill, and personal commitment is necessary to be successful.

In the event of technology failure, the student should contact the GC Help Desk for guidance.

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### **Course & Professor Policies**



Refer to the GC EMS Education Policy Manual for specific information relating to General Policy, Admission Policy, Student Conduct Policy, Health and Safety Policy, Examination Policy, and Certification and Licensure Policy. Any conflict between this syllabus and the GC EMS Education Policy Manual will be interpreted by the program director.

### **Class Attendance**

Academic success is closely associated with regular classroom attendance and course participation.

All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. More than two (2) absences are considered to be excessive. In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When withdrawal occurs, any tuition refund would be made in accordance with state regulations.

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### **Student Conduct & Discipline**

Students are expected to maintain classroom decorum that includes respect for other students and the professor.

Disruptive behaviors such as harassment of fellow students and/or professors; persistent talking in class while lecture is in progress; using electronic equipment without authorization (cell phone/ texting) or repeated tardy arrival to class will not be tolerated. Students will be counseled initially, but may be dismissed from the classroom for repeated offenses.

Dress for classroom includes the GC EMS student uniform described in the Uniform Policy section of the GC EMS Education Policy Manual.

Refer to the GC EMS Education Policy Manual for information regarding Conflict Resolution, Disciplinary Action, and Grievance procedures.

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### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic certificate or degree depends upon the absolute integrity of the work done by the student for that award, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion,

submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

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### **Copyright Notice**

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act.

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### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's schedule of classes. Administrative procedures must be followed. It is the student's responsibility to handle student initiated withdrawal requirements from any class. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled (see GC College Catalog for details).

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### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room SC 115 in the Student Success Center.

The contact information for the Office of Disability Services is:

Jeffri Hodge

(903) 463-8751 (voice or TTY)

[hodgej@grayson.edu](mailto:hodgej@grayson.edu)

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them

of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

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## **Financial Aid**

Effective July 1, 2000 students receiving Title IV funds (Pell, Federal Grants, and Student Loans), who subsequently withdraw from classes, will be required to return a portion of the federal financial aid received. Only the percentage of aid earned (determined by the percentage of time attended) will be eligible for retention on the student's behalf. Any aid that is not earned must be returned to its source. If there is a student account balance resulting from these adjustments, the student is responsible for payment. Further details can be obtained from the Office of Financial Aid.

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## **Drop Rule**

Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the six-course limit if (1) the student drops a course after census date or (2) the student is not dropping the course in order to withdraw from the institution. Some exemptions for good cause could allow a student to drop a course without having it counted toward this limit, but it is the responsibility of the student to establish that good cause before the drop. Students with questions should contact the Counseling Office or the Office of Admissions & Records for more information before dropping a course!

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## **TITLE IX**

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Regina Organ, Title IX Coordinator ([903-463-8714](tel:903-463-8714))
  - Dr. Dava Washburn, Title IX Coordinator ([903-463-8634](tel:903-463-8634))
  - Dr. Kim Williams, Title IX Deputy Coordinator- South Campus ([903\) 415-2506](tel:903-415-2506))
  - Mr. Mike McBrayer, Title IX Deputy Coordinator ([903\) 463-8753](tel:903-463-8753))
  - Ms. Marilyn Power, Title IX Deputy Coordinator ([903\) 463-8625](tel:903-463-8625))
  - Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
  - GC Police Department: ([903\) 463-8777](tel:903-463-8777)- Main Campus) ([903\) 415-2501](tel:903-415-2501) - South Campus)
  - GC Counseling Center: ([903\) 463-8730](tel:903-463-8730))
  - For Any On-campus Emergencies: 911
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**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.**

**These descriptions and timelines are subject to change at the discretion of the Professor.**

**Grayson College campus-wide student policies may be found on our Current Student Page on our website:**

<http://grayson.edu/current-students/index.html>

*Revised: August 23, 2015*