

Course Syllabus

NOTE: This syllabus is subject to change during the semester. Please check this syllabus on a regular basis for any updates.

Department : Emergency Services
Course Title : Special Populations
Section Name : EMSP_2430
Start Date : 8/27/12
End Date : 12/10/12
Modality : FACE-TO-FACE
Credits : 4

Instructor Information

Name : Stephen Berry
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Course Description

This course is a detailed study of the knowledge and skills necessary to reach competence in the assessment and management of ill or injured patients in nontraditional populations.

Prerequisites/Co requisites

EMSP 2444

ICO's

1, 2, 3, 4, 5, 6

Course Objectives

Course objectives utilize the framework of Differentiated Entry Level Competencies. On completion of this course, students should be able to:

Provider of Care:

1. Analyze health care deviations in the patient experiencing complex alterations in multisystem functioning.
2. Correlate the physiological effects of special care needs and the client's ability to recuperate from complex health needs involving multiple body systems.
3. Integrate elements of prehospital emergency care with special population patients experiencing complex health needs involving multiple body systems.
4. Utilize decision making skills, research-based findings, psychosocial, and cultural knowledge in planning and communicating care for patients with complex health needs involving multiple body systems.
5. Integrate knowledge of cognitive, psychomotor and affective skills essential for providing prehospital emergency care to patients with complex health needs involving multiple body systems.
6. Appraise the legal and professional implications that relate to the care of patients with complex health care needs involving multiple body systems.
7. Analyze physiological actions, side effects, and rationale, of pharmacological agents utilized in the care of patients with complex health needs involving multiple body systems.

Coordinator of Care:

1. Compose teaching relevant to health promotion/disease prevention for patients and their families to facilitate adaptation to complex health needs involving multiple body systems.
2. Examine economic and political issues impacting care of patients with complex health needs involving multiple body systems.
3. Identify a variety of community resources that assist patients with complex health needs involving multiple body systems to achieve an optimal level of health or to prepare terminal clients for death.

Member of a Profession:

4. Examine professional attributes of caring that assist the patient to adapt to complex health alterations within the critical care environment.
Justify situations which would necessitate advocacy for the patient within the critical care environment.

Learning Outcomes:

The student will utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for patients with complex health care needs involving multiple body systems in emergency and critical care settings; and analyze the roles of the professional paramedic in the provision of care for patients and families.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

Required Readings/Materials

a) You must purchase the following **required** readings/materials:

Bledsoe, Porter, Cherry (2008). *Paramedic Care 1-5* (3rd Ed.). Pearson, Prentice Hall: Upper Saddle River, NJ

Kattwinkel, John, MD (2006). *Neonatal Resuscitation Provider Manual* (5th Ed.).

American Heart Association: Dallas

Ralston, Mark, MD (2006): *Pediatric Advanced Life Support Provider Manual*, American Heart Association: Dallas

Aehlert, Barbara, RN (2007) *Comprehensive Pediatric Emergency Care* Elsevier/Mosby

Beasley, B. & Mistovich, J. (2006). *EMT-P Achieve: Paramedic Test Preparation, Student Access Code Packet*. Prentice Hall: New Jersey

b) You are encouraged to buy the following **optional** books/materials

Pagana, K.D. & Pagana, T.J. (2006) *Mosby's Manual of Diagnostic & Laboratory Test* (3rd Ed.). Mosby: St Louis

Mosby (2006). *Mosby's Dictionary of Medicine, Nursing, and Health Professions* (7th Ed.). Mosby; St Louis

Deglin, J. & Vallerand, A. (2006). *Davis Drug Guide for Nurses* (10th Ed.). Davis: Philadelphia

Pearson Prentice Hall: New Jersey

Course Requirements (Lectures, Assignments and Assessments)

Unit I

Pediatrics, Neonatology, Geriatrics

Unit II

Abuse and Assault, The Challenged Patient, Acute Interventions for the Chronic Patient

Pediatric Advanced Life Support Course

Emergency Pediatric Course

Neonatal Resuscitation Provider Course

LABORATORY COMPONENT OF EMSP 2430

The laboratory component of EMSP 2430 is designed to improve clinical skills and critical thinking skills. The following skills that will be taught or reviewed are:

- 1) Completion of the Pediatric Advanced Life Support Course (Pass)
- 2) Completion of the Neonatal Resuscitation Provider Course (Pass)
- 3) Pediatric Ventilatory Management (Pass)
- 4) Pediatric Intraosseous Infusion (Pass)

Week 1

Topic/Overview: This week focuses on

Summary of Week 9 Assignments & Activities

Item(Name)	Type	Description	Due
<i>Study Questions</i> Unit 1 - Neonatology, Pediatrics, Geriatric	<i>Homework</i>	<i>Homework</i>	10/25/12

Topic/Overview: This week focuses on

Summary of Week 10 Assignments & Activities

Item(Name)	Type	Description	Due
<i>Unit 1</i>	<i>Test</i>	<i>Test</i>	10/31/12
Study Questions Unit 2 - Abuse and Assault, Challenged Patients, Chronic patient	Home work	Homework	10/31/12

Summary of Week 11 Assignments & Activities

Item(Name)	Type	Description	Due
<i>Unit 2 Test</i>	<i>Test</i>	<i>Test</i>	11/7/12

Topic/Overview: This week focuses on

Summary of Week 13 Assignments & Activities

Item(Name)	Type	Description	Due
<i>NRP</i>	<i>Class</i>	<i>Class</i>	11/28/12

Topic/Overview: This week focuses on

Summary of Week 14 Assignments & Activities

Item(Name)	Type	Description	Due
<i>NRP</i>	<i>Class</i>		11/28/12

Topic/Overview: This week focuses on

Summary of Week 15 Assignments & Activities

Item(Name)	Type	Description	Due
<i>EPC</i>	<i>Class</i>		12/5/12

Topic/Overview: This week focuses on

Summary of Week 16 Assignments & Activities

Item(Name)	Type	Description	Due
<i>Final</i>	<i>Test</i>		12/10/12

Grading Policy

1. Grades will be calculated as follows and averaged for the final course grade:

Homework 15%

Unit I Exam 20%

Unit II Exam 20%

Final exam 30%

Skills Lab 5%

Lab Participation/ Preparation 10%

A course grade of 70 or better is required to pass EMSP 2430. No assignments are optional. In order to receive a passing grade in EMSP 2430, the American Heart Association, Pediatric Advanced Life Support Course AND the Neonatal Resuscitation Provider (NRP) Course must be successfully completed. Two National Registry Skills must be successfully completed with a grade of pass in each skill.

Each week, I will provide grades or scores and comments on assignments within 6 days of when they were submitted. After I send feedback each week, I will post a notification in the **Main** forum.

Late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 p.m. central on the day they are due. Assignments more than 5 days late will not be accepted. Technological issues will not be considered as valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor.

Percentage %	Grade
90 +.	A
80 - 90	B
70 - 80	C
60 - 70	D
Less than 60	F

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the "[Ask a Librarian](#)" service provide additional help.

Student E-mail

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Student Portal

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).