



Winter Quarter 201003

**EMS – 135**

**CRN - 30738**

**Maternal/Pediatric  
COURSE SYLLABUS**



**INSTRUCTOR:** Michael Ray Powers

**E-MAIL:** rpowers@heartofgatech.edu

**OFFICE PHONE:** (478) 296-6186      **Pager:** (478) 277-8450

**OFFICE HOURS:** Mondays and Wednesdays 1630 – 1730  
Tuesdays and Thursdays 0800 - 0930

**OFFICE LOCATION:** Louie Livingston Hall, 2<sup>nd</sup> Floor, Room 224K

**CLASS LOCATION:** Louie Livingston Hall, 2<sup>nd</sup> Floor, Room 217

**COURSE LENGTH AND CREDIT:** 60 clock hours, 5 credit hours

**CLASS TIMES:**

- 0930 – 1700

**CLASS DAYS:** Tuesdays and Thursdays

**COURSE DATES:** 01/12/2010 – 02/11/2010

**METHOD OF INSTRUCTION:**

- Classroom Lecture and Lab

**HGTC STUDENT E-MAIL ACCOUNT:**

- Students at Heart of Georgia Technical College are assigned an e-mail account. To access your account, go to HGTC's webpage, [www.heartofgatech.edu](http://www.heartofgatech.edu) and click on the *Heartmail* link under the *Current Student* tab. Students who have questions or issues with their e-mail account should contact their instructor or contact the Instructional Technology Specialist at (478) 274-7835.

**E-MAIL RESPONSE TIME**

- Unless there are extenuating circumstances, I will respond to emails within 24 hours, Monday through Thursday.

**REQUIRED TEXTBOOK(S):**

- AOS Nancy Caroline's Emergency Care in the Streets
- AHA BLS Healthcare Provider Student Textbook
- AHA ACLS Textbook
- AHA PALS Textbook
- PHTLS

**REQUIRED SUPPLIES:**

- Course textbooks and any supplies necessary to take notes and complete exams (i.e., Notebook, Pens, Pencils, Note-cards, and Paper).

## Standard

Rev: 4/18/07; Posted: 06/12/07

EMS 135 – Maternal/Pediatric

### Course Description

Emphasizes the study of gynecological, obstetrical, pediatric, and neonatal emergencies. Maternal/Child combines the unique relationships and situations encountered with mother and child. Provides a detailed understanding of anatomy/physiology, pathophysiology, assessment, and treatment priorities for the OB/GYN patient. Pediatric and neonatal growth and development, anatomy and physiology, pathophysiology, assessment and treatment specifics are covered in detail. Successful completion of a PLS/PALS course is required. This course provides instruction on topics in Division's 5 (Medical), Sections 13 (Obstetrics) & 14 (Gynecology) and 6 (Special Considerations), Sections 1 (Neonatology) and 2 (Pediatrics) of the USDOT/NHTSA Paramedic National Standard Curriculum.

### Competency Areas

Anatomy and Physiology of the Female Reproductive System	Class	4
Pathophysiology of the Female Reproductive System	D. Lab	2
Anatomy and Physiology of the Pediatric and Neonatal Patient	P.	0
	Lab/O.B.I.	
Pathophysiology of the Pediatric and Neonatal Patient	Credit	5
Assessment of the OB/GYN Patient		
Assessment of the Pediatric and Neonatal Patient		
Treatment Modalities of the OB/GYN Patient		
Treatment Modalities of the Pediatric and Neonatal Patient		
Successful Completion of either PALS and/or PLS		

Prerequisites:	EMS 126, EMS 127, EMS 128, EMS 129, AHS 101	
Corequisite:	None	

## Course Guide

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
<b>ANATOMY AND PHYSIOLOGY OF THE FEMALE REPRODUCTIVE SYSTEM</b>		2	1	0
	Review the anatomic structures and physiology of the female reproductive system.			
	Identify the normal events of the menstrual cycle.			
<b>ASSESSMENT AND MANAGEMENT OF GYNECOLOGICAL EMERGENCIES</b>		2	1	0
	Describe how to assess a patient with a gynecological complaint.			
	Explain how to recognize a gynecological emergency.			
	Describe the general care for a GYN			
	Describe the pathophysiology, assessment, and management of specific gynecological emergencies.			
	Demonstrate how to assess a patient with a gynecological complaint.			
	Demonstrate how to provide care for a patient with: Excessive vaginal bleeding Abdominal pain Sexual assault			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	Identify the need to provide care for a patient of sexual assault, while still preventing destruction of crime scene information.			
<b>NORMAL AND ABNORMAL PREGNANCY AND BIRTH PROCESS</b>		<b>4</b>	<b>2</b>	<b>0</b>
	Identify the normal events of pregnancy.			
	Identify the stages of labor and the paramedic's role in each stage.			
	Differentiate between normal and abnormal delivery.			
	Identify and describe complications associated with pregnancy and delivery.			
	Describe and demonstrate how to assess an obstetrical patient.			
	Identify predelivery emergencies.			
	State indications of an imminent delivery.			
	Explain the use of the contents of an obstetrics kit.			
	Differentiate the management of a patient with predelivery emergencies from a normal delivery.			
	State the steps in the predelivery preparation of the mother.			
	Establish the relationship between body substance isolation and childbirth.			
	State the steps to assist in the delivery of a newborn.			
	Describe how to care for the newborn.			
	Describe how and when to cut the umbilical cord.			
	Discuss the steps in the delivery of the placenta.			
	Describe the management of the mother post-delivery.			
	Summarize neonatal resuscitation procedures.			
	Describe the procedures for handling abnormal deliveries.			
	Describe the procedures for handling complications of pregnancy.			
	Describe the procedures for handling maternal complications of labor.			
	Describe special considerations when meconium is present in amniotic fluid or during delivery.			
	Describe special considerations of a premature baby.			
	Advocate the need for treating two patients (mother and baby).			
	Value the importance of maintaining a patient's modesty and privacy during assessment and management.			
	Serve as a role model for other EMS providers when discussing or performing the steps of childbirth.			
	Demonstrate how to provide care for a patient with: Excessive vaginal bleeding Abdominal pain Hypertensive crisis			
	Demonstrate how to prepare the obstetric patient for delivery.			
	Demonstrate how to assist in the normal cephalic delivery of the fetus.			
	Demonstrate how to deliver the placenta.			
	Demonstrate how to provide post-delivery care of the mother.			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	Demonstrate how to assist with abnormal deliveries.			
	Demonstrate how to care for the mother with delivery complications.			
<b>ASSESSMENT AND MANAGEMENT OF THE NEONATE/NEWBORN</b>		<b>1</b>	<b>1</b>	<b>0</b>
	Define the term neonate.			
	Define the term newborn.			
	Identify important antepartum factors that can affect childbirth.			
	Identify important intrapartum factors that can term the newborn high risk.			
	Identify the factors that lead to premature birth and low birth weight newborns.			
	Demonstrate and advocate appropriate interaction with a newborn/neonate that conveys respect for their position in life.			
	Recognize the emotional impact of newborn/neonate injuries/illnesses on parents/guardians.			
	Recognize and appreciate the physical and emotional difficulties associated with separation of the parent/guardian and a newborn/neonate			
<b>CARE OF THE NEWBORN</b>		<b>3</b>	<b>2</b>	<b>0</b>
Resuscitation of the newborn/neonate	Distinguish between primary and secondary apnea.			
	Discuss pulmonary perfusion and asphyxia.			
	Identify the primary signs utilized for evaluating a newborn during resuscitation.			
	Determine when ventilatory assistance is appropriate for a newborn.			
	Prepare appropriate ventilation equipment, adjuncts, and technique for a newborn.			
	Determine when chest compressions are appropriate for a newborn.			
	Discuss appropriate chest compression techniques for a newborn.			
	Assess patient improvement due to chest compressions and ventilations.			
	Determine when endotracheal intubation is appropriate for a newborn.			
	Discuss appropriate endotracheal intubation techniques for a newborn.			
	Assess patient improvement due to endotracheal intubation.			
	Identify complications related to endotracheal intubation for a newborn.			
	Determine when vascular access is indicated for a newborn.			
	Discuss the routes of medication administration for a newborn.			
	Determine when blow-by oxygen delivery is appropriate for a newborn.			
	Discuss appropriate blow-by oxygen delivery devices and technique for a newborn.			
	Assess patient improvement due to assisted ventilations.			
	Determine when an orogastric tube should be inserted			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	during positive-pressure ventilation.			
	Discuss the signs of hypovolemia in a newborn.			
	Discuss the initial steps in resuscitation of a newborn.			
	Assess patient improvement due to blow-by oxygen delivery.			
	Discuss the effects maternal narcotic usage has on the newborn.			
	Determine the appropriate treatment for the newborn with narcotic depression.			
	Discuss appropriate transport guidelines for a newborn.			
	Determine appropriate receiving facilities for low and high risk newborns.			
	Describe the epidemiology, including the incidence, morbidity/mortality, risk factors, and prevention strategies for meconium aspiration.			
	Discuss the pathophysiology of meconium aspiration.			
	Discuss the assessment findings associated with meconium aspiration.			
	Discuss the management/treatment plan for meconium aspiration.			
	Demonstrate preparation of a newborn resuscitation area.			
	Demonstrate appropriate assessment technique for examining a newborn.			
	Demonstrate appropriate assisted ventilations for a newborn.			
	Demonstrate appropriate endotracheal intubation technique for a newborn.			
	Demonstrate appropriate meconium aspiration suctioning technique for a newborn.			
	Demonstrate appropriate chest compression and ventilation technique for a newborn.			
	Demonstrate appropriate techniques to improve or eliminate endotracheal intubation complications.			
	Demonstrate vascular access cannulation techniques for a newborn.			
	Demonstrate the initial steps in resuscitation of a newborn.			
	Demonstrate blow-by oxygen delivery for a newborn.			
<b>PREMATURE INFANTS</b>		<b>1</b>	<b>0</b>	<b>0</b>
	Describe the epidemiology, including the incidence, morbidity/ mortality and risk factors for premature infants			
	Discuss the pathophysiology of premature infants.			
	Discuss the assessment findings associated with premature infants.			
	Discuss the management/treatment plan for premature infants.			
<b>CARE OF THE NEONATE</b>		<b>4</b>	<b>3</b>	<b>0</b>
	Describe the epidemiology, including the incidence, morbidity/mortality, risk factors, and prevention strategies for apnea in the neonate.			
	Discuss the pathophysiology of apnea in the neonate.			
	Discuss the assessment findings associated with apnea in the neonate.			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	Discuss the management/treatment plan for apnea in the neonate.			
	Describe the epidemiology, pathophysiology, assessment findings, and management/treatment plan for diaphragmatic hernia.			
	Describe the epidemiology, including the incidence, morbidity/mortality, and risk factors for bradycardia in the neonate.			
	Discuss the pathophysiology of bradycardia in the neonate.			
	Discuss the assessment findings associated with bradycardia in the neonate.			
	Discuss the management/treatment plan for bradycardia in the neonate.			
	Describe the epidemiology, including the incidence, morbidity/mortality, and risk factors for respiratory distress/cyanosis in the neonate.			
	Describe the epidemiology, including the incidence, morbidity/mortality, and risk factors for respiratory distress/cyanosis in the neonate.			
	Discuss the pathophysiology of respiratory distress/cyanosis in the neonate.			
	Discuss the assessment findings associated with respiratory distress/cyanosis in the neonate.			
	Discuss the management/treatment plan for respiratory distress/cyanosis in the neonate.			
	Describe the epidemiology, including the incidence, morbidity/mortality, and risk factors for seizures in the neonate.			
	Discuss the pathophysiology of seizures in the neonate.			
	Discuss the assessment findings associated with seizures in the neonate.			
	Discuss the management/treatment plan for seizures in the neonate.			
	Describe the epidemiology, including the incidence, morbidity/mortality, and risk factors for fever in the neonate.			
	Discuss the pathophysiology of fever in the neonate.			
	Discuss the assessment findings associated with fever in the neonate.			
	Discuss the management/treatment plan for fever in the neonate.			
	Describe the epidemiology, including the incidence, morbidity/mortality, and risk factors for hypothermia in the neonate.			
	Discuss the pathophysiology of hypothermia in the neonate.			
	Discuss the assessment findings associated with hypothermia in the neonate.			
	Discuss the management/treatment plan for hypothermia in the neonate.			
	Describe the epidemiology, including the incidence, morbidity/mortality, and risk factors for hypoglycemia in the neonate.			
	Discuss the pathophysiology of hypoglycemia in the neonate.			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	Discuss the assessment findings associated with hypoglycemia in the neonate.			
	Discuss the management/treatment plan for hypoglycemia in the neonate.			
	Describe the epidemiology, including the incidence, morbidity/mortality, and risk factors for vomiting in the neonate.			
	Discuss the pathophysiology of vomiting in the neonate.			
	Discuss the assessment findings associated with vomiting in the neonate.			
	Discuss the management/treatment plan for vomiting in the neonate.			
	Describe the epidemiology, including the incidence, morbidity/mortality, and risk factors for diarrhea in the neonate.			
	Discuss the pathophysiology of in diarrhea the neonate.			
	Discuss the assessment findings associated with diarrhea in the neonate.			
	Discuss the management/treatment plan for diarrhea in the neonate.			
	Describe the epidemiology, including the incidence, morbidity/mortality, and risk factors for common birth injuries in the neonate.			
	Discuss the pathophysiology of common birth injuries in the neonate.			
	Discuss the assessment findings associated with common birth injuries in the neonate.			
	Discuss the management/treatment plan for common birth injuries in the neonate.			
	Describe the epidemiology, including the incidence, morbidity/mortality, and risk factors for cardiac arrest in the neonate.			
	Discuss the pathophysiology of cardiac arrest in the neonate.			
	Discuss the assessment findings associated with cardiac arrest in the neonate.			
	Discuss the management/treatment plan for cardiac arrest in the neonate.			
	Discuss the pathophysiology of post arrest management of the neonate.			
	Discuss the assessment findings associated with post arrest situations in the neonate.			
	Discuss the management/treatment plan to stabilize the post arrest neonate.			
<b>EMS ROLE IN PREVENTION OF PEDIATRIC ILLNESS/INJURY</b>		<b>3</b>	<b>1</b>	<b>0</b>
	Discuss the paramedic's role in the reduction of infant and childhood morbidity and mortality from acute illness and injury.			
	Identify methods/mechanisms that prevent injuries to infants and children.			
	Describe Emergency Medical Services for Children (EMSC).			
	Discuss how an integrated EMSC system can affect patient outcome.			
	Demonstrate and advocate appropriate interactions with			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	the infant/child that conveys an understanding of their developmental stage.			
	Recognize the emotional dependence of the infant/child to their parent/guardian.			
	Recognize the emotional impact of the infant/child injuries and illnesses on the parent/guardian.			
	Demonstrate the ability to provide reassurance, empathy, and compassion for the parent/guardian.			
<b>GROWTH AND DEVELOPMENT</b>		<b>1</b>	<b>0</b>	<b>0</b>
	Identify key growth and developmental characteristics of infants and children and their implications.			
	Identify key anatomical and physiological characteristics of infants and children and their implications.			
	Demonstrate an appropriate assessment for different developmental age groups.			
<b>ASSESSMENT OF THE PEDIATRIC PATIENT</b>		<b>3</b>	<b>2</b>	<b>0</b>
	Describe techniques for successful assessment of infants and children.			
	Describe techniques for successful treatment of infants and children.			
	Identify the common responses of families to acute illness and injury of an infant or child.			
	Describe techniques for successful interaction with families of acutely ill or injured infants and children.			
	Outline differences in adult and childhood anatomy and physiology.			
	Identify "normal" age group related vital signs.			
	Discuss the appropriate equipment utilized to obtain pediatric vital signs.			
	Demonstrate the appropriate approach for treating infants and children.			
	Demonstrate appropriate intervention techniques with families of acutely ill or injured infants and children.			
	Demonstrate an appropriate technique for measuring pediatric vital signs.			
	Describe the primary etiologies of altered level of consciousness in infants and children.			
<b>AIRWAY/RESPIRATORY MANAGEMENT OF THE PEDIATRIC PATIENT</b>		<b>4</b>	<b>2</b>	<b>0</b>
	Determine appropriate airway adjuncts for infants and children.			
	Discuss complications of improper utilization of airway adjuncts with infants and children.			
	Discuss appropriate ventilation devices for infants and children.			
	Discuss complications of improper utilization of ventilation devices with infants and children.			
	Discuss appropriate endotracheal intubation equipment for infants and children.			
	Identify complications of improper endotracheal intubation procedure in infants and children.			
	List the indications and methods for gastric decompression for infants and children.			
	Define respiratory distress.			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	Define respiratory failure.			
	Define respiratory arrest.			
	Differentiate between upper airway obstruction and lower airway disease.			
	Describe the general approach to the treatment of children with respiratory distress, failure, or arrest from upper airway obstruction or lower airway disease.			
	Describe the epidemiology, including the incidence, morbidity/mortality, risk factors, and prevention strategies for respiratory distress/failure in infants and children.			
	Discuss the pathophysiology of respiratory distress/failure in infants and children.			
	Discuss the assessment findings associated with respiratory distress/failure in infants and children.			
	Discuss the management/treatment plan for respiratory distress/failure in infants and children.			
	Demonstrate the use of a length-based resuscitation device for determining equipment sizes, drug doses and other pertinent information for a pediatric patient.			
	Demonstrate the appropriate approach for treating infants and children with respiratory distress, failure, and arrest.			
	Demonstrate proper technique for administering blow-by oxygen to infants and children.			
	Demonstrate the proper utilization of a pediatric non-rebreather oxygen mask.			
	Demonstrate proper technique for suctioning of infants and children.			
	Demonstrate appropriate use of airway adjuncts with infants and children.			
	Demonstrate appropriate use of ventilation devices for infants and children.			
	Demonstrate endotracheal intubation procedures in infants and children.			
	Demonstrate appropriate treatment/management of intubation complications for infants and children.			
	Demonstrate appropriate needle cricothyroidotomy in infants and children.			
	Demonstrate proper placement of a gastric tube in infants and children.			
	Demonstrate appropriate interventions for infants and children with a partially obstructed airway.			
	Demonstrate age appropriate basic airway clearing maneuvers for infants and children with a completely obstructed airway.			
	Demonstrate proper technique for direct laryngoscopy and foreign body retrieval in infants and children with a completely obstructed airway.			
	Demonstrate appropriate airway and breathing control maneuvers for infant and child trauma patients.			
	Demonstrate appropriate treatment of infants and children requiring advanced airway and breathing control.			
<b>CARDIOVASCULAR ASSESSMENT AND TREATMENT</b>		<b>4</b>	<b>3</b>	<b>0</b>
	Discuss the common causes of hypoperfusion in infants			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	and children.			
	Evaluate the severity of hypoperfusion in infants and children.			
	Identify the major classifications of pediatric cardiac rhythms.			
	Discuss the primary etiologies of cardiopulmonary arrest in infants and children.			
	Discuss age appropriate vascular access sites for infants and children.			
	Discuss the appropriate equipment for vascular access in infants and children.			
	Identify complications of vascular access for infants and children.			
	Discuss basic cardiac life support (CPR) guidelines for infants and children.			
	Identify appropriate parameters for performing infant and child CPR.			
	Integrate advanced life support skills with basic cardiac life support for infants and children.			
	Discuss the indications, dosage, route of administration and special considerations for medication administration in infants and children.			
	Describe the epidemiology, including the incidence, morbidity/mortality, risk factors, and prevention strategies for hypoperfusion in infants and children.			
	Discuss the pathophysiology of hypoperfusion in infants and children.			
	Discuss the assessment findings associated with hypoperfusion in infants and children.			
	Discuss the management/treatment plan for hypoperfusion in infants and children.			
	Describe the epidemiology, including the incidence, morbidity/mortality, risk factors, and prevention strategies for cardiac dysrhythmias in infants and children.			
	Discuss the pathophysiology of cardiac dysrhythmias in infants and children.			
	Discuss the assessment findings associated with cardiac dysrhythmias in infants and children.			
	Discuss the management/treatment plan for cardiac dysrhythmias in infants and children.			
	Demonstrate an appropriate technique for insertion of peripheral intravenous catheters for infants and children.			
	Demonstrate an appropriate technique for administration of intramuscular, inhalation, subcutaneous, rectal, endotracheal, and oral medication for infants and children.			
	Demonstrate an appropriate technique for insertion of an intraosseous line for infants and children.			
	Demonstrate proper infant CPR.			
	Demonstrate proper child CPR.			
	Demonstrate proper techniques for performing infant and child defibrillation and synchronized cardioversion.			
<b>SUDDEN INFANT DEATH SYNDROME (SIDS)</b>		<b>1</b>	<b>0</b>	<b>0</b>
	Define sudden infant death syndrome (SIDS).			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	Discuss the parent/caregiver responses to the death of an infant or child.			
	Describe/Discuss the epidemiology, including the incidence, morbidity/mortality, risk factors, and prevention strategies for SIDS infants.			
	Discuss the pathophysiology of SIDS in infants.			
	Discuss the assessment findings associated with SIDS infants.			
	Discuss the management/treatment plan for SIDS in infants.			
	Demonstrate appropriate parent/caregiver interviewing techniques for infant and child death situations.			
<b>CHILD ABUSE/NEGLECT AND TRAUMA</b>		<b>4</b>	<b>0</b>	<b>0</b>
	Define child abuse.			
	Define child neglect.			
	Identify common lethal mechanisms of injury in infants and children.			
	Discuss anatomical features of children that predispose or protect them from certain injuries.			
	Describe aspects of infant and children airway management that are affected by potential cervical spine injury.			
	Identify infant and child trauma patients who require spinal immobilization.			
	Discuss fluid management and shock treatment for infant and child trauma patient.			
	Determine when pain management and sedation are appropriate for infants and children.			
	Describe the epidemiology, including the incidence, morbidity/mortality, risk factors, and prevention strategies for trauma in infants and children.			
	Discuss the pathophysiology of trauma in infants and children.			
	Discuss the assessment findings associated with trauma in infants and children.			
	Discuss the management/treatment plan for trauma in infants and children.			
	Describe the epidemiology, including the incidence, morbidity/mortality, risk factors, and prevention strategies for abuse and neglect in infants and children.			
	Discuss the pathophysiology of abuse and neglect in infants and children.			
	Discuss the assessment findings associated with abuse and neglect in infants and children.			
	Discuss the management/treatment plan for abuse and neglect in infants and children, including documentation and reporting.			
	Demonstrate appropriate immobilization techniques for infant and child trauma patients.			
	Demonstrate treatment of infants and children with head injuries.			
	Demonstrate appropriate treatment of infants and children with chest injuries.			
	Demonstrate appropriate treatment of infants and children with abdominal injuries.			
	Demonstrate appropriate treatment of infants and			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	children with extremity injuries.			
	Demonstrate appropriate treatment of infants and children with burns.			
	Describe the epidemiology, including the incidence, morbidity/mortality, risk factors, and prevention strategies for neurological emergencies in infants and children.			
	Discuss the pathophysiology of neurological emergencies in infants and children.			
	Discuss the assessment findings associated with neurological emergencies in infants and children.			
	Discuss the management/treatment plan for neurological emergencies in infants and children.			
<b>CHILDREN WITH SPECIAL HEALTHCARE NEEDS AND TECHNOLOGY ASSISTED PATIENTS</b>		<b>2</b>	<b>2</b>	<b>0</b>
	Define children with special health care needs.			
	Define technology assisted children.			
	Describe the epidemiology, including the incidence, morbidity/mortality, risk factors and prevention strategies for children with special health care needs, including technology assisted children.			
	Discuss the pathophysiology of children with special health care needs, including technology assisted children.			
	Discuss the assessment findings associated with children with special health care needs, including technology assisted children.			
	Discuss the management/treatment plan for children with special health care needs, including technology assisted children.			
	Recognize and appreciate the physical and emotional difficulties associated with separation of the parent/guardian of a special needs child.			
<b>TRANSPORT OF INJURED/ILL CHILDREN</b>		<b>1</b>	<b>0</b>	<b>0</b>
	Discuss appropriate transport guidelines for infants and children.			
	Discuss appropriate receiving facilities for low and high risk infants and children.			

### Suggested Resources

Bledsoe, et al; Essentials of Paramedic Care 1<sup>st</sup> ed., 2003; Brady Prentice Hall Publishing, Upper Saddle River, NJ 07458; ISBN: 0-13-098792-1

Sanders, et al; Mosby's Paramedic Textbook 2<sup>nd</sup> ed., 2002; Mosby Publishing, Philadelphia, PA 19106; ISBN: 032301416X

Bledsoe, et al; Paramedic Care: Principles & Practice- Vol. 5-Special Considerations/Operations 1<sup>st</sup> ed.; 2001; Brady-Prentice Hall Publishing, Upper Saddle River, NJ 07458; ISBN: 0-13-021599-6

American Heart Association PALS Provider Manual 2002, American Heart Association; Dallas, TX; ISBN: 0-87493-322-6

Kattwinkel; Textbook of Neonatal Resuscitation 4<sup>th</sup> ed; 2000; American Academy of Pediatrics; ISBN: 1581100566

Markensen; Pediatric Prehospital Care 1<sup>st</sup> ed; 2001; Brady Prentice Hall Publishing, Upper Saddle River, NJ 07458; ISBN: 0-13-022618-1

## HGTC ID Badge:

You MUST wear your HGTC ID badge while on school property or during clinical rotations. The ID badge should be worn such that it is noticeably displayed between the neck and waist.

## STATEMENT OF TEACHING APPROACH:

Most classes will consist of lectures; however, I see my role as a facilitator in the learning process. By that, I mean that I present the topic that needs to be learned, but I allow you, the student, to assume the responsibility of researching and mastering the material. By taking this responsibility, you are in control of your own education. I cannot possibly teach everything--- you must read ahead and keep up, prepare for class each day, and ask questions over anything you do not understand. I will present the main points in class, using various methods (i.e., lecture, power-point, video, handouts, and/or demonstration). If you attend class, keep up, pay attention, do the work expected of you as outlined in this syllabus, then you should be successful in the course. HONESTY IS MY POLICY AND I WILL NOT TOLERATE CHEATING TO ANY DEGREE!

## FINAL CLASS AVERAGE BREAKDOWN:

ACTIVITIES	%	GRADING SCALE
Chapter Exams	35%	A (90-100)
Final Exam	25%	B (80-89)
Chapter Quizzes	20%	C (70-79)
Homework/Handouts	15%	D (60-69)
Research Project	05%	F (0-59)

### TCSG GUARANTEE/WARRANTY STATEMENT:

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

All health science programs require an average of 70% or greater (a grade of "C") to successfully meet the competency requirements for a course. A grade of "D" is not passing for this course. When grades reflect 0.5-0.9, these tenths of points will be calculated when averaging grades. Example: A grade of 69.4 will be rounded down, so the actual score/grade will be a 69; A grade of 69.5 will be rounded up, so the actual grade will be a 70.

**HOMEWORK/HANDOUTS:** Each Chapter will have a take-home handout/assignment. Take-home handout/assignments will be due the following class from the date given. If a handout/assignment is not turned in on the due date, 10% of your grade will be subtracted for each day it is late. After three class days, you will receive a "0" for that handout/assignment. Homework assignments/handouts count 15% of the total course grade.

**CHAPTER QUIZZES:** Each chapter will have an announced quiz, and there will be numerous unannounced pop quizzes. If you are absent on the day of the quiz, your grade will be a "0" for that quiz unless you bring in a "bona fide" excuse, on the day of your return to class. If the instructor deems you excused, you will be allowed to take a make-up quiz as arranged by the instructor. This quiz will be different from the one missed and must be made up outside of class times. Chapter quizzes count 20% of the total course grade.

**CHAPTER EXAMS (TESTS):** There will be four (4) Chapter Exams (Chapter 38 - 41), and a comprehensive final (TAD Test) during the last week of the course/class. If you are absent on the day of the exam, your grade will be "0" for that exam unless you bring in a "bona fide" excuse, on the day of your return to class. If the instructor deems you excused, you will take a make-up exam as arranged by the instructor. This exam will be different from the one missed and must be made up outside of class times. On EXAM days, please come to class prepared, relaxed, and ready to take the exam. Get out what you need to take the exam and put everything else away. Raise your hand if you have a question and I will come to your desk. Do not interrupt others taking the test. You may leave the room quietly when finished, but it is your responsibility to know when class resumes if further lectures are planned. Chapter exams count 35% of the total course grade, and the Final exam counts 25% of the total course grade.

**RESEARCH PROJECT:** In each EMT Course, you are required to complete a research project. During the early part of the quarter a list of topics, to choose from, will be provided; No two students can choose the same topic. The details of the assignment and instructions on how to complete the project will be given in a separate handout after the quarter begins. You will be given a due-date for the assignment and I DO NOT ACCEPT LATE ASSIGNMENTS. If you do not hand in your project by the due date, you will receive a “0”. This project will follow a prescribed format and counts 5% of the total course grade. This project will relate to the course or profession of prehospital medicine. The paper must have a cover page with the student’s name and title of the paper, date, course number, quarter/year/ and the instructor’s name all centered on the cover page. The paper must be typed in Times New Roman font (size 12), lines should be double spaced, and the paper must be three pages (minimum), with 3 resources referenced on a works cited page. One resource must be from an internet source. A copy of resources must accompany the research project when handed in. The grading process will be per an established rubric with points awarded for title (cover) page, introduction, body, conclusion, works cited, presentation, and additional grading criteria.

### **MAKE-UP POLICY**

Provided a make-up is allowed in accordance with course syllabus and approved by the instructor; students who have received prior approval, must make up work missed (exams, assignments, etc.) within three instructional days, or the grade is a “0”.

### **ATTIRE**

You should be appropriately dressed. This is HGTC school policy so read very carefully. Remember you are studying to be health care professionals. Therefore, I expect you to DRESS IN A PROFESSIONAL MANNER CONSISTENT WITH THE EMS PROFESSION. Your clothes must be clean and above all professional. Talk to me or the Department chair if you have questions. Remember your dress and appearance are important in the workplace and count toward your work ethics grade. THE PARAMEDIC PROGRAM REQUIRES YOU TO WEAR A GREEN POLO SHIRT AND KHAKI SLACKS. ABSOLUTELY, NO JEANS WILL BE ALLOWED.

#### ***Here is the HGTC policy on personal dress: (Found in the Student Handbook)***

Students are expected to maintain proper personal appearance at all times. The attire and grooming should be appropriate for the occupational area in which the student is training. Appropriate is what one normally would wear on a job in the specific area of training. Any attire considered unsafe or disruptive to the class will not be allowed. Students inappropriately dressed or dressed in a manner that could present a safety hazard will not be allowed to attend class. Students are expected to practice good personal hygiene. These requirements are designed to instill in each student a sense of order and respect for himself/herself, other students, and the faculty.

The wearing of work-related headgear is restricted to the department area in which the student is enrolled. An exception to this policy is if the headgear is part of a HGTC recognized uniform such as the nurse cap. It is inappropriate for headgear (baseball caps, stocking caps, etc.) to be worn indoors by either male or female students. A primary mission of the Heart of Georgia Technical College is to prepare students for workplace success; appearance is a major concern employers identify as an area of needed emphasis

### **ATTENDANCE POLICY**

Your success in this course is highly dependent upon your active engagement with the material presented within. Regular and punctual attendance is an important part of preparing a student for employment and is often a critical factor when employers review a student’s record. Absences seriously disrupt a student’s orderly progress in a course and significantly diminish the quality of group interaction in class. Regular and punctual attendance in all classes is the student’s responsibility. Attendance is counted from the first scheduled class meeting of each quarter. Absence from class for any reason does not excuse a student from full responsibility for class work or assignments missed. The student is still responsible for preparing assignments for the next class meeting and for completing all work missed. Also, class attendance is required for successful completion of the course. I expect you to be at every class. I often give information in

class that is not found in the textbook, so you may miss important material if you miss class. Remember, this is a six and one-half (6½) hour class; lots of information is given in that time period. If you miss even *one* class, you may miss a significant amount of instruction. There will be penalties for absences and your absences will affect your work ethics grade. **If you miss more than 10% of the total classes during the course, you will be dropped from the class in adherence to HGTC and TCSG policies.** Refer to HGTC *Catalog*, *Student Handbook*, and *DHR Guidelines* for explanation of the attendance policy. Should a student miss a class, it is his/her responsibility to obtain notes, handouts, etc; and to schedule outside work time, makeup exams, etc. with the instructor. Students are expected to contact the instructor **prior** to class if they must be absent. Students making no contact with me, prior to the start of class, **will be counted absent (*Unexcused*)**. Student can page me, leave a message via my office phone, email me, or you may leave a message with the Allied Health secretary at (478) 274-7840.

### **Coming in late**

While I expect you to be on time and in class every day, I realize that circumstances may prevent you from getting to class on time. You are responsible for finding out information given out during the part of the class you missed.

Attendance will be taken at the beginning of class and class will start on time. If you are more than 5 minutes late, you will be counted as tardy. Three (3) tardies make one (1) absence. If you are more than 39 minutes late (10% of the class), you will be counted absent for that day.

If you have *excessive* absences of any kind—whether excused or unexcused—you will be dropped from the course. Even if your absences are excused, missing a lot of classes will put you so far behind that you cannot catch up. Remember to check with the financial aid office to determine how being dropped from a class will affect your financial assistance.

It is *your* responsibility to get missed lecture notes, announcements, and assignments. Be sure to find out if handouts were given, so that you can get them from me.

You have the right to appeal for reinstatement to this class after being dropped for excessive absences. You must do so in writing to Mrs. Lynn Walters, secretary to Mrs. Becky Carroll, within 48 hours of being dropped.

### **SUBMISSION OF WORK:**

This course is fast paced and very intense; students are expected to keep up with course activities. All course assignments/tests are due by the day indicated on the course schedule. Students who do not submit assignments or take tests on time will receive a grade of “0” unless prior arrangements have been made with the instructor. Students will be given specific guidelines to follow for all assignments. Failure to complete ALL of the required work will result in the student receiving a final grade of “F”.

### **INTERNET USAGE**

Unless a student is working on a project during a designated time, no student is allowed to access the Internet during designated class times.

### **CELL PHONES AND OTHER ELECTRONIC DEVICES**

While this is, Adult Education and students may have a need for emergency communications with family members (i.e., a sick child); **NO AUDIBLE RING TONES** during class times are allowed. If there is a need for you to keep a cell phone on during class, then it must be on “Vibrate”. Phones should be used for Emergencies **ONLY**. No texting is allowed during class times. For violations of this policy:

- The first offense will be a verbal warning.
- The second offense will be a written warning.
- The third offense will be disciplinary actions.

No electronic devices such as a radio, walkman, etc. are allowed; however, students may record lectures if desired. The student will be expected to maintain punctuality, display correct professional attitude and conduct, and maintain a neat, professional appearance No cell phones are to be brought inside the clinical facility per our clinical policy. Students will receive an unsatisfactory clinical grade for that clinical day. At the second incident of the student having a cell phone in the clinical facility, the student will be given a grade of "F: for the

## **WORK ETHICS**

Business and industry leaders have identified essential work ethics that should be taught and practiced in order to develop a viable and effective workforce. The ten ethics traits are:

1. **Attendance:** attends class, arrives on time; notifies instructor in advance of planned absences; makes up assignments punctually.
2. **Character:** displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.
3. **Teamwork:** respects rights of others; is a team worker; is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; displays mannerly behavior.
4. **Appearance:** displays appropriate dress, grooming, hygiene, and etiquette.
5. **Attitude:** demonstrates a positive attitude; appears self-confident has realistic expectation of self.
6. **Productivity:** follows safety practices; conserves materials; keeps work area neat and clean; follows directions/procedures.
7. **Organization Skills:** manifests skill in personal management, time management, prioritizing, flexibility, stress management, and dealing with change.
8. **Communication:** displays appropriate nonverbal and verbal skills.
9. **Cooperation:** displays leadership skills; appropriately handles criticism and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command;
10. **Respect:** deals appropriately with cultural/racial diversity; does not engage in harassment of any kind.

A student is assigned a work ethics grade quarterly in addition to the academic grade for the course. Work Ethics Grade Definitions include:

- 3 Exceeds Expectations
- 2 Meets Expectations
- 1 Needs Improvement
- 0 Unacceptable

## **ACADEMIC DISHONESTY**

HGTC assumes that all students will be truthful to each other and to members of the college community. All forms of academic dishonesty, including but not limited to, the following will call for discipline:

- knowingly helping, procuring, or encouraging another person to engage in academic misconduct.
- obtaining assistance with, or answers to, examination questions from another person, with or without, that person's knowledge.
- Furnishing assistance with or answers to examination to another person.
- Possessing, using, distributing, or selling unauthorized copies of any examination or computer program.
- Representing as one's own an examination taken by another person.
- Obtaining unauthorized access to the computer files of another person or agency and/or altering or destroying those files.
- Obtaining teacher edition text books, test banks, or instructional materials that are only intended to be accessed by technical college personnel.
- Falsification of information.
- Plagiarism.

Any student guilty of any form of dishonesty in academic or laboratory work will receive a grade of zero for that work. The second incidence of dishonesty will result in the student being subject to dismissal from HGTC

**TRACS (Tutoring, Referral, Assessment, Career Services Center):**

The TRACS Center offers a variety of services for all students. Services are provided in Room 113, W. R. Stewart Building, or available online through the HGTC website, under tab *Career Services*.

Tutoring services are provided to assist all HGTC students in achieving their maximum level of performance in their coursework. Free tutoring is available to students enrolled in credit programs by making a request to an instructor or by contacting TRACS. Study skills and test-taking skills also are available. Interested students should contact the TRACS Center at (478) 274-7786 or (478) 274-7643.

Referrals are made for students who need services provided on the campus of HGTC as well as services available in the community. Guidance services are available and designed to help students deal with personal, social and education concerns. Referral to professional counselors and/or community agencies will be arranged upon the request of the student. Personal counseling is voluntary and is strictly confidential. Students may be self-referred, referred by their instructors, or referred by outside agencies and organizations. For additional information, contact the Career Center in Room 113 in the W. R. Stewart Building on the main campus.

Assessments are provided for the college placement assessment; third party assessments for updating professional credentials, earning certifications and licensure and work force development. For information about assessments, visit Room 306, W. R. Stewart Building, or call (478) 275-5193.

Career Services is a vital component of the Tutoring, Referral, Assessment, and Career Services Center (TRACS). The Center offers a variety of services for all enrolled students, prospective students, and graduates. Students are provided with the skills and knowledge needed to make realistic career decisions in choosing a program of study. Support services to current students which will assist toward successful completion of their career goals and eventual gainful employment also are available. Heart of Georgia Technical College graduates are eligible for career services regardless of the amount of time since graduation occurred. Available services include:

- Career planning which is designed to equip students with the skills and knowledge they need to make career decisions. Counseling, testing, and evaluation resources to help students match their aptitudes, interests and abilities are used to develop career and education goals.
- Career placement is committed to assisting active students and graduates in the pursuit of suitable, rewarding employment. With the combined efforts of the faculty and the administration, a cooperative relationship is maintained with business and industry. Career placement services include pre-employment preparation of students and placement and follow-up activities aimed at improving the quality of technical education.
- Assistance with resume and application preparation, interviewing skills, and development of other job search skills. Job boards and computerized job searches identify jobs that are available. Job fairs and recruiters on campus are other ways to assist students and employers in finding job opportunities or qualified employees. Follow-up activities are conducted with former students and employers. Questionnaires are periodically sent to graduates and employers and the data collected assists HGTC in meeting its training objectives and developing up-to-date curricula for its courses of study. The Career Center is located in Room 113 in the W. R. Stewart Building at the main campus.

Special needs counseling and services are available in the TRACS Center to those students with disabling conditions who may need individual educational plans, assistive technology, specialized equipment or books, or referral services. Evaluation and program development services are available through the Georgia Division of Rehabilitation Services. Students who

know they need these services should contact the Director of Career Services at (478) 274-7643 or the Special Needs Facilitator at (478) 274-7786.

## **WORK READY**

Work Ready Certificates (WRC) for individuals provide employers with documentation that each worker meets a minimum set of skill and education standards and is ready for employment. Workers will take a validated skill assessment and their skills will be matched to current and future job opportunities through an occupational or job profile. There are three sections of this assessment including Reading for Information, Applied Mathematics, and Locating Information. Each section takes approximately 45-60 minutes to complete for a total of approximately three to four hours; however, sessions may be scheduled separately. Students should contact the Career Services Office to schedule an appointment or register online at [www.heartofgatech.edu](http://www.heartofgatech.edu); click on *Georgia Work Ready* logo on the bottom right hand screen. Students should indicate they are HGTC students when they register.

Students enrolled at Heart of Georgia Technical College are required to take the Work Ready assessment prior to graduation or certificate completion. In order to earn the Work Ready Certificate; the student must obtain a level score of 3 on each section.

***Degrees/diplomas/certificates/embedded certificates may not be issued to students prior to completion of this requirement.***

## **LIBRARY**

Please use one of your best resources—the HGTC library located in Room 110 in Louie Livingston Hall on the Dublin campus. It is a new facility which has study rooms, a computer lab, casual seating, carrels for DVD/CD viewing, a coffee area, a children’s area all in a wireless environment. The library is open from 7:30 a.m. to 8:00 p.m. during the quarter. Please access [www.heartofgatech.edu](http://www.heartofgatech.edu), Library Services link, for hours during quarter breaks. From any computer, students have access 24/7 to electronic resources with a quarterly password provided by their instructors. The friendly and helpful staff are available by phone (478) 275-6593, email [www.library@heartofgatech.edu](mailto:www.library@heartofgatech.edu) or FAX (478) 275-6594 during business hours and electronically through the “Ask the Librarian” link (on the left side of the library home page) after hours for information the next day. The library welcomes suggestions for new materials from its patrons.

## **WITHDRAWING FROM CLASS**

Students needing to withdraw from class should contact their instructor or program advisor. If the withdrawal date occurs prior to midterm/midcourse, the student will receive a grade of “W.” If the withdrawal occurs between midterm/midcourse and the end of the 8<sup>th</sup> academic week (or 80%) of the quarter and the student has a “60” or above average, the grade is “WP.” For learning support classes, the student must have a “70” or above average. If the student has a “59” or lower average, or “69” or lower average for learning support classes, the grade is “WF.” If the withdrawal occurs after the 8<sup>th</sup> academic week (or 80%) of the quarter, the grade is “F.”

## **GENERAL EDUCATION COMPETENCIES**

Heart of Georgia Technical College has identified a set of core general education competencies designed to prepare graduates for successful careers. HGTC has identified the following general education competencies that graduates **must** attain prior to graduation:

- Basic Computer Skills
- Mathematical Reasoning and Problem Solving
- Reading Comprehension
- Standard Written English Usage

All graduates from a degree, diploma, or Technical Certificate of Credit with a general education component will be required to demonstrate a minimum level of achievement in each area prior to

graduation. Degrees, diploma, or technical certificates of credit will not be issued to students prior to completion of this requirement nor will participation in graduation commencement be permitted. Students not attaining the required level must participate in remediation prior to taking the general education competency assessments again. Remediation is done through GAP training, and is available free to all students any time prior to or after testing. The assessments and required levels are as follows:

	Competency	Assessment	Level of Achievement
Associate degree students	Basic Computer Skills	In house computer competency exam	11 of 13 criteria met
	Mathematical Reasoning and Problem Solving	WorkKeys Applied Mathematics Exam and Locating Information Exam	Level 4
	Reading Comprehension	WorkKeys Reading for Information Exam	Level 4
	Standard Written English Usage	WorkKeys Writing Exam	Level 3
Diploma students and students enrolled in a TCC with a general education component*	Basic Computer Skills	In house computer competency exam	11 of 13 criteria met
	Mathematical Reasoning and Problem Solving	WorkKeys Applied Mathematics Exam and Locating Information Exam	Level 3
	Reading Comprehension	WorkKeys Reading for Information Exam	Level 3
	Standard Written English Usage	WorkKeys Business Writing Exam	Level 3

\*For TCC's with a general education component, visit the HGTC webpage at [www.heartofgatech.edu](http://www.heartofgatech.edu).

The Reading for Information assessment will be administered as part of your course (EMP 1000, PSY 1010, or PSY 1101). The Writing Test or Business Writing assessment will be administered as part of your course (ENG 1010 or ENG 1101). The computer competency exam will also be administered as part of your course (SCT 100).

To schedule the Applied Mathematics and Locating Information assessments (MAT 1011, MAT 1012, MAT 1013, or MAT 1111), contact the Assessment Specialist/Career Planner at (478) 274-7903 or register online at [www.heartofgatech.edu](http://www.heartofgatech.edu). Click on the Georgia Work Ready logo on the bottom right of the screen. Indicate you are a HGTC student when you register.

All TCC students are required to participate in the following assessments: WorkKeys Applied Mathematics, WorkKeys Locating Information, and WorkKeys Reading for Information. No minimum score is required unless the TCC has a general education requirement.

## COLLEGE POLICIES

Policies that affect all HGTC students can be located in the *Catalog/Student Handbook*, which is issued to all students at orientation. A copy of this publication is posted at [www.heartofgatech.edu](http://www.heartofgatech.edu), click *Current Students* tab, click *Catalog/Student Handbook* link (<http://www.heartofgatech.edu/main/EdSrvs/NewCatalog/PDFCatalogs.cfm>). The web version supersedes all other forms of publications in terms of revisions.

## **NON-DISCRIMINATION STATEMENT**

As set forth in its student catalog, Heart of Georgia Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law).

Title IX Coordinator: Director of Career Services, W. R. Stewart Building, Room 113F, (478) 274-7643

Section 504 Coordinator: Special Needs Facilitator, W. R. Stewart Building, Room 113E, (478)