

**EMS 128** (*Applied Physiology and Pathophysiology*)  
**Course Syllabus**  
**Winter Quarter 2009**  
**CRN 20836**



**CLASS INFORMATION**

**Instructor Information**

Instructor: Michael Ray Powers  
Office: Louie Livingston Hall, 2<sup>nd</sup> Floor – Allied Health Department, Office 224K  
Telephone: Office: (478) 296-6186  
Pager: (478) 277-8450  
E-mail: [rpowers@heartofgatech.edu](mailto:rpowers@heartofgatech.edu)

Office Hours: I am usually on campus between 8 am and 10 pm on Mondays and Wednesdays and 8 am and 5 pm on Tuesdays and Thursdays. But during those times I teach classes and attend meetings. My office hours vary due to Classes, Visiting Clinical sites, and Recruiting. If I am available my door is open, and you may stop by anytime. However, the best way to see me is to make an appointment with me or the Allied Health secretary. Before you make the trip to campus, give me a call just to make sure I'll be here and that my time is set aside for you.

Allied Health Secretary: Mrs. Kimberly Noles  
Allied Health Building (Dublin campus) 407  
(478) 274-7840  
[knoles@heartofgatech.edu](mailto:knoles@heartofgatech.edu)

**Class Information**

Class Days: Tuesday and Thursday  
Class Times: 0900 - 1600 (note that this is a 6-hour class, 2 days per week)  
Classroom: Louie Livingston Hall, 2<sup>nd</sup> Floor Classroom 217

**Chain of Authority**

Department Chair: Sylvia Rozier, RN, MSN  
Chair of Department of Allied Health,  
Louie Livingston Hall, 2<sup>nd</sup> Floor – Allied Health Department, Office 224A  
[srozier@heartofgatech.edu](mailto:srozier@heartofgatech.edu)  
Office: (478) 274-7857  
Office: (478) 274-7884

Dean of Instructional Services: Mrs. Becky Carroll  
Louie Livingston Hall, 2<sup>nd</sup> Floor – Allied Health Department, Office 224B  
Secretary: Ms. Connie Bland  
Office: (478) 274-7839  
[cbland@heartofgatech.edu](mailto:cbland@heartofgatech.edu)

Executive Vice President: Mrs. Beth Crumpton  
Louie Livingston Hall, 2<sup>nd</sup> Floor – Administrative Suite  
Secretary: Ms. Connie Bland  
Office: (478) 274-7839

**EMS 128 - Applied Physiology and Pathophysiology**

This course introduces the concepts of pathophysiology as it correlates to disease processes. This course will enable caregivers to enhance their overall assessment and management skills. Disease-specific pathophysiology is covered in each related section of the curriculum. This course covers a review of cellular composition and function, including cellular environment as it relates to fluid and acid-base balances. Content on genetics and familial diseases are discussed. Hypoperfusion, including various forms of shock, multiple organ dysfunction syndrome and cellular metabolism impairment are integral components of this course. The next portion of this section provides information on the body's self-defense mechanisms, the inflammatory response, and variances in immunity. The last topic covered is stress and disease, which includes stress responses and the interrelationships among stress, coping, and disease.

**Competency Areas**

**Hours**

***Overview of the Principles of Pathophysiology***

Cellular Anatomy and Physiology  
Pathohistology

|            |   |
|------------|---|
| Class      | 3 |
| D. Lab     | 0 |
| P.         | 0 |
| Lab/O.B.I. |   |
| Credit     | 3 |

Acid Base Balance  
Fluid and Electrolytes  
Genetics and Familial Diseases  
Hypoperfusion  
Body's Self-Defense Mechanism  
Inflammation Syndromes  
Stress and Disease Relationships

**Prerequisite:** Program Admission

**Corequisite:** AHS 101

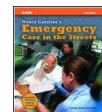
**Course Guide**

| Competency                            | After completing this section, the student will:   | Hours     |              |                  |
|---------------------------------------|--|-----------|--------------|------------------|
|                                       |  | Class     | <u>D.Lab</u> | P.Lab/<br>O.B.I. |
| <b>PHYSIOLOGY AND PATHOPHYSIOLOGY</b> |  | <b>30</b> | <b>0</b>     | <b>0</b>         |
|                                       | After completion of this unit, the paramedic student will be able to apply the general concepts of pathophysiology, fluid/electrolytes, acid-base balance and shock for the assessment and management of emergency patients. |           | -            |                  |
|                                       | Discuss cellular adaptation.   |           | -            |                  |
|                                       | Describe cellular injury and cellular death.   |           | -            |                  |
|                                       | Describe the factors that precipitate disease in the human body.   |           | -            |                  |
|                                       | Describe the cellular environment.   |           | -            |                  |
|                                       | Discuss analyzing disease risk   |           | -            |                  |
|                                       | Describe environmental risk factors.   |           | -            |                  |
|                                       | Discuss combined effects and interaction among risk factors.   |           | -            |                  |
|                                       | Describe aging as a risk factor for disease.   |           | -            |                  |
|                                       | Discuss familial diseases and associated risk factors.   |           | -            |                  |
|                                       | Discuss hypoperfusion.   |           | -            |                  |
|                                       | Define cardiogenic, hypovolemic, neurogenic, anaphylactic and septic shock.  |           | -            |                  |

| Competency | After completing this section, the student will:  | Hours |       |                  |
|------------|---|-------|-------|------------------|
|            |   | Class | D.Lab | P.Lab/<br>O.B.I. |
|            | Describe multiple organ dysfunction syndrome.   |       | -     |                  |
|            | Define the characteristics of the immune response.  |       | -     |                  |
|            | Discuss induction of the immune system.   |       | -     |                  |
|            | Discuss fetal and neonatal immune function.   |       | -     |                  |
|            | Discuss aging and the immune function in the elderly.   |       | -     |                  |
|            | Describe the inflammation response.   |       | -     |                  |
|            | Discuss the role of mast cells as part of the inflammation response.  |       | -     |                  |
|            | Describe the plasma protein system.   |       | -     |                  |
|            | Discuss the cellular components of inflammation.  |       | -     |                  |
|            | Describe the systemic manifestations of the inflammation response.  |       | -     |                  |
|            | Describe the resolution and repair from inflammation.   |       | -     |                  |
|            | Discuss the effect of aging on the mechanisms of self-defense.  |       | -     |                  |
|            | Discuss hypersensitivity.   |       | -     |                  |
|            | Describe deficiencies in immunity and inflammation.   |       | -     |                  |
|            | Describe homeostasis as a dynamic steady state.   |       | -     |                  |
|            | List types of tissue.   |       | -     |                  |
|            | Describe the systemic manifestations that result from cellular injury.  |       | -     |                  |
|            | Describe neuroendocrine regulation.   |       | -     |                  |
|            | Discuss the inter-relationships between stress, coping, and illness.  |       | -     |                  |
|            | Advocate the need to understand and apply the knowledge of pathophysiology to patient assessment and treatment. |       | -     |                  |

### **Required Textbook**

1) Textbook (ISBN: 9780763764692) and Paramedic Interactive.  
 - Nancy Caroline's *Emergency Care in the Streets, Sixth Edition*  
 American Academy of Orthopaedic Surgeons (AAOS), Nancy L. Caroline;



**Bundle ISBN: 0763772070**

2) Textbook - **American Heart Association** – *Basic Life Support for Healthcare Providers*

### **Optional Materials**

A good medical dictionary

### **Course Objectives**

The program objectives are threefold:

1. **Cognitive:** At the completion of the program, the student will be able to demonstrate the ability to comprehend, apply, and evaluate clinical information relative to their role of an entry level Paramedic.
2. **Psychomotor:** At the completion of the program, the student will be able to demonstrate technical proficiency in all skills necessary to fulfill the role of an entry level Paramedic.
3. **Affective:** At the completion of the program, students will be able to demonstrate personal behaviors consistent with professional and employer expectations of an entry level Paramedic.

As part of the Paramedic Program, the individual will:

1. Maintain a current CPR card for health-care providers.
2. Complete all requirements for taking the National Registry Paramedic Exam

***Notes:***

1. Completion of the program **does not guarantee** successful certification or licensure as an Paramedic.
2. Completion of the program **does give** the individual a high probability of successful certification or licensure.

**The course curriculum meets or exceeds all USDOT and Georgia  
OEMS Paramedic level education requirements.**

## CLASS POLICIES

### Attendance

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. Plus, each class is a four-hour class; lots of information is given in that time period. If you miss even *one* class, you are missing a significant amount of instruction. There will be penalties for absences and your absences will affect your work ethics grade.

**If you miss 10% of the total classes during the quarter, you will be dropped from the class in adherence to HGTC and DTAE policies.**

Roll will be called at the beginning of class and class will start on time. If you are 5-15 minutes late, you will be counted as tardy. Three (3) tardies make one (1) absence. If you are more than 15 minutes late, you will be counted absent for that day.

**This is a four-hour class. If you leave for any reason before the class period is over, you will be counted absent for that class.**

If you *know* you are not going to be in class or if you are going to be late, please let me know ahead of time.

If you have a physician's excuse or proof of reasonable absence (determined by the instructor), then you must submit that to me *during the first class period following your absence*. I will not accept it at a later time. Other documentation that will be accepted is physician's excuse written on letterhead (not a prescription pad), legal court summons, emergency room discharge papers, receipts for flat tires or towing, name in funeral program.

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 and important announcements from classmates. 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. Connie Bland, secretary to Mrs. Becky Carroll (see first page of this syllabus), within 48 hours of being dropped.

### 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. There are no make-up quizzes.

Habitual lateness will affect your work ethics grade. Remember that 3 tardies counts as 1 absence, so habitual lateness COULD get you dropped from the roster for excessive absences. If tardiness becomes a problem, you and I will talk about it.

### **Withdrawal from this course**

Should you wish to withdraw from the class, please see me or your advisor to officially withdraw. **PLEASE DO NOT JUST STOP COMING TO CLASS!** You will receive a failing grade, which will affect your GPA. In addition, your financial aid will be affected--you may have to pay it back out of your own pocket. *Show some integrity, as well as courtesy and respect for me*, by telling me about your withdrawal.

***Midterm is Tuesday, February 12.***

#### **Here is the HGTC policy on withdrawal from class: If you withdraw from class**

- from January 8 (first day of class) to February 12 (midterm), your grade will be “W”
- from February 13 (midterm) to March 5 (8<sup>th</sup> week of class), your grade will be “WF” for Withdraw Failing or “WP” for Withdraw Passing, depending on whether you are failing or passing at the time of withdrawal. A “WF” will be counted as an “F” when calculating your GPA
- from March 11 (9<sup>th</sup> week of class) to March 23 (last day of class), your grade will be “F” if you withdraw during the last two weeks of the quarter

Please talk to me before you withdraw—I may be able to help you with your decision. Talk to your advisor or the Director of Financial Aid prior to withdrawing to see how it will affect your future financial assistance.

### **HGTC ID Badge**

You **MUST** be wearing your HGTC ID badge and it should be noticeably displayed to enter the class. You will not be allowed to be in class or on campus if you do not have your ID badge on and visible.

### **Attire**

You must be appropriately dressed. This is HGTC school policy: No micro-mini- or mini-skirts, no midriff tops, no halter tops, no low-cut or see-through shirts. No cleavage. No short shorts. Pants must hang from the waist. No caps or hats—this applied to males and females. Your clothes must be clean, tasteful, and inoffensive. You must dress in a manner that any mature adult would consider sensible and professional. *If you are dressed inappropriately, you will be asked to leave the classroom.*

Here is the HGTC policy on personal dress:

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 *college 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 required for emphasis to students.

### **Conduct**

I expect you to come to class with a positive attitude and an open mind. Please conduct yourself in a manner that is conducive to learning, being respectful of your fellow classmates. Turn **off** all pagers and cell phones. No electronic devices such as a CD player, iPod, PDA, BlueTooth, radio, etc. Talking out of turn, whispering, loud popping of gum, personal grooming, text-messaging, or other disruptive and distracting behavior will **not** be tolerated—you will be asked to leave the classroom.

If you have any business with me, the instructor, please see me before or after class, not *during* class. If you come in late, quietly enter the classroom and sit at the back. If you were not here when the handouts were passed out, do not just get up and come to the front of my class. Rather, raise your hand and ask for one if you don't see them in the back. In other words, be respectful of me and your fellow classmates: do not interrupt my lecture.

### **Special Services**

Students with special needs, whether the needs are learning, physical, or other, are strongly encouraged to talk with the course instructor. The instructor can refer the student to the Special Needs Facilitator or can consult with the Special Needs Facilitator on behalf of the student.

To ensure that students have every opportunity to success in their studies, other services such as tutoring and study skills are available. Students interested in these services should talk to the instructor, your advisor, or department chairperson. For this course, AHS 101, tutoring is available through Lydia Barfoot. For an appointment with her, contact her at (478) 274-7652 or [lydiab@heartofgatech.edu](mailto:lydiab@heartofgatech.edu). Her office is located in the General Studies Area of the T&I wing in the Stewart Building.

### **Exams**

There will be numerous exams, plus a comprehensive final exam at the end of the course. If you are absent the day of an exam, your grade will be "0" for that exam. **THERE ARE NO MAKEUP EXAMS.** The only exceptions to this policy are listed below.

I realize that sometimes things happen beyond your control that would prevent you from taking a regularly scheduled exam. Listed below are *the only excuses* I will accept for missing an exam. You must show me the official paperwork *the day you return to class*; if you fail to show me official documentation of your absence, your grade will be "0" for the exam and I will not consider letting you make up the exam.

Court appearance: I must see your official court summons

Death/Funeral: I must see your name on the official survivor list of the obituary in the newspaper and a program from the ceremony

*Emergency surgery*: I must see official paperwork from the hospital indicating the time and date of your surgery

Military deployment: I must see official paperwork

Sick child: I must see a receipt from the pediatrician's office indicating that you were there *during the exam*.

In all but emergency cases, you must let me know ahead of time that you will be absent on the day of the exam. If you fail to notify me at all, for whatever the reason, I will not consider letting you take

another exam. The makeup exam *will* be in a different format than the original one given in class. If you miss more than one exam, your grade for the course will drop by one letter grade and it will affect your work ethics grade.

Exams will be given in one of two formats, either an electronic computerized version or a paper version which use answer sheets called “scantrons,” sheets on which you fill in “bubbles.” An announcement will be made during the class before the exam about the format of the exam.

If electronic exams are given, you will be directed to a computer lab to take the exam and will be given instructions on how to do it. Since scantrons require pencils to complete, you must bring soft-leaded (#2) pencils with you to exams. Scantrons completed with a pen cannot be graded and you will receive a grade of “0” for that exam. If you make a mistake or want to change an answer, ERASE your mark—do not cross through an answer, circle it, or make any marks other than filling in the “bubble.” Bring a good eraser (“Magic Rub” by Sanford is an excellent one)—if you do not thoroughly and cleanly erase errors and stray marks, it could affect your score on the exam.

On the day of an exam, be sure you go to the bathroom, get something to drink, get tissues to blow your nose, etc., BEFORE you come to class. Turn **off** cell phones, pagers, and other electronic devices. Take the BlueTooth out of your ear. You will not be allowed to answer phones/pages during the exam. You will not be allowed to leave the room for any reason once the exam has been passed out. If you leave the classroom for any reason or answer your phone during the exam, you forfeit your right to finish the exam. Get out everything you will need to take the test to be comfortable during the exam: plenty of pencils, a good eraser, something to drink, tissues to blow your nose. Put your book bags, purses, and class materials, etc. UNDER the desk and CLOSE/PUT AWAY all books and notebooks—you will not be allowed to look into your pocketbooks and book bags during the exam. Sit so that there is at least one seat between you and the next person. If you are caught cheating, I will take up your exam and you will receive a grade of “0” for that exam.

My policy is not to give credit for answers once the scantrons have been passed back to you.

### **Take-Home Assignments**

Occasionally written take-home assignments will be given in class. These assignments are due *in class* on the due date given—*no exceptions*. If you miss class on the date these assignments are handed out, unless you make arrangements to pick yours up *that day*, you will receive a grade of “0” for that assignment. If you are absent the day the assignment is due, unless you have made arrangements to get it to me on *that day*, you will receive a grade of “0” for that assignment.

### **Academic Irregularities**

A student commits an academic irregularity when any of the following are involved:

1. copying another student’s work or plagiarizing any report, project, program or assignment
2. copying answers from another student or use of unauthorized notes during an exam
3. any assistance or system used to help another student during an exam
4. theft or unauthorized possession of exams, including old exams

Such academic irregularities could result in one or more of the following:

1. a grade of “0” will be given for the test, lab project, report, etc.
2. a grade of “F” will be given for the course
3. dismissal from class

## **Evaluation**

|            |       |
|------------|-------|
| Exams      | 40%   |
| Final Exam | 30 %  |
| Quizzes    | 25 %  |
| Homework   | 05%   |
|            | 100 % |

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

All health science programs require an average of 70% or greater (a grade of “C”) to successfully meet the competency requirements for this course. A grade of “D” is not passing for this course.

## **HOW TO SUCCEED IN THIS CLASS**

### **Statement of Teaching Approach**

Most classes will consist of lectures by the instructor. However, I see my role as a *facilitator* in the learning process. By this I mean that I present the topics that need 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 mostly lectures, giving handouts that allow you to work with me as I present the material. I do not give “extra credit” assignments; I believe that if you attend class, keep up, and do the work expected of you as outlined in this syllabus, then you should make good grades.

### **How to Make the Most of Your Textbook**

If I require you to buy the textbook then I expect you to use it. I adhere closely to it when I’m lecturing and testing. Get familiar with your textbook. Each chapter is arranged in the following order:

The Title Pages at the beginning of each chapter contain

- Chapter Outline: Headings and subheadings are listed in outline form to prepare you for what is in the chapter
- Student Objectives: These are the things you should know after reading and studying the chapter
- New Terminology: These are the anatomical terms you will find in the chapter
- Related Clinical Terminology: These are the medical terms associated with the organ system in the chapter

At the end of each chapter, you will find

- Study Outline: This is an expanded version of the Chapter Outline at the beginning of the chapter. Because it is a concise summary of the basic concepts of the chapter, it is useful as a quick review before an exam.
- Review Questions: These questions can be used to test yourself over the chapter’s content. The page numbers in parentheses shows where the answer can be found in the text.

- For Further Thought: These questions encourage critical thinking, the ultimate goal of this course.

Do not just read the chapter. Reading is a very passive activity. Studies have shown that when you engage the material—write things, say things out loud, sing, draw, color—you tend to remember it. Outline the chapters as you skim over them. As you read each chapter, go back and fill in that outline; read each paragraph then write a word or a sentence about what that paragraph just said *in your own words*. Look up the definition of *any* word you don't know, including words in the text that are not written in **bold**. Draw diagrams. Organize the material into a visual such as a diagram or flow chart. Read the captions under the pictures. Study the information in the tables. Be sure to read the text in the blue boxes. Answer all questions at the end of each chapter. Get blank diagrams from the instructor and test yourself. Keep all class handouts, notes, and personal study materials in an organized binder.

### **Study Tips**

In general, if you want to make a grade of “C” in the class, you must study 1 hour for each hour spent in class; that means that you will spend 8 hours per week studying outside of class. If you want to make a grade of “B” for this course, you must study at least 2 hours for each hour spent in class; that means you will spend 16 hours per week studying outside of class. And if you want to make an “A” in this course, you must spend at least 3 hours studying for each hour spent in class; that means you will spend 24 hours per week studying outside of class.

Successful students have said that reading the chapter and outlining it BEFORE we cover it in class helps to acquaint them with the terminology and subject matter when we go over it in class. Likewise, reviewing class notes as soon as possible AFTER class helps to retain the material and identify topics that were not clear so that questions can be asked. Other tips from successful students include taping the lecture, making flashcards, studying with a partner or study group, testing yourself and each other, using blank copies of handouts to label diagrams.

Studying a little every day is a lot more productive than trying to cram it all in the night before the test. Check out the website for more tips on how to study more effectively.

### **Time Management**

I have found that the biggest problem with most students is time management: most students have to work at a job, take care of a family, and manage a household. It is often difficult to fit school into an already-hectic schedule. Managing your time wisely will make you feel like you have more control over your life and therefore a little less stressful.

Use the blank weekly schedule sheets attached. Then make a study plan for each week of this quarter, based on your work and family schedules. Include time spent at church and time for fun. Don't forget your sleep time, meal time, and grooming time. Anticipate special events. Then inform your family and friends of your study plan and **STICK TO IT!!!**

Start by assigning colors for each “category”: sleep, meals, grooming, classes, job, church, family time. Then color in the times on the weekly schedule sheet. After you have finished coloring in all of the “must do” events in your weekly schedule, then look at the non-colored areas—those are your study times. If you don't see any “white areas” in your weekly schedule, then you either need to re-structure your life so that school is your top priority or you need to drop this course and take it at a time when you can focus on it and give it your full attention. During those study times, look at the Daily Study Guide to tell you what to do.

Try to schedule your study time in the hours before you go to sleep at night. Research has shown that material studied just before a night's sleep is retained longer and more accurately.

### **Daily Study Guide**

Once you have established regular study times, make the best use of that time, i.e. study effectively and efficiently with the time you've set aside. A daily study guide is provided with this syllabus. On it, you are given *suggestions* for how to spend your study time every day. Here are some general instructions to help you make the most of the daily study guide. The *action words* are written in CAPITAL letters.

**OUTLINE:** This means to list the headings and subheading first. You could copy the outline in the front of the chapter. But by going through each page, you get an idea of how many pages you have to read and about the content of the material.

**READ and MAKE NOTES.** Once you have outlined the chapter, go back and read each section. After you have read a paragraph or two, or even a section, write something. Don't simply copy a sentence or the paragraph into your notebook—that's just wasted time and effort. Rather, write what that section was about in your own words. Make lists—studies have shown that remembering a list is easier than memorizing sentences and paragraphs.

**WRITE** each word in **bold** and write out the definition beside it. **PRACTICE SPELLING** the word by writing it a number of times until you can spell it correctly. Also, as you read the chapter, **WRITE** out ANY words you don't know and write down their definitions as well. **WRITE** out answers to all questions at the end of the chapter.

**LABEL** blank diagrams. Make copies of the diagrams given in class. Use them to **TEST YOURSELF** by labeling them without your notes or help from the book. Do this a number of times with a drawing until you know all the parts and their functions.

**MAKE FLASH CARDS.** Write the term on one side of a card and its definition on the other. Or draw a diagram on one side and label it on the other. There are many applications for flash cards—I will point them out when they arise.

Take practice **QUIZZES**.

The daily study guides are merely suggestions for how to use your time. You can always do more or less or different—whatever works for YOU. If you have taped the lectures and have time, go back and listen to the tapes to identify points that you missed or are having difficulty with. Use the workbook that comes with this textbook—it is sold in the bookstore and contains many exercises to help you engage the material.

Remember: Studying a little every day is a lot more productive than trying to cram it all in the night before the test.

### **Notebook**

Keep this syllabus, handouts, class notes, personal notes and all your study materials organized in a three-ring binder. Get enough tabbed dividers to create a section for each topic or unit or organ system. When you go to visit your instructor to talk about your performance, take this notebook with you.

### **Taping the Lectures**

You may tape record my lectures and I encourage you to do so. Successful students say that taping lectures allows them to listen to the lecture over and over, giving them time to take better notes and mentally digest the information.

### **Test Anxiety**

The best way to overcome test anxiety is to “over-learn”, that is, to study so well that you know the material backwards and forwards, so that you can be on “auto-pilot” when your nerves have you twisted in knots! Memorize, memorize, memorize! Memorize parts, memorize lists, memorize flow diagrams, memorize concepts. Practice spelling words so much that you can write them in your sleep. Make multiple copies of diagrams and label over and over until you can label quickly, accurately, and without hesitation. The key to “over-learning” is not many long hours spent staring at the book, passively reading and trying to soak it all in, but rather, it is actively engaging the material and repeating the material over and over so that it becomes automatic. You must engage the material as much and in as many ways as you can by writing, drawing, speaking, singing, or doing ANYTHING with the material that will make it stick in your mind. Check out the website for more tips on how to overcome test anxiety.

### **Help**

So you’re doing all I tell you to do but you’re still not making the grades you want to make. Come see me. Bring your notebook where you keep your notes and other study materials. That way, I can look at what you are doing and make suggestions for how to change in order to study better.

If you don’t want to talk to me, go see Mrs. Lydia Barfoot. Take your notebook in which you keep all your notes and other study materials as you follow your daily study guide. Perhaps she can make suggestions about how to study better or she can get a tutor for you.

If you don’t go see Mrs. Barfoot, go see Mrs. Cecile Miller in the Career Counseling Center in the Stewart Building. Take your notebook in which you keep all your notes and other study materials.

### **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/clinical 90% or more of the required time, arrives on time; notifies instructor in advance of planned tardies/absences; begins and ends work as expected; uses class/clinical time appropriately; makes up assignments punctually
2. Character: displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility; displays a high level of effort and commitment to performing and completing work
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 good manners; displays pride, trust, and group identity; fosters commitment and team spirit; helps classmates to succeed by forming and maintaining study groups and tutoring
4. Appearance: displays appropriate dress, grooming, hygiene, and etiquette

5. Attitude: demonstrates a positive attitude; appears self-confident; has realistic expectations of self; displays a willingness to cooperate; accepts constructive criticism
6. Productivity: follows safety practices; conserves materials; keeps work area neat and clean; maintains equipment and supplies; does not use or knowingly permit others to use tools and equipment improperly; follows directions/procedures; notifies proper authorities of circumstances or situations presenting potential safety hazards; stays on task and uses time constructively
7. Organizational skills: manifests skill in personal management, time management, prioritizing, flexibility, stress management, and dealing with change
8. Communication: displays appropriate nonverbal and verbal skills by communicating accurate information to others in a professional and courteous manner; listens to others
9. Cooperation: displays leadership skills; appropriately handles criticism and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; displays a willingness to assist others; demonstrates concern for treating people fairly and equitably; follows chain of command
10. Respect: deals appropriately with cultural/racial diversity; does not engage in harassment of any kind; treats instructors and fellow students with respect, courtesy, and tact

Each week we will focus on one of the ten ethics traits. Evaluation of student work ethics uses a rating scale based upon a definition of the expected behavior of a good employee. Points are assigned to evaluate each of the ten work ethics traits as follows:

|                       |          |
|-----------------------|----------|
| Exceeds expectations: | 3 points |
| Meets expectations    | 2 points |
| Needs improvement     | 1 point  |
| Unacceptable          | 0 points |

Every student's work ethics evaluation is assumed to be "Meet expectations" at the beginning of each quarter. So on the first day of class, each student receives 2 points for each of the ten traits for a total of 20 points. As the student interacts daily with his or her instructor in the classroom or lab, the instructor may observe behaviors that vary from those of a good employee. The instructor documents the positive or negative behavior using a Work Ethics Evaluation Form. A mid-term and final work ethics grades are included along with the academic grade.

Remember, you are being observed at all times. In general, you are expected to be punctual for class, display correct professional attitude and conduct do the work expected of you in a timely manner, and maintain a neat appearance.

**Course Schedule\*\***

| <b>Week</b> | <b>Day</b> | <b>Date</b> | <b>Chapter/Topic</b>                       |
|-------------|------------|-------------|--|
| *****       |            |             |  |
| 1           | Thursday   | March 5     | Physiology and Pathophysiology             |
|             | Tuesday    | March 10    | Physiology and Pathophysiology (Continued) |
| *****       |            |             |  |
| 2           | Thursday   | March 12    | Physiology and Pathophysiology             |
|             | Tuesday    | March 17    | Physiology and Pathophysiology (Continued) |
| *****       |            |             |  |
| 3           | Thursday   | March 19    | Physiology and Pathophysiology (Continued) |
| *****       |            |             |  |

Schedule may be altered to fit the needs of the class.

## Non-Discrimination Statement

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, disabled veteran, veteran of the Vietnam Era, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all educational programs and activities including admissions policies, scholarship and loan programs, athletic and other Department and Technical College-administered programs. It also encompasses the employment of personnel and contracting for goods and services. Heart of Georgia Technical College shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

HGTC maintains and publishes a grievance procedure for addressing discrimination concerns. (See Complaint Resolution Policy) These procedures shall, at a minimum, meet the federal requirements for compliance with Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act and Title I of the Workforce Investment Act of 1998.

This policy of non-discrimination is consistent with Title IX of the Educational Amendments of 1972, Title VII of the Civil Rights Act of 1964, Executive Order 11246, the Equal Pay Act, the Age Discrimination in Employment Act, the Americans With Disabilities Act, Section 504 of the Rehabilitation Acts of 1973, Section 503 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Immigration Reform and Control Act of 1986, the Workforce Investment Act of 1998, and O.C.G.A. § 45-19-21 and other related state statutes.

The following individuals are the designated employees responsible for coordinating the college's efforts to implement this non-discriminatory policy and are located at 560 Pinehill Road, Dublin, GA 31021.

### **Title II (II-8.500) ADA:**

*Designee for Students:*

Special Needs Facilitator for Section 504 of the Rehabilitation Act of 1973, (478) 274-7652

*Designee for Personnel & Facilities:*

Human Resources Specialist, 478-274-7934 for Section 504 of the Rehabilitation Act of 1973

**Title IX of the Education Amendments of 1972**, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

*Designee:*

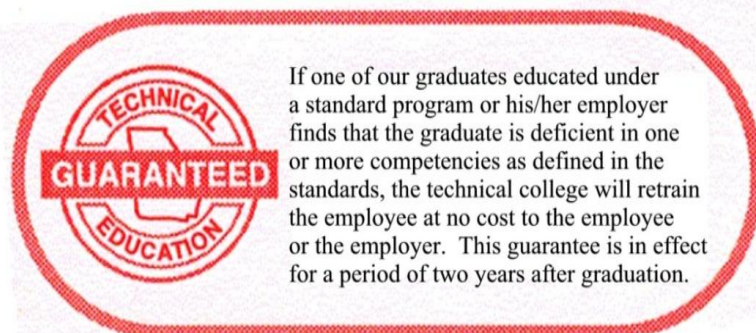
Director of Career Services, (478) 274-7643

### **Civil Rights – Title VII of the Civil Rights Act of 1964**

*Designee for Students:*

Special Needs Facilitator, (478) 274-7652

*Designee for Personnel & Facilities:* Human Resources Specialist, 478-274-7934



# Receipt and Acknowledgment of Course Syllabus

*(Please read the following statements, fill in where necessary, sign and date below, and return.)*

I, \_\_\_\_\_ have received and been given an the opportunity to read a copy of the course syllabus for \_\_\_\_\_. The Course Instructor has reviewed the course syllabus with the class member listed above.

I understand (*Initial beside each*):

- \_\_\_\_\_ 1. And agree to the rules as stated.
- \_\_\_\_\_ 2. The attendance policy.
- \_\_\_\_\_ 3. The evaluation procedures, grading, required textbook(s), and required on-line assessments when required.
- \_\_\_\_\_ 4. The books listed in the syllabus are mandatory and must be purchased during the first week of the quarter.
- \_\_\_\_\_ 5. The departmental dress code and agree to come to class accordingly.
- \_\_\_\_\_ 6. That all cell phones must be turned off during class. No iPods, Bluetooth, or other such headsets are permitted in the classroom.
- \_\_\_\_\_ 7. The consequences of being caught cheating at HGTC.

I understand that the policies and schedule described in it are subject to change at any time at, and with discretion of the Heart of Georgia Technical College.

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(Student's signature)

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(Date)