

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Emergency Medical Services</u>
COURSE RUBRIC AND NUMBER	<u>EMSP 2430</u>
COURSE TITLE	<u>Special Populations</u>
COURSE CREDIT HOURS	<u>4 3 :</u> Credits Lec Lab

I. Catalog Description

Studies the knowledge and skills necessary to assess and manage ill or injured patients in diverse populations to include neonatology, pediatrics, geriatrics, and other related topics. EMSP 2534 must be taken prior to or at the same time as this course. A grade of “C” or better is required in this course to take the next course and/or for this course to be eligible for “course completion” credit or eligibility to take licensing exam. **Prerequisites: EMSP 1160 and EMSP 1161 and EMSP 1162 and EMSP 1355 and EMSP 1356 and EMSP 1438 and EMSP 2305 and EMSP 2306 or RNSG 1301 and EMSP 2444 and EMSP 1501. Corequisite: EMSP 2160. (3:2). Lab fee. Professional Practice Insurance required.**

II. Course Objectives

At the completion of the course, the student should be able to:

- A. Define and differentiate Neonate, Infant, Child and Geriatric growth and development.
- B. Define age specific consideration.
- C. Define and demonstrate age appropriate assessment.
- D. Define and demonstrate Neonatal Resuscitation.
- E. Demonstrate Pediatric Assessment and describe the special assess techniques necessary.
- F. Describe common Pediatric Emergencies and the initial treatment.
- G. Define the principles of Pediatric Advance Life Support, including appropriate transport.
- H. Demonstrate medication calculation based on age specific, utilizing weight as a factor.
- I. Describe the aging processes related to system Pathophysiology.
- J. Discuss information that would lead the Paramedic to suspect abuse or assault.
- K. Describe strategies that should help reduce fear and stress of the emergency in a challenged patient.
- L. Describe the role of the Paramedic in assessment, treatment, and management of the home care patient.
- M. Define behavior and distinguish among normal behavior, abnormal behavior and the behavioral emergency.
- N. Describe the medical legal considerations for management of emotionally disturbed patients.
- O. Describe assessment of a patient with a gynecological emergency.
- P. Describe the anatomic structures and physiology of the reproductive system during pregnancy.
- Q. Describe how to assess an obstetrical patient.
- R. Describe and differentiate normal vs. abnormal delivery.

III. THECB Learning Outcomes (WECM)

1. Integrate pathophysiological assessment findings to formulate a field impression, implement a treatment plan for diverse patients of special populations.
2. Integrate multiple determinates of such conditions into clinical care.

IV. Evaluation

The following is the grade percentage breakdown for written materials/examinations by specific activity.

Quizzes/Simulations	15%	toward final grade
Homework	10%	toward final grade
Block Exam I	10%	toward final grade
Block Exam II	10%	toward final grade
Block Exam III	10%	toward final grade
Block Exam IV	10%	toward final grade
Block Exam V	10%	toward final grade
Final Written Exam	25%	toward final grade
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TOTAL	100%	GRADE (Theory)

Grading Scale

90 - 100	= A
80 - 89	= B
75 - 79	= C
Below 75	= F
Incomplete	= I
Withdrawn	= W

V. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.