



**Course Number and Section EMSP 2330**  
**Special Populations**  
**Course Semester (Fall 2025)**

**Instructor Information:**

Krystal Jones, EMT-P, EMS-I

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Cell: (832)315-9084 \* Emergencies Only

**Mondays & Fridays 0800-1700, PSC Building**

**Required Textbook/Materials:** Paramedic Care Principles and Practice Vol 1 & Vol 2 + MyLab Brady w Pearson eText ACC for Paramedic Care ISBN-13:9780138210243

1. The EMS Program Student Handbook
2. Class Uniform
3. Watch with a secondhand
4. A device to access the online course material, clinical scheduling skills tracking platform
5. Sterling Credentials Account
6. Com.surpath.com account

**Course Prerequisites:**

1. Must hold current Texas EMT-Basic certification
  - Or eligible for the National Registry exam.
2. Students must be at least 18 years old by the first day of class; no exceptions will be made.
3. Students must show proof of immunizations
4. Students must be recently certified in BLS Health Care Provider CPR through AHA or HSI
5. Students must pass a criminal background check
6. EMSP 1501 and EMSP 1260

**Co-requisites:**

**EMSP 1356, EMSP 1388, EMSP 1355, and EMSP 2168**

**EMSP 2330. SPECIAL POPULATIONS**  
**(LECTURE 3, LAB 1). CREDIT 3. WECM.**

Knowledge and skills necessary to assess and manage ill or injured patients in diverse populations to include neonatology, pediatrics, geriatrics, and other related topics. At completion, students will integrate pathophysiological assessment findings to formulate a field impression; implement a treatment plan for diverse patients of special populations; and integrate multiple determinants of such conditions into clinical care. Instructor approval required.

**Course Hours:** 64 total contact hours, Lecture and Lab 56 hours in class and 8 hours online or outside of class

**Program Goals:**

To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.



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To educate professionals who can solve problems using highly developed assessment skills, backed by a solid understanding of pathophysiology and reinforced with clinical experiences, who are flexible and can think beyond the established protocols.

**Course Rationale:** One of the main focuses of this course is to build critical thinking skills. You are expected to enter this class with the skills and knowledge of a Paramedic. We will build upon this foundation. Lectures, demonstrations, discussions, and class activities reinforce information and concepts. To be a Paramedic, you must also learn to *do* what EMT-Ps do. Instructors will provide an initial demonstration of each skill and guidance during practice. Multiple skills sessions are provided to ensure students' comfort and competence. Students must demonstrate competency in skills during "Skills Testing" sessions. This is an extremely important process.

**Course Objectives**

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

1. Demonstrate assessment and management techniques for pediatric, obstetric, geriatric, neonatal, and special needs patients.
2. Integrate pathophysiological principles and assessment findings to formulate field impressions and treatment plans.
3. Apply ethical and cultural considerations when treating patients from special populations.
4. Demonstrate appropriate communication techniques with patients and caregivers in special population groups.
5. Perform appropriate procedures for childbirth, neonatal resuscitation, pediatric airway, and geriatric trauma care.

**Course Student Learning Objectives/Outcomes:**

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

1. Integrate clinical findings to develop treatment plans for special populations – Assessed via Case Studies (Critical Thinking)
2. Adapt communication methods to meet the needs of patients with disabilities – Assessed via Lab Scenarios (Communication Skills)
3. Evaluate emergency scenes involving children, pregnant women, or elderly patients –
4. Assessed via Final Exam (Empirical & Quantitative)
5. Demonstrate professionalism and ethical behavior – Assessed via Affective Evaluations (Personal Responsibility)



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Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Students will be able to integrate the pathophysiological principles and assessment findings to formulate a field impression of an emergency medical patient.	Critical Thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Final Exam
2. Students will be able to implement an acceptable treatment plan of a medical patient	Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.	Final Pt Assessment Skills Exam
3. Students will demonstrate the proper attitude expected of an AEMT	Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making	Other: Affective Domain Tool

**Program Completion Requirements:** To receive a course completion and be eligible to test for the National Registry, students must achieve a minimum passing grade of “B” to pass and receive credit for all courses. They must also meet minimum attendance requirements and pass all DSHS requirements and COAEMSP Student Minimum Competency (SMC) and program-required skills and clinical hours to be eligible for NREMT testing. After completing all coursework, students must have a final average of 79.5%, pass each unit, midterm, and final exams with a score of 80%, have a final satisfactory affective evaluation, and complete all clinical hours, including the required minimum of patient contacts and clinical hours.

**Course Requirements**

1. To complete the EMTP program, students must:
2. Score the minimum requirements for the initial or retest or higher on each of the following:
  - a. Unit Exams 30% of the overall grade
  - b. Midterm Exam 25% of the overall grade
  - c. Final Exam is 25% of the overall grade
  - d. Case Presentations 20% of the overall grade
3. Complete all required lab/skills sessions
4. **Post-Test Requirement:** All chapter post-tests must be submitted before the final exam, with a minimum score of 75. Unlimited retests are allowed.
5. **Attendance & Participation:** Students must attend and participate in all sessions. Any missed lab days must be made up outside of their regularly scheduled class time. Students may attend another current class or sign up for an open lab date.



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**Professionalism:** This is a non-negotiable requirement for course completion eligibility. Maintain satisfactory standing in the affective domain (professional behavior and participation)

**Additional Program Completion Requirements:**

1. Successful completion of the following courses: ACLS, PALS, BLS, and PHTLS.
2. Complete all assigned work.
3. Complete all assigned projects and/or case presentations.
4. Note: It is estimated that two hours of outside study/preparation are required for every hour of class.

Additionally, students must complete a Texas Jurisprudence Exam before program completion. Failure to meet any of the requirements listed in the syllabus will result in an inability to receive a course completion and, therefore, failure to take the certification exam.

**Specific Tasks Accomplished:** Paramedics require a significant knowledge base to be effective. Lectures and discussions (including demonstrations and AV aids) are the primary modes of communicating knowledge objectives. Learning significantly increases when students complete the chapters, pretests, and homework before class. Students should also be prepared to engage in group and class discussions to assimilate with other materials in a lab demonstration of skills.

**Online Participation:** The student must have access to a reliable internet connection. At a minimum, study materials, practice exercises, major exams, quizzes, and grades are made available and/or posted online.

**Lab Requirements**

As part of the program, students must complete several simulated patient contacts, skill competencies, formative scenarios, summative scenarios, and team leads to fulfill the semester's requirements. Students and instructors will monitor their progress toward these requirements via their EMCE accounts. There is no separate grade for this component of the class.

**Skills Description:**

This section outlines the psychomotor (hands-on) skills students are expected to demonstrate competency by the end of the course, as required by the Texas Department of State Health Services (DSHS) and aligned with NREMT standards. Students must complete the necessary peer-to-peer evaluations for each of the following skills, in addition to receiving instructors' signoffs. They will need to have one instructor sign off on these evaluations before they can begin clinical rotations. Skills testing will be conducted at the midterm and at the end of the course, where students will need to have two different instructors sign off on all required core skills by the time the course is completed. Students must gain competency in skills during skills practice and lab sessions.



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**Skills Criteria:** Systematic technique; identifies abnormal findings; integrates findings with history for clinical decision-making. All skills will be evaluated during lab scenarios using the EMS Program's affective, cognitive, and psychomotor rubrics. Students are expected to demonstrate competence in the following skills:

1. Pediatric assessment (medical/trauma)
2. Obstetrical delivery and neonatal resuscitation
3. Geriatric patient care
4. Special needs patient transport considerations
5. Pediatric and neonatal airway management
6. Child abuse and neglect recognition and reporting

**Evaluation & Competency Sign-Off**

Each skill will be practiced in lab settings and formally evaluated by instructors using program-approved skill sheets. Students must demonstrate proficiency in all required skills to be eligible for course completion and NREMT certification testing. Additionally, they must pass an oral board interview with the medical director or program director.

**Determination of Course Grade/Detailed Grading Formula:**

<b>Case Presentation</b>	20%	<b>A = 93-100%</b>
<b>Unit Exams</b>	30%	<b>B = 80-92%</b>
<b>Mid Term:</b>	25%	<b>C = 75-79%</b>
<b>Final Exam:</b>	25%	<b>D = 65-74%</b>

**Exam Requirements:**

To pass the course, students must achieve an average of 80% on all unit exams and a minimum of 80% on both the midterm and final exams. Students may have a maximum of three retakes on unit exams, and all the grades will be averaged together, and must equal 80. For students with grades below 80 on the midterm or final exam, a retake will be allowed if their exam average score before the exam is at least 80. They are then eligible for a retest; however, they must score at least 80 on the retest to remain in the class. The highest grade achievable on the midterm or final retests is an 80. The midterm and final exams are cumulative, covering all chapters and information reviewed before the exams. The Final exam is comprehensive, covering all course materials. Must make a 100 on the syllabus exam by the end of the third week of class.

**Failure to achieve a minimum average score of 80% on any Unit Exam, Midterm, Final, or a negative affective score will result in course failure, regardless of overall points earned**



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**Affective Grade:** All EMS courses have a cognitive, psychomotor, and affective grading domain, and a passing grade must be achieved in all domains to pass the course. All summative evaluation ratings on the Professional/Affective Behavior Evaluation tool at the end of the course must be fair or good. Any ratings of needs for improvement result in a failing grade, which in turn leads to failing the course and renders the student ineligible for course completion.

**EMS Student Evaluation Scale (1–7)**

<b>Score</b>	<b>Cognitive</b>	<b>Psychomotor</b>	<b>Affective</b>
<b>7 - Exceptional</b>	Demonstrates deep understanding; applies knowledge to complex scenarios with insight and minimal prompting.	Performs all skills with precision, confidence, and consistency; anticipates next steps.	Exemplifies professionalism, empathy, leadership, and integrity, motivating peers and contributing positively to the classroom culture.
<b>6 - Advanced</b>	Accurately applies knowledge to varied situations; demonstrates clinical reasoning and strong retention.	Performs skills with minor errors, quickly self-corrects; efficient and organized technique.	Consistently respectful, engaged, and responsible; models positive behaviors and is receptive to feedback.
<b>5 - Proficient</b>	Understands material and applies it to common EMS scenarios; asks relevant questions.	Performs most skills correctly with minimal guidance; demonstrates coordination and confidence.	Regularly professional and respectful; participates actively and responds well to constructive feedback.
<b>4 - Competent</b>	Demonstrates general understanding; may need prompts for application; some knowledge gaps.	Performs skills adequately but may require occasional correction or enforcement.	Generally appropriate attitude and effort; may need reminders to stay on task or maintain professionalism.
<b>3 - Developing</b>	Inconsistent understanding of concepts; requires prompting and review; struggles to connect ideas.	Skills are uncoordinated or hesitant; needs frequent guidance.	Effort and behavior vary; may show inattentiveness or require repeated redirection.
<b>2 - Beginning</b>	Lacks a minimal understanding, frequently	Unable to perform skills without step-by-step	Demonstrates poor engagement or



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Score	Cognitive	Psychomotor	Affective
	confuses or misapplies concepts, and shows poor retention.	prompting; lacks preparation or practice.	professionalism and is resistant to feedback.
<b>1 - Unsatisfactory</b>	Lacks basic knowledge and is unable to participate meaningfully in discussions or applications.	Fails to attempt or improperly performs skills; unsafe or noncompliant with instruction.	Disrespectful, disruptive, or disengaged; unwilling to participate or reflect on behavior.

1. Cognitive Domain (Clinical Judgment & Knowledge Application)

Evaluation Focus

Ability to assess patients.  
 Appropriate differential diagnosis.  
 Selection of appropriate treatments.  
 Integration of protocols and guidelines.

Counseling Strategy

Ask the student to walk through their clinical reasoning after a call or scenario.  
 Review missed cues or misapplied protocols.  
 Recommend specific topics for review or simulation-based remediation.

2. Psychomotor Domain (Skills & Task Performance)

Evaluation Focus

Competency in performing assessments and interventions.  
 Correct equipment handling and procedural setup.  
 Adherence to protocols, safety, and aseptic technique.

Counseling Strategy

Provide real-time feedback during or immediately after skills.  
 Utilize simulation, repetition, or peer practice.  
 Offer video review or skill lab assignments for development.

3. Affective Domain (Professional Behavior)

Evaluation Focus

Attitude, empathy, and teamwork.  
 Communication with patients, peers, and staff.  
 Accountability, integrity, and a willingness to receive feedback.





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**Counseling Strategy**

Use specific observations when giving feedback (e.g., “You spoke over the patient”).  
Explain how affective behaviors impact patient outcomes and team dynamics.  
Develop a goal-based improvement plan (e.g., “Arrive 10 minutes early; debrief after each call”).

**Additional Policies:**

**Exam Retakes:** Missed exams due to absence are at the instructor's discretion and require instructor approval. The maximum grade allowed will be 80. One retake is allowed for both the midterm and final exams. Retakes of the midterm and final exams are only permitted if the student has passed all other program components, including progress in co-requisite courses, and must be approved by the program director at the instructor's recommendation. If the students know they will be absent on a major exam day, they may make arrangements to take a unit exam, midterm, or final BEFORE the exam date to receive full marks for that exam.

**Late Work or Make-Up Work:** A missed or late assignment, homework, or exam without a written request before the due date may still be submitted, but it will only receive a maximum of grade of 80. The missing work must be completed within five days past its original due date. After this grace period, students will receive a zero for any assignments or exams submitted past this deadline. Students are encouraged to complete the work even if they are to receive a zero, as they will need the knowledge to be successful as they continue in the program.

Make-up work or late assignments for full credit will only be allowed at the instructor's discretion. When a student contacts the instructor in writing before the due date of the assignment or exam, the instructor must establish and confirm a submission time. Failure to meet the make-up deadline will result in a grade of zero.

**Lab Grades:**

A separate laboratory grade is not issued for EMSP 1355; however, active participation is essential. Students must verify proficiency in all required skills and the ability to integrate assessment and management skills during scenario testing. During laboratory sessions, proficiency will be verified on a pass/fail basis. Each student will have a total of three attempts to complete all the required program-tested skills.

Students who do not demonstrate proficiency in the competency skills testing held at the middle and end of the semester will be provided with remediation. Students who do not demonstrate proficiency by the final skills testing held at the end of the semester will receive an F and will not be eligible to complete the program. Any student who retests a competency they have failed twice must do so with the program director and or medical director.

Students are expected to behave professionally and appropriately care for the equipment assigned during the lab.





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**Attendance Policy:** Your attendance and *active class participation* are an integral component of your educational experience and that of your classmates. Therefore, you are expected to attend all classes and labs. All lecture classes, labs, and clinical rotations require mandatory attendance. Class and lab attendance are checked daily.

A student can miss no more than two days in a semester. As outlined in the program manual, any absence must be excused and documented in the student's progress report. At the course instructor's discretion, the student may make up excused missed hours only, or the instructor or program director can assign additional assignments based on the content covered during the missed time to be completed outside of class time.

**Further absences will result in the student being placed on a performance improvement plan, which puts them at risk of being removed from the course.** See the program manual for PIP documents.

**Missed Class Time**

If course hours are not completed, the student will receive a failing grade for the current course and will not be eligible to move on to the subsequent courses within the cohort for certification.

**Skills Lab Time Missed**

If a student has an excused absence from a skills session, they must follow the steps below to continue in the program. This will not serve as “make-up” time—time missed is time missed for any unexcused absence.

- Scheduled time outside of regular class times will count on a 2:1 ratio open lab sessions only; if they attend another class session, it will count hour by hour. One hour of open lab time will count as two hours of excused missed lab time. A student will only be allowed to attend no more than three make-up sessions, either in an open lab or by attending another in-session class.

**Communicating with your instructor:** All official electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about class performance through other electronic means. (At their discretion, faculty may add additional statements requiring monitoring and communication expectations or options via D2L or other Learning Management Systems (LMS) or digital group options, such as GroupMe or WhatsApp.)

**EMS Chain of Command**

We employ chain-of-command policies, similar to those found in the workplace, to develop professional skills relevant to the workforce.

1. If you have a problem or a question, first consult the syllabus.
2. Verbally discuss the issue with the Lead Instructor.



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- a. Follow up an email TO the LEAD INSTRUCTOR summarizing the meeting and your understanding of the outcomes.
  - b. If you are dissatisfied with the outcome, proceed to Step 3.
3. Forward your summary of the initial meeting to the Program Director and the Lead Instructor. You should also state your desired outcome and justifications for that outcome.
  - a. You will be asked to meet with the Program Director in person.
  - b. As before, prepare a follow-up email summarizing the meeting's outcome.
  - c. If you are dissatisfied with the outcome, proceed to Step 4.
4. Forward your summary of the initial meeting to the Department Chair, the Program Director, and the Lead Instructor. You should also state your desired outcome and provide justifications for it.
  - a. You will be asked to meet with the Dean in person.
  - b. As before, prepare a follow-up email summarizing the meeting's outcome.
  - c. If dissatisfied with the outcome, refer to the Student Handbook for the next steps. [COM Student Handbook](#)

**Academic Dishonesty:** The College of the Mainland EMS Program strictly prohibits academic dishonesty. Disciplinary action will include, but is not limited to, recording a “0” for the assignment. In cases of cheating or falsification of clinical documents, dismissal is likely. NOTICE: Falsification of any program document is grounds for immediate dismissal and may result in a report of all personnel involved under Texas Administrative Code RULE §157.3

**Course Disruption:**

Due to circumstances beyond our control, such as a pandemic, hurricane, or flooding, classes, labs, and clinical rotations may be converted from face-to-face to remote learning or disrupted, resulting in an Incomplete course or a possible delay in graduation. In such an event, when courses can resume, the days and times to make up the content may differ from those originally designated. All efforts will be made to provide adequate notice of any changes. Students must attend those adjusted days/times to complete the curriculum requirements.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact your lead instructor using the contact information provided first. If you continue to have questions after discussing your problems, don't hesitate to reach out to Sarrissa Ryan, Program Director, at [sryan4@com.edu](mailto:sryan4@com.edu).

**Course outline:** (include a calendar with lecture topics, due dates)

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**Institutional Policies and Guidelines**

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook <https://www.com.edu/student-services/student-handbook.html>. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodation is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: [AccessibilityServices@com.edu](mailto:AccessibilityServices@com.edu)

Location: COM Doyle Family Administration Building, Student Success Center

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is October 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2<sup>nd</sup> 8-week session is November 25.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.



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**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**Nondiscrimination Statement:**

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.