



Course Syllabus

EMSP 2143 – Assessment Based Management

Revision Date: 8/22/2016

Catalog Description: A capstone course covering comprehensive, assessment based patient care management includes specific care when dealing with pediatric, adult, geriatric, and special-needs patients.

Lecture hours = 1, Lab hours = 1

Prerequisites: EMSP 2404, 1501, 1361, 1338, 1356, 1355, 2205, 2260, 2306 and a current CPR (Healthcare Provider/Professional Rescuer) certification.

Co-requisite: EMSP 2261, EMSP 2434, EMSP 2330, EMSP 2444

Semester Credit Hours: 1

Lecture Hours per Week: 1

Lab Hours per Week: 1

Contact Hours per Semester: 32

State Approval Code: 51.0904

Instructional Goals and Purposes: The purpose of this course is to integrate pathophysiological principles and assessment findings to formulate a field impression; and implement a treatment plan for patients with common complaints.

Learning Outcomes:

Integrate pathophysiological principles and assessment findings to formulate a field impression; and implement a treatment plan for the specific patient scenario given them. Curriculum based on U.S. Department of transportation National Standard Curriculum.

Specific Course Objectives (includes SCANS):

After studying all materials and resources presented in the course, the student will be able to:

1. Demonstrate the ability to comprehend, apply, analyze, and evaluate information relevant to their role as a paramedic intern. (1Bi, ii, iii, iv, v, vi; 2Ci, ii, iii)
2. Demonstrate technical proficiency in all basic skills and the following advanced skills; advanced airway management, IV therapy Venipuncture, shock therapy, drug calculations, medication administration, cardio version and defibrillation, EKG Rhythm recognition, respiratory/cardiovascular pharmacology, and medical mega codes. (2Ei, ii, iii)
3. Exhibit affective qualities and personal behavior characteristics of a paramedic intern (1A, iv, v; Ci, ii, iii, iv, v; 2Bi, ii, iii, iv, v, vi)
4. Communicate professionally with patient, team members, and hospital personnel. (2Bi, ii, iii, iv, v, vi; Ciii)

5. Assumes the responsibility of self-development as a member in the profession of prehospital care. (1Ai, ii, iii, iv, v)
6. Recognize the necessary qualifications of a team leader and function in a team leader capacity. (1Av, vi; 2Bi, ii, iii)
7. Practice within the legal and ethical limits of the EMT-P intern. (1Ci, ii, iii, iv, v)

Course Content:

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will be required to do the following:

1. See specific course objectives

Methods of Instruction/Course Format/Delivery: (text in paragraphs)

This course is offered in a face to face lecture and lab format.

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

No assignments for this portion

Assessment(s):

1. Given a specific patient scenario, student will assess the patient and properly care for patient.

Course Grade:

The grading scale for this course is as follows:

90%-100%	A
80-89.99%	B
70-79.99%	C
60-69.99%	D
50-59.99%	F

Texts, Materials, and Supplies:

- Paramedic Care Principles and Practice, 4th Edition, Bledsoe, Pearson Publishing;
- MYBRADYLAB

Required Readings:

Recommended Readings:

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

SCANS CRITERIA

- 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**
 - a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v) Speaking: Organize ideas and communicate orally.
 - b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - i) Creative Thinking: generate new ideas.
 - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii) Problem Solving: recognize problems and devise and implement plan of action.
 - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
 - c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
 - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v) Integrity and Honesty: choose ethical courses of action.
- 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
 - a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
 - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
 - b) **Interpersonal Skills:** A worker must work with others effectively.
 - i) Participate as a Member of a Team: contribute to group effort.
 - ii) Teach Others New Skills.
 - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.