



Course Syllabus

EMSP 2205 – EMS Operations

Revision Date: 01/12/2017

Catalog Description: A detailed study of the knowledge and skills to safely manage the scene of an emergency

Lecture hours = 2, Lab hours = 1

Prerequisites: EMSP 1501, EMSP 1361 and BIOL 2404, Current CPR certification, Current EMT-Basic certification

Co-requisite: EMSP 1338, EMSP 1356, EMSP 1355, EMSP 2260, EMSP 2348

Semester Credit Hours: 2

Lecture Hours per Week: 2

Lab Hours per Week: 1

Contact Hours per Semester: 48

State Approval Code: 51.0904

Instructional Goals and Purposes:

1. Apply safety and operational principles in out-of-hospital environments.
2. Demonstrate lifesaving care to patients at the Emergency Medical Technician-Intermediate level.
3. Display professional and ethical behaviors expected of emergency personnel.
4. Integrate the pathophysiological principles and assessment findings to formulate a field impression; and implement the treatment for the trauma patient.

Learning Objectives:

Included on the website is a copy of the objectives from the EMT-Intermediate National Standard Curriculum that will be in EMSP 2338. These objectives define the knowledge, skills, and professional attitudes that must be mastered before successful completion of this course. Course examinations will be based on these objectives. These objectives are also listed by chapter in the text we will be using.

It is the responsibility of the student to attain mastery of these objectives. This can be accomplished only through active participation in all classroom, laboratory, and clinical exercises and through careful study and review outside of class.

Specific Course Objectives (Include SCANS information):

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

- Describe the techniques and importance of personal and patient safety. (1Bii, iii, iv, vi)
- Describe the importance of general survey; scene sizeup; and hazards associated with specific motor vehicle crashes. (1Bii, iii, iv, vi)
- Identify, evaluate, and manage rescue operations. (1A v, 1Bi, ii, iii, iv, v, vi; 1C ii, iii; 2Bi, ii, iv, v, vi; 2Ci, ii, iii; 2Ei, ii, iii)
- Recognize hazards/potential hazards with the trauma scene. (1qA v; 1Bi, ii, iii, iv, v, vi; 1Cii, iii; 2Bi, ii, iv, vi, vi; 2Ci, ii, iii; 2Ei, ii, iii)
- Describe the management of mass casualty incidents. (1Bii, iii, iv, vi)
- Explain the communication system requirements at a mass casualty incident, and how to use the system to direct rescuers and process information for decision making. (1A v; 1Bi, ii, iii, iv, v, vi; 1Cii, iii; 2Bi, ii, iv, v, vi; 2Ci, ii, iii; 2Ei, ii, iii)
- Describe the stress reaction, including the various psychological and physiological components. (1Bii, iii, iv, vi)
- Describe anxiety, and discuss its role in helping us to cope with various stressors; describe the needs of the dying patient, the family of the dying patient, and the EMT Paramedic. (1Bii, iii, iv, vi)

Specific Tasks Accomplished:

1. Discuss and demonstrate application of didactic knowledge during hospital clinical and EMS internships.
2. Discuss and demonstrate knowledge of clinical facilities, roles and responsibilities of an EMT Basic candidate.
3. Function as a team member in both the hospital and the EMS internship setting focusing on treatment of both traumatic and medical emergencies in which the appropriate medical care is applied.

4. Identify and apply basic skills needed including the performance of patient assessment skills during the treatment of all patients encountered in the hospital and EMS setting.

Course Grade:

Students MUST maintain an OVERALL grade of 80% in the course to be eligible to participate in clinical rotations. Students who do not achieve this will have their clinical IMMEDIATELY suspended and participate in REMEDIATION through tutoring sessions.

Below is the corresponding percentage to letter grade.

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

After a graded exam is returned, questions and answers can be appealed. To appeal an answer to any exam question you must first appeal in writing to the course instructor the DAY the exam is returned. If the student feels the response was not satisfactory then you may appeal to the course coordinator. If the student feels the response was not satisfactory then you may appeal to the program director. If the student feels the response was not satisfactory then you may appeal to the medical director. A timely response will be made. Additional grade appeals will follow the policy addressed in this handbook and the Student Handbook.

1. Students must pass the final exam (failure of final will mean dismissal from course), skills testing and have complete clinical requirements.
2. All grades will be averaged at end of course with quizzes averaged and counted as one (1) major grade.
3. Students wishing to know their average may do so any time during course.
4. Number of exams will be dependent on the level of the course being taught.

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| Major Exams, Quizzes | 25% |
| Skills Testing | 25% |
| Clinical requirements and notebook | 25% |
| Final Exam (must pass, no retest) | 25% |

Texts, Materials, and Supplies: Paramedic Care Principles and Practice, 4th edition, Bledsoe, Pearson Publishing; MYBRADYLAB

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.