Course Syllabus

EMSP 2143 – Assessment Based Management

Catalog Description: A summative experience covering comprehensive, assessment-based patient care management for the paramedic level.

Prerequisites: EMSP 2404 or 2401, EMSP 1501, EMSP 1361, EMSP 1438, EMSP 1356, EMSP 2306, EMSP 2544, EMSP 2260, EMSP 2534, current AHA BLS certification, current AHA ACLS certification, current TX EMT certification.

Co-requisites: EMSP 2143, EMSP 2305, EMSP 2261, EMSP 2330.

Semester Credit Hours: 1
Lecture Hours per Week: 1
Lab Hours per Week: 1
Extended hours: 0
Contact Hours per Semester: 32

State Approval Code: 51.0904

Class section meeting time:

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Instructional Goals and Purposes: The purpose of this course is to learn to:
1. Integrate pathophysiological principles and assessment findings to formulate a field impression.
2. Implement a treatment plan for patients with common complaints and injuries.

Learning Outcomes:
1. Integrate a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems.
2. Integrate comprehensive knowledge of pathophysiology of major human systems.
3. Integrate scene and patient assessment findings with knowledge of pathophysiology to form a field impression. This includes development of a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan as an effective team leader on an MICU capable EMS unit.
4. Integrate comprehensive knowledge of causes and pathophysiology into the management of the cardiac arrest and peri-arrest states.

5. Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.

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 Outcomes / Specific Course Objectives sections of this syllabus.

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

1. Complete and pass NAEMT PHTLS (Pre-Hospital Trauma Life Support) course in class including test and skills.
2. Complete and pass NAEMT AMLS (Advanced Medical Life Support) course in class including test and skills.

Methods of Instruction/Course Format/Delivery:

This course is offered in a face to face classroom.

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

<u>**Assignments**</u>

1. PHTLS 16-hour course
2. AMLS 16-hour course

<u>**Assessment(s):**</u>

1. AMLS certification exam
2. PHTLS certification exam
3. AMLS and PHTLS skills exams

Course Grade:
The grading scale for this course is as follows:

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 clinicals IMMEDIATELY suspended and participate in REMEDIATION through tutoring sessions.

92%-100%   A
86-91.99%   B
80-85.99%   C
70-79.99%   D
0-69.99%   F

Refer to policy and procedures manual and student handbook for grade appeals.

1. This course will follow NAEMT course guidelines for PHTLS and AMLS certification.

2. Students must complete pretest, course hours, hands on training, and posttest in order to complete and gain a completion certificate.

3. This course will not have a final exam, only the 2 post-test exams for each certificate.

Classroom participation: 25%
Pretests: 25%
Posttests: 50%

Texts, Materials, and Supplies:
Advanced Medical Life Support current edition
Prehospital Trauma Life Support 10th edition (ISBN# 9781284271591)

Required Readings: As assigned by instructor

Recommended Readings: Current EMS Pocket Field Guide, ALS Version

Other:
- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: https://www.panolacollegestore.com
- For testing services, use the following link: https://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 Charles C. Matthews Student Center or go to https://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:* https://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.

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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.