

# Course Syllabus

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NOTE: This syllabus is subject to change during the semester. Please check this syllabus on a regular basis for any updates.

**Department** : Emergency Services  
**Course Title** : Assessment Based Management  
**Section Name** : EMSP\_2243\_WB  
**Start Date** : 08/27/2012  
**End Date** : 12/12/2012  
**Modality** : ONLINE  
**Credits** : 2

## Instructor Information

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**Name** : Stephen Berry  
**OC Email** : sberry@odessa.edu  
**OC Phone #** : 432.335.6471

### Course Description

This is the capstone course of the EMSP program. This course is designed to provide for teaching and evaluating comprehensive, assessment-based patient care management.

### Prerequisites/Co requisites

Enrollment in the last semester of the Paramedic program

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ICO's

1, 3, 5, 6

### Course Objectives

Course objectives utilize the framework of Differentiated Entry Level Competencies. On completion of this course, students should be able to:

**Provider of Care:**

1. Analyze health care deviations in the patient experiencing complex alterations in multisystem functioning.
2. Correlate the physiological effects of special care needs and the client's ability to recuperate from complex health needs involving multiple body systems.
3. Integrate elements of pre-hospital emergency care with patients experiencing complex health needs involving multiple body systems.
4. Utilize decision making skills, research-based findings, psychosocial, and cultural knowledge in planning and communicating care for patients with complex health needs involving multiple body systems.
5. Integrate knowledge of cognitive, psychomotor and affective skills essential for providing pre-hospital emergency care to patients with complex health needs involving multiple body systems.
6. Appraise the legal and professional implications that relate to the care of patients with complex health care needs involving multiple body systems.
7. Analyze physiological actions, side effects, and rationale, of pharmacological agents utilized in the care of patients with complex health needs involving multiple body systems.

**Coordinator of Care:**

1. Compose teaching relevant to health promotion/disease prevention for patients and their families to facilitate adaptation to complex health needs involving multiple body systems.
2. Examine economic and political issues impacting care of patients with complex health needs involving multiple body systems.
3. Identify a variety of community resources that assist patients with complex health needs involving multiple body systems to achieve an optimal level of health or to prepare terminal clients for death.

**Member of a Profession:**

1. Examine professional attributes of caring that assist the patient to adapt to complex health alterations within the critical care environment.
2. Justify situations which would necessitate advocacy for the patient within the critical care environment.

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**Learning Outcomes:** Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for patients with complex health care needs involving multiple body systems in emergency and critical care settings; and analyze the roles of the professional paramedic in the provision of care for patients and families.

## **Expectations for Engagement – Online Learning**

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
  - getting "kicked off" of the system during tests or quizzes;
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,

- access my course several times during the week to keep up with assignments and announcements.

## Required Readings/Materials

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a) You must purchase the following **required** readings/materials:

Bledsoe, Porter, Cherry (2008). *Paramedic Care 1-5* (3<sup>rd</sup> Ed.). Pearson, Prentice Hall: Upper Saddle River, NJ

### Other Required Resources

Beasley, B. & Mistovich, J, (2006). *EMT-P Achieve: Paramedic Test Preparation, Student Access Code Packet*. Prentice Hall: New Jersey

b) You are encouraged to buy the following *optional* books/materials

Pagana, K.D. & Pagana, T.J. (2006) *Mosby's Manual of Diagnostic & Laboratory Test* (3<sup>rd</sup> Ed). Mosby: St Louis

Mosby (2006). *Mosby's Dictionary of Medicine, Nursing, and Health Professions* (7<sup>th</sup> Ed.). Mosby; St Louis

Deglin, J. & Vallerand, A. (2006). *Davis Drug Guide for Nurses* (10<sup>th</sup> Ed.). Davis: Philadelphia

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## Course Requirements (Lectures, Assignments and Assessments)

### UNIT OUTLINE:

Discussion Board

Appendix B: Assessment-Based Management

Virtual Patient Encounters

Riding The Waves

### **Discussion Board**

### UNIT OBJECTIVES:

1. A total of five (5) discussion topics will be posted on Blackboard.
2. You must post your answer within five (5) days of the topic being posted. Submit a minimum of five (5) but no more than seven (7) sentences on each topic answer.
3. You must then read and reply to two (2) of your classmates answers. Submit a minimum of three (3) but no more than 5 sentences on each reply. You will have until the topic completion date (listed in the course calendar) to post your reply.

### **Appendix B: Assessment-Based Management**

## **UNIT OBJECTIVES:**

Upon completion the student should be able to:

### Cognitive

1. Explain how effective assessment is critical to clinical decision making.
2. Explain how the paramedic's attitude affects assessment and decision making.
3. Explain how uncooperative patients affect assessment and decision making.
4. Explain strategies to prevent labeling and tunnel vision.
5. Develop strategies to decrease environmental distractions.
6. Describe how manpower considerations and staffing configurations affect assessment and decision making.
7. Explain the roles of the team leader and the patient care person.
8. List and explain the rationale for carrying the essential patient care items.
9. Explain the general approach to the emergency patient.
10. Explain the general approach, patient assessment, differentials, and management priorities for patients with the following problems:
  - a. Chest pain
  - b. Medical and traumatic cardiac arrest
  - c. Acute abdominal pain
  - d. GI bleed
  - e. Altered mental status
  - f. Dyspnea
  - g. Syncope
  - h. Seizures
  - i. Environmental or thermal problem
  - j. Hazardous material or toxic exposure
  - k. Trauma or multi trauma patients
  - l. Allergic reactions
  - m. Behavioral problems
  - n. Obstetrical or gynecological problems
  - o. Pediatric patients
11. Describe how to effectively communicate patient information face to face, over the phone, by radio, and in writing.

### Affective

1. Appreciate the use of scenarios to develop high level clinical decision making skills.
2. Defend the importance of considering differentials in patient care.

3. Advocate and practice the process of complete patient assessment on all patients.
4. Value the importance of presenting the patient accurately and clearly.

#### Psychomotor

1. While serving as team leader, choreograph the EMS response team, perform a patient assessment, provide local/regionally appropriate treatment, present cases verbally and in writing given a programmed simulated patient.
2. While serving as team leader, assess a programmed patient or mannequin, consider differentials. Make decisions relative to interventions and transportation, provide the interventions, patient packaging and transportation, work as a team and practice various roles for the following common emergencies:
  - a. Chest pain
  - b. Cardiac arrest
    1. Traumatic arrest
    2. Medical arrest
  - c. Acute abdominal pain
  - d. GI bleed
  - e. Altered mental status
  - f. Dyspnea
  - g. Syncope
  - h. Seizure
  - i. Thermal/environmental problem
  - j. Hazardous materials/toxicology
  - k. Trauma
    1. Isolated extremity fracture (tibia/fibula or radius/ulna)
    2. Femur fracture
    3. Shoulder dislocation
    4. Clavicular fracture or A-C separation
    5. Minor wound (no sutures required, sutures required, high risk wounds, with tendon and/or nerve injury)
    6. Spine injury (no neurologic deficit, with neurologic deficit)
    7. Multiple trauma – blunt
    8. Penetrating trauma
    9. Impaled object
    10. Elderly fall
    11. Athletic injury
    12. Head injury (concussion, subdural/epidural)

- l. Allergic reactions/bites/envenomation
  - 1. Local allergic reaction
  - 2. Systemic allergic reaction
  - 3. Envenomation
- m. Behavioral
  - 1. Mood disorders
  - 2. Schizophrenic and delusional disorders
  - 3. Suicidal
- n. Obstetrics/gynecology
  - 1. Vaginal bleeding
  - 2. Childbirth (normal and abnormal)
- o. Pediatric
  - 1. Respiratory distress
  - 2. Fever
  - 3. Seizures

### **Virtual Patient Encounters**

#### **UNIT OBJECTIVES:**

Upon completion the student should be able to apply learning in a hands-on way, thereby developing essential clinical decision-making skills. Virtual Patient Encounters provokes the student to think critically and begin bridging the gap between book knowledge and street smarts.

- 1. The completion of one summative lesson “case” is required each week. Refer to the course calendar for a detailed listing.
  - a. Lessons may be taken as many times as desired.
  - b. Submit the log that reflects the most complete and appropriate patient treatment.
    - 2. Summary logs may be turned in as hard copies or emailed to the instructor.
    - 3. Summary logs must be received by the instructor no later than 22:00 on Friday of the week that the lesson is due.

### **Riding The Waves**

#### **UNIT OBJECTIVES:**

Upon completion the student should be able to:

#### **Cognitive**

- 1. Describe the structure and function of the upper and lower airways.
- 2. Describe the mechanisms and science of ventilation and respiration.
- 3. Describe the basic physiology of perfusion.
- 4. Describe the relationship between ventilation and perfusion.

5. Describe the principles behind CO<sub>2</sub> measurement.
6. Describe the various methods of EtCO<sub>2</sub> measurement including quantitative and qualitative capnometry and capnography.
7. Describe the technology of EtCO<sub>2</sub> measurement including, mainstream, sidestream, and microstream sampling.
8. Identify the components of a normal capnogram waveform.
9. Identify abnormal capnogram waveforms as related to various airway, breathing and circulation problems.
10. Discuss the various clinical applications of capnography in the field.
11. Given various cases, discuss the role of capnography in identifying the problem and in the management of the patient.

*Week 1*

**Topic/Overview:** This week focuses on

**Summary of Week 4 Assignments & Activities**

Item(Name)	Type	Due
<i>Discussion Question #1</i>	<i>Discussion</i>	<i>9/20/12</i>
Virtual Pt Encounter # 1 Appendix B Test 1	Homework	<i>9/20/12</i>

**Topic/Overview:** This week focuses on

**Summary of Week 6 Assignments & Activities**

Item(Name)	Type	Due
<i>Virtual Pt Encounter #2</i>	<i>Homework</i>	<i>10/04/12</i>
<i>Appendix B Test #2</i>	<i>Homework</i>	
<i>Discussion Board # 2</i>	<i>Discussion</i>	

**Topic/Overview:** This week focuses on

**Summary of Week 8 Assignments & Activities**

Item(Name)	Type	Due
<i>Virtual Pt Encounter # 3</i>	<i>Homework</i>	<i>10/18/12</i>

<i>Discussion Question # 3</i> <i>Appendix B Test #2</i>	<i>Discussion</i>	<i>10/18/12</i>

**Topic/Overview:** This week focuses on

### **Summary of Week 11 Assignments & Activities**

<b>Item(Name)</b>	<b>Type</b>	<b>Due</b>
<i>Virtual Pt Encounter # 4</i> <i>Appendix B Test 4</i>	<i>Homework</i>	<i>11/08/12</i>
<i>Discussion Board # 4</i>		<i>11/08/12</i>

**Topic/Overview:** This week focuses on

### **Summary of Week 14 Assignments & Activities**

<b>Item(Name)</b>	<b>Type</b>	<b>Due</b>
<i>Virtual Pt Encounter # 5</i> <i>Appendix B test #5</i>	<i>Homework</i>	<i>11/29/12</i>
<i>Discussion Board #5</i>	<i>Homework</i>	<i>11/29/12</i>

### **Summary of Week 15 Assignments & Activities**

<b>Item(Name)</b>	<b>Type</b>	<b>Due</b>
<i>Hesi Test</i>	<i>Test</i>	<i>12/6/12</i>
<i>Riding the Waves</i>	<i>Homework</i>	<i>12/6/12</i>
<i>John Puryear Review</i>	<i>Lecture</i>	<i>12/8-9/12</i>

### **Grading Policy**

1. The student will be expected to perform as stated in the objectives on the written exams and in discussion board activities.

2. A course grade of 70 or better is required to pass EMSP 2243. No assignments are optional.

Discussion Board: 1) Each answer to a discussion topic is 3%. Five (5) topics will be provided.

2) Each reply to a classmates answer is 1.5%. Each student is required to reply to two classmates answer for a total of 10 replies.

Appendix B: Five (5) open book, timed exams will be weighed at 6% each.

Virtual Patient Encounters: Each of five (5) lessons will count 6% each.

Riding The Waves: A twenty (20) question, open book, timed exam will be given

Students must complete the Laboratory portion of this class to receive a grade of 70 or higher

3. Grades will be calculated as follows and averaged for the final course grade:

Discussion Board	30%
Appendix B: Assessment Based Management	30%
Virtual Patient Encounters	30%
Riding The Waves	10%

Each week, I will provide grades or scores and comments on assignments within 6 days of when they were submitted. After I send feedback each week, I will post a notification in the **Main** forum.

Late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 p.m. central on the day they are due. Assignments more than 5 days late will not be accepted. Technological issues will not be considered as valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor.

Percentage %	Grade
90 +	A
80 - 90	B
70 - 80	C
60 - 70	D
Below 60	F

### **Special Needs**

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Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

### **Learning Resource Center (Library)**

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The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian "](#) service provide additional help.

### **Student E-mail**

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Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

### **Student Portal**

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Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

### **Technical Support**

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For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

### **Important School Policies**

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For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).