

Course Syllabus

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 : 07/09/2012
End Date : 08/09/2012
Modality : ONLINE
Credits : 2

Instructor Information

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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

ICO's

ICO's 1, 3, 4, 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.

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.

Required Readings/Materials

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

Bledsoe, Porter, Cherry (2008). *Paramedic Care 1-5* (3rd 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* (3rd Ed). Mosby: St Louis

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

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

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 Thursday 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 CO₂ measurement.
6. Describe the various methods of EtCO₂ measurement including quantitative and qualitative capnometry and capnography.
7. Describe the technology of EtCO₂ 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 1 Assignments & Activities

Item(Name)	Type	Due
<i>Discussion Board 1</i> Virtual Patient Encounter 1 Appendix B Test 1	<i>Homework</i>	<i>07/12/12</i>

Week 2

Topic/Overview: This week focuses on

Summary of Week 1 Assignments & Activities

Item(Name)	Type	Due
<i>Discussion Board 2</i> Virtual Patient Encounter 2 Appendix B Test 2 Riding the Waves Test	<i>Homework</i>	<i>07/19/12</i>

Week 3

Topic/Overview: This week focuses on

Summary of Week 1 Assignments & Activities

Item(Name)	Type	Due
<i>Discussion Board 3</i> Virtual Patient Encounter 3 Appendix B Test 3	<i>Homework</i>	<i>07/26/12</i>

Week 4

Topic/Overview: This week focuses on

Summary of Week 1 Assignments & Activities

Item(Name)	Type	Due
<i>Discussion Board 4</i> Virtual Patient Encounter 4 Appendix B Test 4 Jon Puryear NREMT Review	<i>Homework</i>	<i>08/02/12</i>

Week 5

Topic/Overview: This week focuses on

Summary of Week 1 Assignments & Activities

Item(Name)	Type	Due
<i>Discussion Board 5</i> Virtual Patient Encounter 5 Appendix B Test 5	<i>Homework</i>	<i>08/07/12</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 (The John Puryear Lecture) 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

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)

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

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

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

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.

Important School Policies

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](#).

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.