

Assessment Based Management (EMSP 2243)



**LAMAR INSTITUTE
OF TECHNOLOGY**

INSTRUCTOR CONTACT INFORMATION

Instructor: Jolene Thompson
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Office Location: MPC 245
Office Hours: Upon Request

CREDIT

2 semester credit hours (1 hour lecture, 2 hour lab)

MODE OF INSTRUCTION

Face to Face, Tuesday and Thursday 1445-1645

PREREQUISITES

EMT-Basic or Advanced
BIOL 2404 – Anatomy and Physiology
EMSP 1338 – Intro to Advanced Practice
EMSP 1356 – Patient Assessment, Airway
EMSP 2237 – Emergency Procedures II
EMSP 2206 – Emergency Pharmacology
EMSP 2444 – Cardiology
EMSP 1455 – Trauma Management
EMSP 2262 – Clinical, Emergency Med Technician-Paramedic

CO-REQUISITES

EMSP 2205 – EMS Operations
EMSP 2330 – Special Populations
EMSP 2368 – Practicum Field Experience
EMSP 2434 – Medical Emergencies

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

- Integrate a complex depth and comprehensive breadth of knowledge of the

Approved: **Initials/date**

anatomy and physiology of all human systems.

- Integrate comprehensive knowledge of pathophysiology of major human systems.
- 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.
- Integrate comprehensive knowledge of causes and pathophysiology into the management of the cardiac arrest and peri-arrest states.
- 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.
- Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice at the Paramedic level.

STUDENT MINIMUM COMPETENCIES (SMC)

Upon completion of this course, the student must complete the following Student Minimum Competencies (SMC). The following is available through your Sterling Credentials account. The student must proficiently demonstrate the ability to safely and successfully complete the following minimum skill sets during clinicals as follows: (NREMT-Sim table in SMC). This is a CoAEMSP requirement and does not affect your grade. However, without completion of this you will not complete the course.

NREMT - SIM	Adult	Pediatric	Geriatric
Team Lead	4	3	3
Team Member	10		

SKILLS PACKETS

Students will be required to pass the below listed skills assessments to receive completion of psychomotor skills associated with this course.

- 3 - Integrated Out of Hospital Scenario 20 min 15 points each
- 2 - Trauma Patent Assessment Scenario 43 points each
- 5 - Static Cardiology Scenario 12 points each
- 5 - Dynamic Cardiology Scenario 24 points each
- 3 - Oral Station Scenario 15 points each

REQUIRED TEXTBOOK AND MATERIALS

EMS Program Student Handbook

Nancy Caroline's Emergency Care in the Streets 9th, ISBN: 9781284274004

Sterling Credentials

EMS Testing

ATTENDANCE POLICY

Three absences are allowed. If a student is tardy to class or departs early three (2) times, it will be equal to one (1) absence. Each absence beyond three absences will result in a 5-point deduction from your final grade.

If you are absent and miss a practice or test day for these skills it is up to you to inform the instructor that you are in need of a practice or test.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

STUDENT EXPECTED TIME REQUIREMENT

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

COURSE CALENDAR

DATE	TOPIC	READINGS (Due on this Date)	ASSIGNMENTS (Due on this Date)
8/27	Practice skills		
8/29	Practice skills		
9/3	Practice skills		
9/5	Practice skills		
9/10	Practice skills		
9/12	Practice skills		
9/17	Practice skills		
9/19	Practice skills		
9/24	Practice skills		
9/26	Practice skills		
10/1	Practice skills		
10/3	Practice skills		
10/8	Return from Cadaver Lab		
10/10	SKILLS TESTING		
10/15	SKILLS TESTING		
10/17	SKILLS TESTING		
10/22	SKILLS TESTING		
10/24	SKILLS TESTING		
10/29	SKILLS TESTING		
10/31	SKILLS TESTING		
11/5/	SKILLS TESTING		

11/7	SKILLS TESTING		
11/12	SKILLS TESTING		
11/14	SKILLS TESTING		
11/19	SKILLS TESTING		
11/21	SKILLS TESTING		
11/26	Comprehensive Final		
12/3	SKILLS TESTING as needed		
12/5	EXAM as needed		
12/10	SKILLS TESTING as needed		
12/12	EXAM as needed		

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- **Integrated out of Hospital Scenario, Oral Station, and Pt Assessment Trauma** **50%**
- **Static and Dynamic Cardiology** **50%**

GRADE SCALE

90 – 100	A
84 – 89	B
75 – 83	C
70 – 74	D
0 – 69	F

ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with

disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION

1. Computers, telephones, headphones, and any other electronic devices must be turned off while in class or used only with permission of the instructor.
2. Do not bring children to class.
3. Late assignments will be accepted on a case by case basis.

4. Tests. Students that miss a test are not allowed to make up the test. Students that miss a test will receive a grade of '0'.
5. Additional class policies as defined by the EMS Program Student Handbook.

Course Outline

A. Oral Station(s)

1. Explain the general approach, patient assessment, differentials, and management priorities for patients with the following problems:
 - a. Chest Pain
 - b. Medical Cardiac Arrest
 - c. Traumatic Cardiac Arrest
 - d. Acute Abdominal Pain
 - e. GI Bleed
 - f. Altered Mental Status
 - g. Dyspnea
 - h. Syncope
 - i. Seizures
 - j. Environmental or Thermal Exposure Emergencies
 - k. Hazardous Material or Toxic Exposure
 - l. Multi-Systems Trauma
 - m. Allergic Reaction
 - n. Behavioral Emergencies
 - o. Obstetrical Emergencies
 - p. Pediatric Emergencies

B. Practical Station (Simulation)

1. 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
 - c. Acute Abdominal pain
 - d. GI Bleed
 - e. Altered Mental Status
 - f. Dyspnea
 - g. Syncope
 - h. Seizure
 - i. Trauma
 - a) Isolated Extremity Fracture
 - b) Femur Fracture
 - c) Shoulder Dislocation
 - d) Clavicle Fracture

- e) Spine Injury
- f) Penetrating Trauma
- g) Impaled Object
- h) Head Injury
- j. Allergic Reaction/Bites/Envenomation
 - a) Local Allergic Reaction
 - b) Systemic Allergic Reaction
 - c) Envenomation
- k. Behavioral
 - a) Mood Disorders
 - b) Schizophrenic and Delusional Disorders
 - c) Suicidal
- l. Obstetrics/Gynecology
 - a) Vaginal Bleeding
 - b) Childbirth
- m. Pediatric
 - a) Respiratory Distress
 - b) Fever
 - c) Seizure

C. Static Cardiology

1. The student will be evaluated in his/her ability to interpret ECGs and verbalize the appropriate treatment protocol in accordance with current American Heart Association guidelines and algorithms.
2. The student will be required to interpret and verbally treat four arrhythmias as presented on prepared tracings.
3. A maximum time limit of six minutes for completion of this portion is allowed.
4. Vital patient information is printed on the front of each arrhythmia card and you are not permitted to supply additional information not contained on the cards.
5. Any incorrect or inappropriate interpretation, treatment, or intervention must be concisely documented in the space provided on the evaluation form.

D. Dynamic Cardiology

1. The dynamic portion evaluates the student's ability to deliver sequential care given prepared patient presentations, including proper setup and use of the manual ECG monitor and defibrillator (no automated, semi-automated or interpreting machines permitted).
2. In this portion, the student will be evaluated utilizing a defibrillation manikin and ECG monitor/defibrillator.
3. Each student must physically demonstrate and actually perform all electrical interventions necessary.
4. Prepared dynamic sequences will be provided; each student must be

evaluated over one complete sequence.

5. Each scenario contains four separate and sequential arrhythmias that must be presented in order and treated in accordance with the “Suggested Interventions” as noted in the scenario.