

Assessment Based Management (EMSP 2243)



INSTRUCTOR CONTACT INFORMATION

Instructor: Misti Dearing

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Office Location: MPC 245

Office Hours: Upon Request

CREDIT

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

MODE OF INSTRUCTION

Face to Face, Online or Hybrid

PREREQUISITE/CO-REQUISITE:

EMT-Basic certification

EMSP 2261

EMSP 2237

EMSP 2365

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 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

Approved: **Initials/date**

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

EMS Program Student Handbook
Nancy Caroline's Emergency Care in the Streets 9th
a. ISBN: 9781284274004
Platinum Planner
EMS Testing

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 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.

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COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Oral Station 50%

Practical Station 50%

GRADE SCALE

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

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 \(lit.edu\)](http://SpecialPopulations-LamarInstituteofTechnology.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.

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
- 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

h) Head Injury

- b) Childbirth
 - m. Pediatric
 - a) Respiratory Distress
 - b) Fever
 - c) Seizure