

GRAYSON COLLEGE

Course Syllabus

Course Information

EMSP 2143 – Assessment Based Management – Summer 2016

Type of Course/Delivery Mode/Testing Requirements

Face-to-face course; lecture and lab 16 hrs/ week on campus; cognitive examinations conducted on campus in computer lab with test proctor; psychomotor [skill] examinations conducted on campus in a private setting with one or more skill examiners.

Professor Contact Information

Brandon Poteet, 903-463-8677- poteetb@grayson.edu - Health Science Building A106 office hours Monday – Thursday 07:00 am – 02:00 pm, Friday 07:00 am – 1:00 pm., unless it is class meeting dates. It is best to use the e-mail option within Canvas for communications outside the classroom. I can respond quickly as I monitor e-mail after hours and there is an official record of our communications.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Demonstration of college readiness in reading and math skills; current and completed immunizations for tetanus/diphtheria, measles, mumps, rubella, Hepatitis A, Hepatitis B, varicella, and a TB skin test within 6 months prior to clinical entry; completed pre-entrance physical exam and health statement without limitations; satisfactory completion of drug screen and background check; liability insurance is required before the student may attend clinical; concurrent enrollment in EMSP 2563.

Course Description

This is a capstone course covering comprehensive, assessment based patient care management. Includes specific care when dealing with pediatric, adult, geriatric, and special-needs patients.

Student Learning Outcomes

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

Integrate pathophysiological principles and assessment findings to:

1. Formulate a field impression.
 2. Implement a treatment plan.
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Required Textbooks and Materials

1. Bledsoe; Paramedic Care: Principles and Practices 4/e ISBN: 0-13-211208-6; Pearson Education, Inc. Upper Saddle River, New Jersey, 07458
2. Mosby; Mosby's Dictionary of Medicine, Nursing & Health Professions; Mosby Elsevier, St. Louis, MO, 63146; 2006. (ISBN: 13 978-0-323-03562-0)
3. Computer with Internet access to Canvas through the college website, www.grayson.edu.
4. Microsoft Office software (Word, PowerPoint, Excel).
5. Stethoscope. Must be of adequate quality to assess specific heart and lung sounds. Contact course professor for further details and specifications.
6. Black ink pen.
7. Student uniform.
8. EMT Paramedic Student ID.

Additional Resources

- State of Texas Department of State Health Services website:
 - www.dshs.state.tx.us/emstraumasystems/
 - Texas Administrative Code, Rules/ Policies
 - 157.33 – Certifications
 - 157.36 – Disciplinary Actions
 - 157.37 – Certification of Persons with Criminal Backgrounds
 - 157.38 – Continuing Education
 - National Registry of EMTs website:
 - www.nremt.org
 - American Heart Association:
 - www.americanheart.org
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Academic Calendar

July 25 – Case Study – Airway, Respiratory

July 28 – Case Study – Cardiac, Endocrine

August 3 – Case Study – Pediatrics, Geriatrics

August 6 – Math Exam/Case study - Operations

August 12 – Capstone Exam

Outline of Topics Covered – Course Objectives

Cognitive

<u>Topic</u>	<u>Objective</u>
Preparatory	Integrates comprehensive knowledge of EMS systems, the safety/well-being of the paramedic, and medical/legal and ethical issues, which is intended to improve the health of EMS personnel, patients, and the community.
<i>EMSP</i>	1438
Anatomy and Physiology	Integrates a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems.
<i>EMSP</i>	1438 1455 1456 2544 2434
Medical Terminology	Integrates comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.
<i>EMSP</i>	1438
Pathophysiology	Integrates comprehensive knowledge of pathophysiology of major human systems.
<i>EMSP</i>	1438 1455 1456 2544 2434 2430 2143
Life Span Development	Integrates comprehensive knowledge of life span development.
<i>EMSP</i>	1438 2430
Public Health	Applies fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.
<i>EMSP</i>	1438 1455 2430
Pharmacology	Integrates comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.
<i>EMSP</i>	1438 1456 1455 2544 2434 2143
Airway Management, Respiration and Artificial Ventilation	Integrates complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
<i>EMSP</i>	1456
Assessment	Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes

developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.

<i>EMSP</i>	1456	2143		
Medicine	Integrates assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint.			
<i>EMSP</i>	2544	2434	2143	
Shock and Resuscitation	Integrates comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states. Integrates 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.			
<i>EMSP</i>	1438	1455	2544	2430
Trauma	Integrates assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient.			
<i>EMSP</i>	1438	1455		
Special Patient Populations	Integrates assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.			
<i>EMSP</i>	2430	2143		
			<u>Psychomotor</u>	
Skills	Safely and effectively perform within the National EMS Scope of Practice and state Scope of Practice at the Emergency Medical Technician (EMT) – Paramedic level.			
<i>EMSP</i>	1438	1456	1455	1361, 2544, 2434, 2430, 2143, 2462
			<u>Affective</u>	
Therapeutic Communications	Effectively communicate in a manner that is culturally sensitive and intended to improve the patient outcome.			
<i>EMSP</i>	1361	2462		
Professionalism	Is a role model of exemplary professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time- management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service.			
<i>EMSP</i>	1361	2462		
Decision Making	Performs basic and advanced interventions as part of a treatment plan intended to mitigate the emergency, provide symptom relief, and improve the overall health of the patient. Evaluates the effectiveness of interventions and modifies treatment plan accordingly.			
<i>EMSP</i>	1361	2462	2143	

Record Keeping	Report and document assessment findings and interventions. Collect and report data to be used for epidemiological and research purposes.	
<i>EMSP</i>	1361	2462
Scene Leadership	Function as the team leader of a routine, single patient advanced life support emergency call.	
<i>EMSP</i>	2462	
Scene Safety	Ensure the safety of the rescuer and others during an emergency.	
<i>EMSP</i>	1361	2462

Methods of Evaluation

Categories:	Percentage:
Pharmacological Math Exam	Pass/Fail
Professional Behavior (Affective)	Pass/fail
Capstone Exam Fisdap	Pass/Fail

Professional Behavior will be graded based on daily performance in the classroom as it relates to attitude and professionalism.

Canvas Exercises must be completed by the due date posted in Canvas.

Quizzes will be administered by the professor at any time throughout the course. Quizzes may be given in any form: oral, paper or via the web.

Examinations will be administered electronically via the web on the GC campus as scheduled by the professor. The length of time allowed for testing is based on the number of test items on the exam and will be determined by the professor. Examinations will begin on time and finish on time. Students who arrive late will be admitted at the discretion of the professor, and, if admitted, will have only the remaining time available. Students who are absent from an examination may be eligible for a make-up examination only when certain circumstances are met and approved by the professor.

The **Summary Examination** is a major review of the objectives of this course. GC EMS program utilizes Fisdap Secure Testing for administration of the Capstone Exam. The exam will be a Pass or Fail. There are two attempts to pass the exam. The second attempt will be scheduled after the first attempt.

The **Pharmacological Math Examination** will be administered prior to the capstone examination. Competency in Pharmacological Math is determined by scoring a 100% on the exam. There are three attempts to complete this requirement. Failure to meet this requirement will result in failure to earn a course completion certificate.

Grading

<u>Letter Grade</u>	<u>Interpretation</u>	<u>Numerical Grade</u>	<u>Grade Points/ Semester</u> <u>Hour</u>
A	Excellent	91.50 – 100.00	4
B	Good	82.50 – 91.49	3
C	Satisfactory	73.50 – 82.49	2
D	Failing	64.50 – 73.49	1
F	Failing	64.49 and below	0

Students will be notified of grades via the Canvas “My Grades” link. It is the intent of the professor to release grades as soon as possible. Canvas exercise grades will generally be released immediately upon completion of the exercise. Quiz and examination grades may require up to three days for release.

Methods of Instruction

Methods of instruction include lecture, discussion, required reading, audio and visual aids, computer aided instruction, research, skill demonstration, and skill practice.

Because many assignments and study tools are performed via Canvas, access to computer hardware with internet connection and software to allow web navigation is required. Microsoft Office software, Word, PowerPoint, and Excel, is also required. However, a personal computer is not required. EMS students may access several computer lab resources on and off campus to facilitate completion of assignments. If the student is dependent upon computer resources outside the home, significant time management, organizational skill, and personal commitment is necessary to be successful.

In the event of technology failure, the student should contact the GC Help Desk for guidance.

Course & Professor Policies

Refer to the GC EMS Education Policy Manual for specific information relating to General Policy, Admission Policy, Student Conduct Policy, Health and Safety Policy, Examination Policy, and Certification and Licensure Policy.

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to

participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as flexed schedules, mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. **In accordance with the College's Developmental Education Plan, students withdrawn from their only developmental course may be withdrawn from all academic courses.** In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When administrative withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Student Conduct & Discipline

Students are expected to maintain classroom decorum that includes respect for other students and the professor.

Disruptive behaviors such as harassment of fellow students and/or professors; persistent talking in class while lecture is in progress; using electronic equipment without authorization (cell phone/ texting) or repeated tardy arrival to class will not be tolerated. Students will be counseled initially, but may be dismissed from the classroom for repeated offenses.

Dress for classroom includes the GC EMS student uniform described in the Uniform Policy section of the GC EMS Education Policy Manual.

Refer to the GC EMS Education Policy Manual for information regarding Conflict Resolution, Disciplinary Action, and Grievance procedures.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic certificate or degree depends upon the absolute integrity of the work done by the student for that award, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see

GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's schedule of classes. Administrative procedures must be followed. It is the student's responsibility to handle student initiated withdrawal requirements from any class. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled (see GC College Catalog for details).

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room SC 115 in the Student Success Center.

The contact information for the Office of Disability Services is:

Jeffri Hodge

(903) 463-8751 (voice or TTY)

hodgej@grayso.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Financial Aid

Effective July 1, 2000 students receiving Title IV funds (Pell, Federal Grants, and Student Loans), who subsequently withdraw from classes, will be required to return a portion of the federal financial aid received. Only the percentage of aid earned (determined by the percentage of time attended) will be eligible for retention on the student's behalf. Any aid that is not earned must be returned to its source. If there is a student account balance resulting from these adjustments, the student is responsible for payment. Further details can be obtained from the Office of Financial Aid.

Drop Rule

Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the six-course limit if (1) the student drops a course after census date or (2) the student is not dropping the course in order to withdraw from the institution. Some exemptions for good cause could allow a student to drop a course without having it counted toward this limit, but it is the responsibility of the student to establish that good cause before the drop. Students with questions should contact the Counseling Office or the Office of Admissions & Records for more information before dropping a course!

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Regina Organ, Title IX Coordinator ([903-463-8714](tel:903-463-8714))
- Dr. Dava Washburn, Title IX Coordinator ([903-463-8634](tel:903-463-8634))
- Dr. Kim Williams, Title IX Deputy Coordinator- South Campus ([903-415-2506](tel:903-415-2506))
- Mr. Mike McBrayer, Title IX Deputy Coordinator ([903-463-8753](tel:903-463-8753))

- Ms. Marilyn Power, Title IX Deputy Coordinator [\(903\) 463-8625](tel:(903)463-8625)
 - Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
 - GC Police Department: [\(903\) 463-8777](tel:(903)463-8777)- Main Campus) [\(903\) 415-2501](tel:(903)415-2501) - South Campus)
 - GC Counseling Center: [\(903\) 463-8730](tel:(903)463-8730)
 - For Any On-campus Emergencies: 911
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Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Professor.

Grayson College campus-wide student policies may be found on our Current Student Page on our website:
<http://grayson.edu/current-students/index.html>

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