

**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title -** Assessment Based Management

**Course Prefix and Number -** EMSP 2243

**Department -** Public Safety Training

**Division -** Workforce Development

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)  
 Academic WCJC Core Course  
 WECM course (This course is a Special Topics or Unique Needs Course: Y  or N )

**Semester Credit Hours # : Lecture hours# : Lab/other hours #**     2:1:3





**Equated Pay hours for course -** \_\_\_\_\_

**Course Catalog Description -** Designed to provide for teaching and evaluating comprehensive, assessment-based patient care management. At the completion of this module, the student will be able to integrate patho-physiological principles and assessment findings to formulate a field impression; and implement a treatment plan for patients with common complaints.

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

**Prerequisites/Corequisites -** EMSP 1356, EMSP 1355, EMSP 2444, EMSP 2434, and EMSP 2330

**Approvals – the contents of this document have been reviewed and are found to be accurate.**

Prepared by David Clayton	Signature 	Date 04/30/07
Department Head	Signature 	Date 9/10/07
Division Chair	Signature 	Date
Vice President	Signature 	Date 9-18-07



**I. Topical Outline –**

- Roles and Responsibilities
- EMS Systems
- EKG Interpretation Lab
- Cardiovascular
- Pharmacology-ACLS
- Patient Assessment
- Airway/Ventilation
- Shock
- Communications
- Behavioral
- OB/GYN
- Geriatrics
- Environmental
- Soft Tissue Injuries
- Infectious Disease
- Toxicology

**II. Course Learning Outcomes**

<b>Course Learning Outcome</b>	<b>Method of Assessment</b>
<p>Students will demonstrate the knowledge content necessary to comprehend, apply and evaluate information relevant to them as an EMT-P. Students will demonstrate technical proficiency in all skills as required by the TDSH necessary to fulfill the role of an EMT-P. Students will demonstrate personal behaviors consistent with professional and employer expectations for the EMT-P. Students will learn to organize and improve comprehension and be able to integrate the didactic material so they can apply it to the psychomotor skills they are expected to perform.</p>	<p>Written Exams, course schedules/syllabus, scenario assessments, clinical manuals, student handbooks, and assesment graphs. Patient care assessments, oral interviews, critical thinking skills and decision making. Conduct themselves in a professional manner at all times in dealing with patients, instructors and other public safety professionals.</p>

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

Brady's Essentials of Paramedic Care  
Brady's Essentials of Paramedic Care Workbook  
Brady's Basic Arrhythmias 6th edition  
American Heart Association ACLS Provider Manual  
American Heart Association PALS Provider Manual  
WCJC EMS Student Handbook in a WCJC Red Binder  
Spiral notebook or similar for classroom notes and clinical site notes  
Black pens  
2- #2 pencils  
Loose-leaf notebook paper for assignments (can be kept in the 3 ring binder)  
Uniform  
Stethoscope  
EMT scissors  
Penlight  
Physical Exam

**IV. Suggested Course Maximum - 40**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed
- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:
- Basic Intellectual Competencies
  - Perspectives
  - Exemplary Educational Objectives
- **WECM Courses**  
Attach the following:
- Program SCANS Matrix
  - Course SCANS Competencies Checklist

## SCANS Matrix

Program: Emergency Medical Services - Paramedic CIP: A.A.S.									
LIST ALL COURSES REQUIRED AND IDENTIFIED COMPETENCIES									
Competencies								Course Number	Course Title
1	2	3	4	5	6	7	8		
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	EMSP 2243	Assessment - Based Management
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								<b>COMPETENCY REFERENCES</b>	
								<b>8 Basic use of computers</b>	
								7 <b>Workplace Competencies:</b> resources; interpersonal skills; information; systems; and technology.	
								6 <b>Personal Qualities:</b> A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.	
								5 <b>Thinking Skills:</b> A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively.	
								4 <b>Speaking and Listening:</b> Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.	
								3 <b>Arithmetic or Mathematics:</b> Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.	
								2 <b>Writing:</b> Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.	
								1 <b>Reading:</b> Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.	



Course Prefix & Number: EMSP 2243	
<b>SCANS COMPETENCIES FOR THIS COURSE</b>	
Competency	Method of Assessment
<b>1 READING:</b> Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.	Written Exams, course schedules/syllabus, scenario assessments, clinical manuals, student handbooks, and assesment graphs
<b>2 WRITING:</b> Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.	Workbook, review questions, oral reports, report writing and documentation, team leader scenarios, assessment flowcharts and oral boards.
<b>3 ARITHMETIC OR MATHEMATICS:</b> Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.	Formula calculations, distance measurements and basic computations.
<b>4 SPEAKING AND LISTENING:</b> Organize ideas and communicate orally; receive, attend to, interpret, and respond to verbal messages and other cues.	Oral reporting, verbal reporting to receiving agencies, verbal orders to follow and team leader in scenarios.
<b>5 THINKING SKILLS:</b> A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively.	Patient care assessments, oral interviews, critical thinking skills and decision making.
<b>6 PERSON QUALITIES:</b> A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.	Conduct themselves in a professional manner at all times in dealing with patients, instructors and other public safety professionals.
<b>7 WORKPLACE COMPETENCIES:</b> resources; interpersonal skills; information; systems; and technology	Internships dealing with public and other public safety professionals.
<b>8 BASIC USE OF COMPUTERS</b>	Online major exam testing, emailing instructors/coordinator, and research.