



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020:
EMS 1410 Medical Emergencies I



1. Name of individual compiling report: EMS Faculty- Shray, Mitchell & Rinehart

2. Date of submission: 10-1-2020

3. Is the assessment plan (*Check or highlight one*)

an initial plan for the program

a revision of an old plan

unaltered from previous year

Course-Level Learning Outcomes-

What are the Course-Level Outcomes (CLOs)?

1. Demonstrate personal behaviors consistent with professional and employer expectations of an entry-level paramedic.
2. Demonstrate technical proficiency in all of the skills necessary to fulfill the role of an entry-level paramedic.
3. Comprehend, apply, and evaluate information relative to the role of an entry-level paramedic.
4. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a respiratory emergency.
5. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a neurologic emergency.
6. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an endocrine emergency.
7. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an allergic or anaphylactic emergency.
8. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a nontraumatic abdominal emergency.
9. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a urologic emergency.

10. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with shock.

Which CLOs were addressed for this academic year? (2019-2020)

1. Demonstrate personal behaviors consistent with professional and employer expectations of an entry-level paramedic.
2. Demonstrate technical proficiency in all of the skills necessary to fulfill the role of an entry-level paramedic.
3. Comprehend, apply, and evaluate information relative to the role of an entry-level paramedic.
4. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a respiratory emergency.
5. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a neurologic emergency.
6. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an endocrine emergency.
7. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an allergic or anaphylactic emergency.
8. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a nontraumatic abdominal emergency.
9. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a urologic emergency.
10. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with shock.

Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

1. Demonstrate personal behaviors consistent with professional and employer expectations of an entry-level paramedic.
2. Demonstrate technical proficiency in all of the skills necessary to fulfill the role of an entry-level paramedic.
3. Comprehend, apply, and evaluate information relative to the role of an entry-level paramedic.
4. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a respiratory emergency.
5. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a neurologic emergency.
6. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an endocrine emergency.
7. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an allergic or anaphylactic emergency.
8. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a nontraumatic abdominal emergency.
9. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a urologic emergency.
10. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with shock.

Explain the assessment cycle.

Didactic exams are administered via technology with our LMS. Students practice skills in laboratory time with a series of practice, peer reviews and finally instructor check off.

What are the assessment methods? Are they direct or indirect?

Direct Measures	Indirect Measures
<ul style="list-style-type: none"> • Course homework and assignments • Exams and quizzes • Observations of clinical & field experiences, & laboratory. • Class discussion participation 	<ul style="list-style-type: none"> • Course Evaluations • Hours spent on homework and assignments

What are the assessment goal(s)?

Assessment Goals	
Course homework and assignments	Grade of 75% or higher on this activity
Exams and quizzes	Grade of 75% or higher on this activity
Observations of clinical & field experiences, & laboratory.	Individual rating of one of the following with no critical Criteria: <u>Competent</u> : Performs without coaching. <u>Developing</u> : Performs with coaching
Class discussion participation	Individual performance where the student is found to be one of the following: <u>Competent</u> : Performs without coaching. <u>Developing</u> : Performs with coaching
Hours spent on homework and assignments	A positive correlation with academic performance.

What were the findings for this academic year? (2019-2020)

Assessment Findings	
Course homework and assignments	1 student failed to meet this metric due to lack of completing these activities due to outside conflicts.
Exams and quizzes	1 student failed to meet this metric due to lack of completing these activities due to outside conflicts.
Class discussion participation	All students that were present met or exceeded this metric.
Hours spent on homework and assignments	1 student showed to have spent a limited time spent on homework and assignments.

What is your analysis of the findings?

All students that participated in class and spent adequate time with homework and assignments successfully completed the course. One student had outside conflicts that negatively impacted progress in this class.

What is the action plan for the next academic year? (2020-2021)

Explain.

We will continue to encourage student engagement in all aspects of the class. No further changes anticipated for the next academic year in this area.