



Course Number and Section EMSP 2243 101C3 FA2025
Assessment-Based Management
Course Semester Fall 2025

Instructor Information: Sarrissa Ryan
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Course days, hours, and location: Wednesday and Friday, PSC building, room 119

Office Hours: Monday 9:00 – 11:30
Tuesday 2:00 pm – 4:30 pm
Friday 11:00 am – 1:00 pm

Required Textbook/Materials: Paramedic Care Principles and Practice Vol 1 & Vol 2 + MyLab Brady w Pearson eText ACC for Paramedic Care ISBN-13:9780138210243

1. The EMS Program Student Handbook
2. Class Uniform
3. Watch with a second hand
4. A device to access the clinical scheduling and skills tracking platform, EMCE
5. EMCE account
6. Com.surpath.com account

Course Prerequisites:

1. Must hold current Texas EMT-Basic certification
 - Or eligible for the National Registry exam.
2. Students must be at least 18 years old by the first day of class; no exceptions will be made.
3. Students must show proof of immunizations
4. Students must be recently certified in BLS Health Care Provider CPR through AHA or HSI
5. Students must pass a criminal background check
6. EMSP 1501 and EMSP 1260

Co-requisites:

EMSP 1471, EMSP 2205, EMSP 2269

EMSP 2243 Assessment-Based Management: (LECTURE 1, LAB 2). CREDIT 2. WECM.

A summative experience covering comprehensive, assessment-based patient care management for the paramedic level. Instructor approval required. At completion, students will integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan at the paramedic level.

Course Hours: 48 total contact hours

Program Goals:

To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.



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To educate professionals who can solve problems using highly developed assessment skills, backed by a solid understanding of pathophysiology and reinforced with clinical experiences, who are flexible and can think beyond the established protocols.

Course Rationale: One of the main focuses of this course is to build critical thinking skills. You are expected to enter this class with the skills and knowledge of a Paramedic. We will build upon this foundation. Lectures, demonstrations, discussions, and class activities reinforce information and concepts. To be a Paramedic, you must also learn to *do* what EMT-Ps do. Instructors will provide an initial demonstration of each skill and guidance during practice. Multiple skills sessions are provided to ensure students' comfort and competence. Students must demonstrate competency in skills during "Skills Testing" sessions. This is an extremely important process.

Course Objectives;

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

1. Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for a trauma patient.
2. Demonstrate proficiency in the assessment and management of various traumatic injuries.
3. Perform trauma skills including hemorrhage control, spinal immobilization, and airway management.
4. Apply trauma triage criteria to make transport and destination decisions.
5. Demonstrate critical thinking and decision-making in trauma scenarios.

Course Student Learning Objectives/Outcomes:

1. Upon completion of the course, the student will be able to:
2. Synthesize clinical findings into accurate field impressions and care plans – Assessed via Scenario Exams (Critical Thinking)
3. Perform systematic assessments and skills during team-based simulations – Assessed via
4. Simulation Rubrics (Communication & Empirical Skills)
5. Exhibit professionalism and ethical decision-making – Assessed via Affective
6. Evaluations (Personal Responsibility)
7. Utilize effective leadership and delegation skills in patient management – Assessed via Team-Based Lab Exercises (Leadership & Responsibility)

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Students will be able to integrate the pathophysiological principles and assessment findings to formulate a field impression of an emergency medical patient.	Critical Thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Final Exam



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2. Students will be able to implement an acceptable treatment plan of a medical patient	Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.	Final Pt Assessment Skills Exam
3. Students will demonstrate the proper attitude expected of an AEMT	Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making	Other: Affective Domain Tool

Specific Tasks Accomplished: Students must gain competency in skills during skills practice and lab sessions.

1. Primary and secondary assessment in complex scenarios
2. Application of protocols and standing orders in dynamic situations
3. Cardiac arrest management with team coordination
4. Medical and trauma scenario response
5. Pediatric, geriatric, and special population integration
6. Use of clinical judgment for transport decisions
7. Documentation and patient handoff (radio report and written PCR)
8. Team leadership and communication during simulations

Lab Requirements

As part of the program, students must complete several simulated patient contacts, skill competencies, formative scenarios, summative scenarios, and team leads to fulfill the semester's requirements. Students and instructors will monitor their progress toward these requirements via their EMCE accounts. There is no separate grade for this component of the class.

Skills Description:

This section outlines the psychomotor (hands-on) skills students are expected to demonstrate competency by the end of the course, as required by the Texas Department of State Health Services (DSHS) and aligned with NREMT standards. Students must complete the necessary peer-to-peer evaluations for each of the following skills, in addition to receiving instructors' signoffs. They will need to have one instructor sign off on these evaluations before they can begin clinical rotations. Skills testing will be conducted at the midterm and at the end of the course, where students will need to have two different instructors sign off on all required core skills by the time the course is completed. Students must gain competency in skills during skills practice and lab sessions.

Skills Criteria: Systematic technique; identifies abnormal findings; integrates findings with history for clinical decision-making. All skills will be evaluated during lab scenarios using the EMS Program's affective, cognitive, and psychomotor rubrics. Students are expected to demonstrate competence in the following skills:



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1. Comprehensive Patient Assessment (Medical & Trauma)
2. Team Leadership and Scene Management
3. Advanced Airway Management
4. Cardiac and Respiratory Emergencies
5. Shock and Hemorrhage Control
6. Pediatric and Obstetric Emergencies

Lab Requirements

As part of the program, students must complete several simulated patient contacts, skill competencies, formative scenarios, summative scenarios, and team leads to fulfill the semester's requirements. Students and instructors will monitor their progress toward these requirements via their EMCE accounts. There is no separate grade for this component of the class.

Online Participation: The student must have access to a reliable internet connection. At a minimum, study materials, practice exercises, major exams and quizzes and grades are made available and/or posted online.

Program Completion Requirements: To receive a course completion and be eligible to test for the National Registry, students must achieve a minimum passing grade of “B” to pass and receive credit for all courses. They must also meet minimum attendance requirements and pass all DSHS requirements and COAEMSP Student Minimum Competency (SMC) and program-required skills and clinical hours to be eligible for NREMT testing. After completing all coursework, students must have a final average of 79.5%, pass each unit, midterm, and final exams with a score of 80%, have a final satisfactory affective evaluation, and complete all clinical hours, including the required minimum of patient contacts and clinical hours.

Additional Completion Requirements:

1. Successful completion of the following courses: ACLS, PALS, BLS, and PHTLS.
2. Assigned work.
3. Assigned projects and/or case presentations.
4. Note: It is estimated that two hours of outside study/preparation are required for every hour of class.

Additionally, students must complete a Texas Jurisprudence Exam before program completion. Failure to meet any of the requirements listed in the syllabus will result in an inability to receive a course completion and, therefore, failure to take the certification exam.

Course requirements: A “B” is required to pass any advanced EMSP course. For AEMT and Paramedic courses, a “C” is not passing and must be repeated. A student will not be allowed to test out of a course.



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Determination of Course Grade/Detailed Grading Formula:

Uni Exams	40%	A = 93-100%
Final Exam	30%	B = 80-92%
Drug Math Exam	20%	C = 75-79%
Affective	10%	D = 65-74%
		F = <64

Affective Grade: All EMS courses have a cognitive, psychomotor, and affective grading domain, and a passing grade must be achieved in all domains to pass the course. All summative evaluation ratings on the Professional/Affective Behavior Evaluation tool at the end of the course must be fair or good. Any ratings of needs for improvement result in a failing grade, which in turn leads to failing the course and renders the student ineligible for course completion.

EMS Student Evaluation Scale (1–7)

Score	Cognitive	Psychomotor	Affective
7 - Exceptional	Demonstrates deep understanding; applies knowledge to complex scenarios with insight and minimal prompting.	Performs all skills with precision, confidence, and consistency; anticipates next steps.	Exemplifies professionalism, empathy, leadership, and integrity, motivating peers and contributing positively to the classroom culture.
6 - Advanced	Accurately applies knowledge to varied situations; demonstrates clinical reasoning and strong retention.	Performs skills with minor errors, quickly self-corrects; efficient and organized technique.	Consistently respectful, engaged, and responsible; models positive behaviors and is receptive to feedback.
5 - Proficient	Understands material and applies it to common EMS scenarios; asks relevant questions.	Performs most skills correctly with minimal guidance; demonstrates coordination and confidence.	Regularly professional and respectful; participates actively and responds well to constructive feedback.
4 - Competent	Demonstrates general understanding; may need prompts for application; some knowledge gaps.	Performs skills adequately but may require occasional correction or enforcement.	Generally appropriate attitude and effort; may need reminders to stay on task or maintain professionalism.



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Score	Cognitive	Psychomotor	Affective
3 - Developing	Inconsistent understanding of concepts; requires prompting and review; struggles to connect ideas.	Skills are uncoordinated or hesitant; needs frequent guidance.	Effort and behavior vary; may show inattentiveness or require repeated redirection.
2 - Beginning	Lacks a minimal understanding, frequently confuses or misapplies concepts, and shows poor retention.	Unable to perform skills without step-by-step prompting; lacks preparation or practice.	Demonstrates poor engagement or professionalism and is resistant to feedback.
1 - Unsatisfactory	Lacks basic knowledge and is unable to participate meaningfully in discussions or applications.	Fails to attempt or improperly performs skills; unsafe or noncompliant with instruction.	Disrespectful, disruptive, or disengaged; unwilling to participate or reflect on behavior.

1. Cognitive Domain (Clinical Judgment & Knowledge Application)

Evaluation Focus

Ability to assess patients.

Appropriate differential diagnosis.

Selection of appropriate treatments.

Integration of protocols and guidelines.

Counseling Strategy

Ask the student to walk through their clinical reasoning after a call or scenario.

Review missed cues or misapplied protocols.

Recommend specific topics for review or simulation-based remediation.

2. Psychomotor Domain (Skills & Task Performance)

Evaluation Focus

Competency in performing assessments and interventions.

Correct equipment handling and procedural setup.

Adherence to protocols, safety, and aseptic technique.

Counseling Strategy



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Provide real-time feedback during or immediately after skills.

Utilize simulation, repetition, or peer practice.

Offer video review or skill lab assignments for development.

3. Affective Domain (Professional Behavior)

Evaluation Focus

Attitude, empathy, and teamwork.

Communication with patients, peers, and staff.

Accountability, integrity, and a willingness to receive feedback.

Counseling Strategy

Use specific observations when giving feedback (e.g., “You spoke over the patient”).

Explain how affective behaviors impact patient outcomes and team dynamics.

Develop a goal-based improvement plan (e.g., “Arrive 10 minutes early; debrief after each call”).

Attendance Policy: Your attendance and *active class participation* are an integral component of your educational experience and that of your classmates. Therefore, you are expected to attend all classes and labs. All lecture classes, labs, and clinical rotations require mandatory attendance. Class and lab attendance are checked daily.

A student can miss no more than two days in a semester. As outlined in the program manual, any absence must be excused and documented in the student's progress report. At the course instructor's discretion, the student may make up excused missed hours only, or the instructor or program director can assign additional assignments based on the content covered during the missed time to be completed outside of class time.

Further absences will result in the student being placed on a performance improvement plan, which puts them at risk of being removed from the course. See the program manual for PIP documents.

Missed Class Time

If course hours are not completed, the student will receive a failing grade for the current course and will not be eligible to move on to the subsequent courses within the cohort for certification.

Skills Lab Time Missed

If a student has an excused absence from a skills session, they must follow the steps below to continue in the program. This will not serve as “make-up” time—time missed is time missed for any unexcused absence.

- Scheduled time outside of regular class times will count on a 2:1 ratio open lab sessions only; if they attend another class session, it will count hour by hour. One hour of open lab time will count as two hours of excused missed lab time. A student will only be allowed to



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attend no more than three make-up sessions, either in an open lab or by attending another in-session class.

Communicating with your instructor: All official electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about class performance through other electronic means. (At their discretion, faculty may add additional statements requiring monitoring and communication expectations or options via D2L or other Learning Management Systems (LMS) or digital group options, such as GroupMe or WhatsApp.)

EMS Chain of Command

We employ chain-of-command policies, similar to those found in the workplace, to develop professional skills relevant to the workforce.

1. If you have a problem or a question, first consult the syllabus.
2. Verbally discuss the issue with the Lead Instructor.
 - a. Follow up an email TO the LEAD INSTRUCTOR summarizing the meeting and your understanding of the outcomes.
 - b. If you are dissatisfied with the outcome, proceed to Step 3.
3. Forward your summary of the initial meeting to the Program Director and the Lead Instructor. You should also state your desired outcome and justifications for that outcome.
 - a. You will be asked to meet with the Program Director in person.
 - b. As before, prepare a follow-up email summarizing the meeting's outcome.
 - c. If you are dissatisfied with the outcome, proceed to Step 4.
4. Forward your summary of the initial meeting to the Department Chair, the Program Director, and the Lead Instructor. You should also state your desired outcome and provide justifications for it.
 - a. You will be asked to meet with the Dean in person.
 - b. As before, prepare a follow-up email summarizing the meeting's outcome.
 - c. If dissatisfied with the outcome, refer to the Student Handbook for the next steps. [COM Student Handbook](#)

Academic Dishonesty: The College of the Mainland EMS Program strictly prohibits academic dishonesty. Disciplinary action will include, but is not limited to, recording a “0” for the assignment. In cases of cheating or falsification of clinical documents, dismissal is likely. NOTICE: Falsification of any program document is grounds for immediate dismissal and may result in a report of all personnel involved under Texas Administrative Code RULE §157.3

Course Disruption:



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Due to circumstances beyond our control, such as a pandemic, hurricane, or flooding, classes, labs, and clinical rotations may be converted from face-to-face to remote learning or disrupted, resulting in an Incomplete course or a possible delay in graduation. In such an event, when courses can resume, the days and times to make up the content may differ from those originally designated. All efforts will be made to provide adequate notice of any changes. Students must attend those adjusted days/times to complete the curriculum requirements.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact your lead instructor using the contact information provided first. If you continue to have questions after discussing your problems, don't hesitate to reach out to Sarrissa Ryan, Program Director, at sryan4@com.edu.

Course outline:

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13	11/19/2025	Wed	Emergency Pharmacology Final Exam	Drug / Math admin
	11/21/2025	Fri	Medical Emergency Final Exam	Medical pt Assessment
14	11/26/2025	Wed	Special Populations Final Exam	Ob/Peds skills
	11/28/2025	Fri	Cardiology Final	EKG Dynamic /Static
15	12/3/2025	Wed	Advanced Trauma Final	Trauma Pt Assessment
			EMS Operations Final	
16	12/5/2025	Fri	Final Exam and Skills Check off	

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook <https://www.com.edu/student-services/student-handbook.html>. *An appeal will not be*
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considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodation is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2nd 8-week session is November 25.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click



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here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.