



EMSP 1501-101C6
Emergency Medical Technician
Summer 2025
Mondays/Wednesdays 0800-1800

Instructor Information: Esthela Ortiz-Quintanilla, eortiz3@com.edu

Student Hours and Location: By appointment only. Email instructor to set up.

Required Textbook/Materials:

MyBrady lab access code through Pearson. It comes with the digital textbook Emergency Care, 14th Edition, ISBN 13:9780136873242 (2020 update) by Daniel Limmer and Michael F. O. Keefe. A printed book is also available through Pearson.

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

Course Prerequisites & Co-requisites:

EMSP 1260: EMT Clinicals (must maintain a passing grade to attend)

1. Must be concurrently enrolled in 1260
2. Must be 18 or older
3. Shot records for current immunization in MMR, Tetanus, Varicella, Influenza, HEP -B
4. Students must have recently been certified as BLS Health Care Providers.
5. Students must pass a criminal background check and drug tests.
6. To attend and remain active in 1501, you must maintain a passing grade in 1260

EMSP 1501. EMERGENCY MEDICAL TECHNICIAN - BASIC
(LECTURE 3, LAB 8). CREDIT 5. WECM.

Preparation for certification as an Emergency Medical Technician (EMT). Upon completion, students will demonstrate proficiency in the cognitive, psychomotor, and affective domains required for the Emergency Medical Technician (EMT) credential, as outlined by the current guidelines of the credentialing agency.

Course Description: A health-related work-based learning experience that enables students to apply specialized occupational theory, skills, and concepts under the direct supervision of a clinical professional. Instructor approval is required.

Program Goals:

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.

After this, the student will be able to:

1. Students will be able to apply life-saving knowledge (cognitive) at the EMT-Basic Level
2. Students will be able to demonstrate life-saving techniques (psychomotor) at the EMT-Basic Level
3. Students will display the proper attitude (affective) expected of an EMT-Basic.

Course Rationale: This course provides students with a foundation for the scope of practice of EMTs. Areas of study include medical-legal issues, EMS systems, EMS safety, the well-being of EMTs, public health, infectious diseases, disease prevention, documentation, therapeutic communication, additional pathophysiology, and psychomotor skills required for EMTs.

- Scene Sive-Up and Safety
- Primary and Secondary Patient Assessment
 - Airway, Respiration, & Ventilation
 - Cardiology & Resuscitation
 - Trauma and Medical
 - Obstetrics & Gynaecological
- Patient Treatment ad Transprot
- EMS Operations

Course Completion Requirements: To receive a course completion and be eligible to test for the National Registry, the students must have a minimum passing grade of a “C” to pass and get credit for the course. They must also meet minimum attendance requirements and pass all DSHS and program-required skills and clinical hours to be eligible for NREMT testing. After completing all coursework, students must have a final average of 74.5%, pass each unit, midterm, and final exams with a score of 75%, have a final satisfactory affective evaluation, and complete all clinical hours, including the required minimum of 15 patient contact and 84 clinical hours. Additionally, students must complete a Texas Jurisprudence Exam. 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 Student Learning Objectives/Outcomes:

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

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Cognitive: Students can apply life-saving knowledge at the EMT-Basic level.	Empirical and Quantitative Skills: include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Departmental Final Exam
2. Psychomotor: Students will be able to demonstrate life-saving techniques at the EMT-Basic level.	Teamwork: includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Final Skills testing

3. Affective: Students will display the expected attitude of an EMT-Basic.	Communication Skills: to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Final Affective Evaluation
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Specific Tasks Accomplished: EMTs require a significant knowledge base to be effective. Lectures and discussions (including demonstrations and AV aids) are the primary modes of communicating knowledge objectives. Learning significantly increases when students complete the chapters, pretests, and homework before class. Students should also be prepared to engage in group and class discussions to assimilate with other materials in a lab demonstration of skills.

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.

Description:

This section outlines the psychomotor (hands-on) skills students are expected to demonstrate competency in 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 five peer-to-peer evaluations for each of the following skills in addition to 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 course completion.

Required EMT Skills Checklist

1. Patient Assessment

- Medical Patient Assessment
- Trauma Patient Assessment

2. Airway Management and Ventilation

- Oxygen Administration
- Bag-Valve-Mask (BVM) Ventilation of an Apneic Patient
- Suctioning
- Oropharyngeal and Nasopharyngeal Airway Insertion

3. Cardiac and Circulatory Skills

- CPR (Adult, Child, Infant) – Single and Two-Rescuer
- Automated External Defibrillator (AED) Use

4. Trauma Management

- Bleeding Control and Shock Management
- Spinal Immobilization (Seated and Supine Patient)
- Long Bone Immobilization
- Joint Immobilization
- Traction Splinting
- Chest and Abdominal Injury Management
- Head Injury Management

5. Medical Emergency Interventions

- Administration of medications (Assisting with patients' prescribed meds and EMT-administered meds like epinephrine, oral glucose, etc.)
- Respiratory Compromise Management (e.g., bronchodilator via MDI or nebulizer)
- Seizure and Stroke Recognition and Support

6. Obstetrics and Pediatrics

- Assisting with Normal Childbirth
- Neonatal Resuscitation
- Pediatric Airway Management

7. EMS Operations

- Scene Size-Up
- Safe Lifting and Moving Techniques (e.g., stair chair, backboard)
- Ambulance Operations and Safety
- MCI Triage (START Triage)

8. Communication and Documentation

- Verbal Report to EMS Providers (Radio report, Transfer of Care)
- Written Patient Care Reports

Evaluation & Competency Sign-Off

Each skill will be practiced in lab settings and formally evaluated by instructors using program-approved skill sheets. Students must demonstrate proficiency in all required skills to be eligible for course completion and NREMT certification testing. Additionally, they must pass an oral board interview with the medical director or program director.

To complete this course, the student must meet the following patient contacts either in lab scenarios or live patient contacts:

A. Ages

1. The student must demonstrate the ability to assess pediatric patients comprehensively.
 - a. The student should assess pediatric patients, including newborns, infants, toddlers, preschoolers, school-age children, and adolescents.
2. The student must demonstrate the ability to perform a comprehensive assessment of adult patients.
3. The student must demonstrate the ability to perform a comprehensive assessment of geriatric patients (those 65 years and older).

B. Pathologies

1. The student must demonstrate the ability to perform a comprehensive assessment of medical patients
2. The student must demonstrate the ability to assess trauma patients comprehensively and effectively.
3. The student must demonstrate the ability to assess psychiatric patients comprehensively.

C. Complaints

1. The student must demonstrate the ability to perform a comprehensive assessment for a patient with chest pain.
2. The student must demonstrate the ability to perform a comprehensive assessment of a patient with dyspnea or respiratory distress.
3. The student must demonstrate the ability to perform a comprehensive

- assessment for a patient with abdominal complaints.
4. The student must demonstrate the ability to perform a comprehensive assessment for a patient in cardiac arrest.
5. The student must demonstrate the ability to perform a comprehensive assessment for a patient with an altered mental status
6. The student must demonstrate the ability to perform a comprehensive assessment for a patient with a diabetic emergency
7. The student must demonstrate the ability to perform a comprehensive assessment for a patient with an allergic reaction

Exam Requirements:

To pass the course, students must achieve a 75 average on all unit exams and a 75 on both the midterm and final exams. Students may retake a unit exam, but the maximum score they can achieve is a 70. For the midterm or final exam, if their average before the exam is at least a 75, they are eligible for a retest but must score a 75 on the retest to pass the class. The highest grade achievable on the midterm or final retests is a 75. The midterm and final exams are cumulative, covering all chapters and information reviewed before the exams. The Final exam is comprehensive, covering all course materials.

Course Requirements

1. To complete the EMT Basic course, students must:
2. Score the minimum requirements for the initial or retest or higher on each of the following:
 - a. Six Unit Exams 40% of the overall grade
 - b. Midterm Exam 25% of the overall grade
 - c. Final Exam is 25% of the overall grade
 - d. chapter post-tests 10% of the overall grade
3. Complete all required lab/skills sessions
4. **Post-Test Requirement:** All 41-chapter post-tests must be submitted before the final exam. Incomplete submissions will result in point deductions, with a minimum score of 75 allowed.
5. **Attendance & Participation:** Students must attend and participate in all sessions. Any missed lab days must be made up outside of their regularly scheduled class time. Students may attend another current class or sign up for an open lab date.
6. Professionalism is non-negotiable and is a requirement for course completion eligibility. Maintain satisfactory standing in the affective domain (professional behavior and participation)

Failure to achieve a minimum score of 75% on any Unit Exam, Midterm, Final, or a negative affective score will result in course failure, regardless of overall points earned.

Grading Scale

Letter Grade	Points Range
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A	90 - 100
B	80 - 89
C	75 - 79
D	< 65 - 74 or < 75% on any major exam

Additional Policies

Exam Retakes: With instructor approval, one retake per unit exam is allowed, provided it is completed before the next unit exam. Retakes of the midterm and final exams are only permitted if the student has passed all other program components, including progress in 1260, and must be approved by the program director at the instructor's recommendation. Retaking exams will only result in the minimum score for that assignment.

Late Work or Make-Up Work: A missed or late assignment, homework, or exam without a written request before the due date may still be submitted, but it will only receive a maximum grade of 75. The missing work must be completed within five days past its original due date. After this grace period, students will receive a zero for any assignments or exams submitted past this deadline. Students are encouraged to complete the work even if they are to receive a zero, as they will need the knowledge to be successful as they continue in the program.

Make-up work or late assignments for full credit will only be allowed at the instructor's discretion. When a student contacts the instructor in writing before the due date of the assignment or exam, the instructor must establish and confirm a submission time. Failure to meet the make-up deadline will result in a grade of zero.

Lab Grades:

A separate laboratory grade is not issued for EMSP 1501; however, active participation is essential. Students must verify proficiency in all required skills and the ability to integrate assessment and management skills during scenario testing. During laboratory sessions, proficiency will be verified on a pass/fail basis. Each student will have a total of three attempts to complete all the required program-tested skills.

Students who do not demonstrate proficiency in the competency skills testing held at the middle and end of the semester will be provided with remediation. Students who do not demonstrate proficiency or by the final skills testing held at the end of the semester will receive an F and will not be eligible to complete the program. Any student who retests a competency they have failed twice must do so with the program director and or medical director.

Students are expected to behave professionally and appropriately care for the equipment assigned during lab.

Participation/Professionalism (Affective):

The affective evaluation measures the student's attitude, behaviour, professional attributes, motivation, and values. You will not receive a separate grade; however, you must pass the evaluation to complete your courses successfully. To pass this evaluation, you must demonstrate professional behaviour, ethics, and adherence to policies. Failure to meet these standards will result in a student conference, the establishment of an improvement plan, and an opportunity to complete the required tasks. Failure to meet the affective grade requirement by the end of the course will result in dismissal from the EMS program. Students will need to sign the affective contract.

Significant, egregious threats to the well-being of others or repeated issues will fail the affective domain and, thus, the course. Students will be evaluated using the items described below. You can score 1 to 7 points on each domain, as listed in the table below. Students are also assessed after each clinical rotation. Students are expected to score at least a three for each domain, with a minimum of points required on each evaluation, totalling nine points. These points will be required for lab, clinical, and class. Any score less than three will result in a student conference and, if necessary, an improvement plan.

Students will maintain proper appearance and personal hygiene in class, the lab setting, and at all times, including when wearing uniforms.

1. While in the lab setting, the student will demonstrate self-confidence.
 - a. The student will demonstrate the ability to trust personal judgment.
 - b. The student will demonstrate an awareness of strengths and limitations.
 - c. The student will exercise good personal judgment
2. In the class setting, students must demonstrate self-motivation.
 - d. The student will take the initiative to complete assignments.
 - e. The student will seek out learning experiences
 - f. The student will take the initiative to improve and/or correct behavior. The student will take on/follow through on tasks with minimal supervision.
 - g. The student will show enthusiasm for learning and improvement.
 - h. The student will strive for excellence in all aspects of patient care and professional activities.
 - i. The student will accept constructive feedback in a positive manner.
 - a. The student will wear neat, clean, well-maintained clothing and/or uniform.
 - b. The student will demonstrate good personal hygiene and grooming.
 - c. The student will wear a proper uniform and identification.
3. While in the class setting, the student will demonstrate adequate communication skills.
 - j. The student will speak clearly, write legibly, and listen actively.
 - k. The student will adjust communication strategies as needed.
4. In class, the student will demonstrate effective time management.
 - l. The student will demonstrate consistent punctuality.
 - m. The student will complete tasks and assignments on time.
5. In class, the student will demonstrate teamwork and diplomacy.
 - n. The student will place the success of the team above self-interest. The students will help and support other team members.
 - o. The students will show respect for all team members. The students will remain flexible and open to change. The student will communicate effectively with others to resolve problems.

Affective Grading Method

EMS Student Evaluation Scale (1–7)

Score	Cognitive	Psychomotor	Affective
7 - Exceptional	Demonstrates deep understanding; applies knowledge to complex	Performs all skills with precision, confidence,	Exemplifies professionalism, empathy, leadership, and integrity, motivating peers

Score	Cognitive	Psychomotor	Affective
	scenarios with insight and minimal prompting.	and consistency; anticipates next steps.	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.
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

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/Lab attendance is checked daily.

A student can miss no more than three 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 them being placed on a performance improvement plan, which puts the student at risk of being removed from the course. See the program manual for PIP documents.

Skills Lab 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 in 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 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 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 justifications for that outcome.
 - 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

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 concerns, don't hesitate to reach out to Sarrissa Ryan, Program Director, at sryan4@com.edu.

Course Disruption:

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.

Course Outline: In-depth schedule will be provided in class and uploaded to Brightspace.

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/docs/Student_Handbook_2024-2025_v2.pdf. *An appeal will not be 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 accommodations 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 5-week session is June 30. The last date to withdraw from the 10-week session is July 29. The last date to withdraw for the 2nd 5-week session is August 1.

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 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.