Course Outcomes Assessment

Course Title: EMS 163 Medical Emergencies I
Date: Spring 2018
Program Team: Bev Witmer

Expected Learning Outcomes:
- Adapt the scene size-up, primary assessment, patient history, secondary assessment, and use of monitoring technology to meet the needs of patients with complaints and presentations related to pulmonary, endocrine, allergy, and infection disorders.
- Describe the pathophysiology of specific respiratory disorders, endocrine disorders, allergic reactions, anaphylaxis, and infections.
- Demonstrate the proper technique for assessing patients of different ethnicities while considering cultural beliefs.
- Describe the dangers of blood borne diseases, and strategies for prevention in the prehospital environment.
- Use a process of clinical reasoning to guide and interpret the patient assessment and management process for patients with pulmonary, endocrine, allergy, and infection disorders.
- Given a variety of scenarios, develop treatment plans for patients with respiratory disorders, endocrine disorders, allergic reactions, anaphylaxis, and infections.

Assessment (How do or will students demonstrate achievement of each outcome?)

Skills	Pass or Fail
Paper/Presentation	= 10%
Midterm	= 25%
Quizzes	= 30%
Participation/Attendance	= 10%
Final Exam	= 25%

Validation (What methods have you used or will you use to validate your assessment?)

Students must pass each course with a 70% or greater, receive satisfactory marks in laboratory/clinical skills and affective domain in order to continue with program.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

14/17 students obtained a 70% or higher in the course.

Follow-up (How have you used or how will you use the data to improve student learning?)

Evaluation of exam scores and NREMT certification results will be used to evaluate outcomes success and the need for additional resources.

Budget Justification (What resources are necessary to improve student learning?)

To be determined in Spring of 2019.