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EMS 106- EMS Part II- Joel Brown- Part B- Spring 2025

*** Part B: Your Results DIRECTIONS** 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.

Outcome 1: Apply the basic elements of a pre-hospital patient assessment to a variety of common types of acute and non-acute patient conditions and safely perform interventions within the EMT scope of practice

Assessment Tools: Practical scenario-based exams, skills checklists, and clinical performance evaluations.

Results: 100% of students who completed the course met or exceeded expectations for this outcome. Students consistently demonstrated competency in conducting primary and secondary assessments, recognizing medical and trauma emergencies, and performing EMT-level interventions safely and accurately during both simulation and clinical experiences.

Outcome 2: Apply principles of therapeutic communication and cultural sensitivity effectively across diverse patient interactions

Assessment Tools: Simulation-based role play, reflective writing assignments, and instructor evaluations.

Results: 100 % of students achieved proficiency or higher. Students demonstrated respectful and empathetic communication in scenarios with patients from diverse backgrounds and responded appropriately to cultural and emotional cues during patient interactions.

Outcome 3: Demonstrate an understanding of the EMS system of care and operational knowledge to ensure safe and effective practices that support patient care

Assessment Tools: Written exams, case-based discussions, and scenario participation involving EMS operations.

Results: 100% of students met or exceeded the standards for this outcome. Students showed a strong grasp of EMS protocols, scene safety, and teamwork within the broader healthcare system, as demonstrated in written tests and operational simulations.

*** Outcome #1**

Apply the basic elements of a pre-hospital patient assessment to a variety of common types of acute and non-acute patient conditions and safely perform interventions within the EMT scope of practice.

*** % of students who successfully achieved the outcome (C or above)**

100 %

*** Outcome #2**

Apply principles of therapeutic communication and cultural sensitivity effectively across diverse patient interactions.

*** % of students who successfully achieved the outcome (C or above)**

100%

*** Outcome #3**

Demonstrate an understanding of the EMS system of care and operational knowledge to ensure safe and effective practices that support patient care.

*** % of students who successfully achieved the outcome (C or above)**

100%

*** ANALYSIS 3. What contributed to student success and/or lack of success?**

Students were focused and dedicated, they all wanted to pass the class, to be eligible to take and pass the National certification exam by the NREMT. All want to work as an EMT. Students all worked together to support each other in skills lab and through the trauma case scenarios, great team effort.

*** 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

No student responded to the college generated evaluation form however as part of their mid-term and final evaluation the students were asked to submit a self-reflection, part of the Oregon Health Authorities', competencies requirements for course approval. In their final reflections all students were very positive in how much they had learned and felt confident they were ready for entry level EMT work. Eight out of the ten preferred face to face theory classes, first term the EMT 105 class was a hybrid, with theory classes online and skills lab face to face. EMT106 theory classes was offered face to face with a zoom connection for those who could not attend. All 10 students felt the faculty did an excellent job and were grateful for the learning experiences and effort to make the class real life and applicable to the work as an EMT. These students were self motivated and completed all work on time and participated in the case scenarios and practice sessions.

*** 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

Yes, Moved to Competency Based Assessment, aligned with the Oregon Health Authority, successful

*** 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

Based on the analysis above, continued refinement of case scenarios and alignment of instructional materials with the Competency-Based Assessment model is warranted. Enhancing structured opportunities for hands-on practice and scenario-based learning will further support student achievement. Additionally, incorporating more formative feedback and guided self-reflection may improve students' ability to self-assess and apply concepts in real-world settings. Ongoing pedagogical adjustments will focus on reinforcing critical thinking, communication, and clinical decision-making skills throughout the course.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

A second lab instructor when there is more than 6 students to evaluate, Increase budget for parttime faculty time

*** 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

The course was fully revised to align with the new Oregon Health Authority requirement for Competency-Based Assessment. While the transition presented initial challenges—particularly in aligning course materials and developing case-based scenarios—the changes have proven effective. Students demonstrated increased engagement and responsiveness, particularly with the expanded hands-on learning opportunities. These adjustments have enhanced their ability to apply knowledge in practical settings and contributed positively to the achievement of course outcomes

9. Describe how you explain information about course outcomes and their relevance to your students.

Students are informed that successful completion of course outcomes—aligned with Oregon Health Authority performance standards—is required for eligibility to take the national EMT exam. This information is conveyed verbally, outlined in the syllabus, and reinforced through the performance evaluation rubric.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

Explanation of Course Objectives and Competency Integration

With the implementation of Competency-Based Assessment (CBA), students are required to engage in reflective learning and demonstrate applied knowledge throughout the course. The following summarizes how course objectives are met and integrated with Oregon Health Authority (OHA) competencies:

1. Communication Competency

Students complete written self-reflections on their learning progress and how course content will be applied in the EMT environment. Communication—a required OHA competency—is addressed through simulation exercises in which students must give and receive verbal reports and function effectively within a team during patient care scenarios.

2. Critical Thinking and Rapid Decision-Making

EMT students must rapidly apply knowledge learned in class to simulated trauma and medical emergencies. These scenarios emphasize quick data collection, clinical reasoning, and effective decision-making under pressure, preparing students for the dynamic nature of fieldwork.

3. Mathematical Application in Patient Care

Basic math skills are integrated into instruction and practice. Students must calculate medication dosages, oxygen delivery rates, and treatment durations accurately and efficiently, reflecting real-time decision-making required in the prehospital setting.

4. Cultural Awareness and Patient-Centered Care

Cultural competence is embedded throughout the curriculum via lectures, case studies, and hands-on simulations. Students explore the influence of culture on healthcare communication and decision-making and reflect on these experiences during clinical placements and debriefings. Emphasis is placed on empathy, respect, and reducing implicit bias.

5. Community and Environmental Responsibility

The EMT's role in public health, safety, and disaster response is emphasized through classroom discussion and simulation. Students learn about scene safety, environmental hazards, and care in underserved or rural communities. Concepts are reinforced through clinical experiences involving community-based care, mass casualty scenarios, and environmental emergencies.