

*Emergency Medical Services Academy*  
**Assessment of Student Learning Plan**  
 University of New Mexico

**A. College, Department and Date**

1. College: *Emergency Medical Services Academy*
2. Department: *School of Medicine*
3. Date: *October 10, 2008*

**B. Academic Program of Study**

*BS, Emergency Medical Services*

**C. Contact Person(s) for the Assessment Plan**

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EMS Program Goals and Student Learning Outcomes	UNM Student Learning Outcomes		
<b>Students will:</b>			
<b>A. gain a strong educational foundation in the physiologic and health sciences.</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Responsibility</b>
1. Define and understand the concepts of development, anatomy, physiology, pathophysiology and pharmacology as they apply to emergency medical care.	X		
<b>B. develop the clinical skills necessary to EMS paramedic practice.</b>			
1. Utilize patient assessment techniques based on national standards to develop accurate clinical impressions of ill or injured patients.	X	X	
2. Utilize the principles of airway management, trauma care, pharmacological and electrical therapies based on national standards to develop and implement treatment plans.	X	X	
3. Effectively and accurately describe assessment findings, history, treatment, and patient needs to other members of the emergency medicine team.	X	X	X
<b>C. develop effective communication and leadership skills to work as part of a team of healthcare providers to address patient care needs.</b>			
1. Provide leadership to the prehospital team in the management of all aspects of EMS calls.		X	X
2. Demonstrate effective interpersonal skills and behaviors with patients, members of the public, and other healthcare providers.		X	X
<b>D. understand and apply the concepts of professionalism and ethics in the EMS environment.</b>			
1. Engage in self-learning projects, and peer and patient teaching.	X	X	X
2. Define and apply ethical principal in the practice of EMS	X	X	X

\* PBL-Problem-Based Learning

### **E. Assessment of Student Learning Three-Year Plan**

The B.S. in EMS degree program adheres to the United States Department of Transportation (DOT) National Highway Traffic Safety Administration (NHTSA) Paramedic National Standard Curriculum (NSC). Adherence to this competency-based curriculum is required by the Program’s accrediting agency, the Commission on Accreditation of Emergency Medical Services Programs – Paramedic (CoAEMSP), a part of the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

In addition to the NSC, the B.S. in EMS degree program offers required courses in general education as well as elective courses in advanced concepts in EMS, including research, administration, finance, teaching, and advanced clinical care. All course syllabi contain the terminal performance objectives (TPOs) for the course and instructors are required to develop lesson plans for each class session, listing the enabling objectives to be covered during the class session. All cognitive testing is based on course objectives.

All students enrolled in the program are individually assessed in the cognitive, affective, and psychomotor domains of learning to ensure they have met minimum standards for competency.

<b>Learning Outcome</b>	<b>Assessment</b>	<b>D/I</b>	<b>Criteria for success</b>
A1. Define and understand the concepts of development, anatomy, physiology, pathophysiology, and pharmacology as they apply to emergency medical care.	UNM Course grades	I	At least 70% each course, 75% overall
	PBL* discussions and written case summaries	D	70% score on PBL rubric
	Comprehensive Paramedic Program final examination	D	70% or better to progress
	National Registry of EMTs Examination – Paramedic Level	D	95% of students pass on first attempt
	Graduate and Employer surveys	I	Likert scale of 3 or higher (out of 5) on all questions
B1. Utilize assessment techniques based on national standards to develop accurate clinical impressions of ill or injured patients.	PBL* discussions and written case summaries	D	70% score on PBL rubric
	Comprehensive Paramedic Program final examination	D	70% or better to progress
	National Registry of EMTs Examination – Paramedic Level	D	95% of students pass on first attempt
	Clinical evaluation	D	70% or better on compiled scores
	Field Internship evaluation	D	Positive recommendation from proctor
	Laboratory skills sheets	D	70% or better on compiled scores
	Graduate and Employer surveys	I	Likert scale of 3 or higher (out of 5) on all questions

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B2. Utilize the principles of airway management, trauma care, pharmacological and electrical therapies based on national standards to develop and implement treatment plans.	PBL discussions and written case summaries	D	70% score on PBL rubric
	Comprehensive Paramedic Program final examination	D	70% or better to progress
	National Registry of EMTs Examination – Paramedic Level	D	95% of students pass on first attempt
	Clinical evaluation	D	70% or better on compiled scores
	Field Internship evaluation	D	Positive recommendation from proctor
	Laboratory skills sheets	D	70% or better on compiled scores
Graduate and Employer surveys	I	Likert scale of 3 or higher (out of 5) on all questions	
B3. Effectively and accurately describe assessment findings, history, treatment, and patient needs to other members of the emergency medicine team.	PBL discussions and written case summaries	D	70% score on PBL rubric
	Clinical evaluation	D	70% or better on compiled scores
	Field Internship evaluation	D	Positive recommendation from proctor
	Laboratory skills sheets	D	70% or better on compiled scores
	Employer surveys	I	Likert scale of 3 or higher (out of 5) on all questions
C1. Provide leadership to the prehospital team in the management of all aspects of EMS calls.	Clinical evaluation	D	70% or better on compiled scores
	Field Internship evaluation	D	Positive recommendation from proctor
	Laboratory skills sheets	D	70% or better on compiled scores
	Graduate and Employer surveys	I	Likert scale of 3 or higher (out of 5) on all questions
C2. Demonstrate effective interpersonal skills and behaviors with patients, members of the public, and other healthcare providers.	PBL discussions and written case summaries	D	70% score on PBL rubric
	NSC affective evaluation tools	D	“Satisfactory” rating by instructor
	Clinical evaluation	D	70% or better on compiled scores
	Field Internship evaluation	D	Positive recommendation from proctor
	Laboratory skills sheets	D	70% or better on compiled scores
	Graduate and Employer surveys	I	Likert scale of 3 or higher (out of 5) on all questions
D1. Engage in self-learning projects, and peer and patient teaching.	PBL discussions, written case summaries, and feedback from tutors and peers	D	70% on PBL rubric
	Enrollment in advanced elective course	D	Student enrolls in at least 2 courses
	Patient teaching tools	D	“Satisfactory” rating by instructor
D2. Define and apply ethical principal in the practice of EMS	Clinical evaluation	D	70% or better on compiled scores
	Field Internship evaluation	D	Positive recommendation from proctor
	Research project/HRRC application	D	“Satisfactory” rating by instructor
	Employer surveys	I	Likert scale of 3 or higher (out of 5) on all questions

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## **Grading Standards**

All students in the program (not student samples) are assessed in the cognitive, affective, and psychomotor domains of learning to ensure they have met minimum standards for competency. Laboratory (psychomotor) grading is performed according to the standardized skill evaluation sheets developed by the National Registry of EMTs. Affective evaluation is documented on forms included in the DOT/NHTSA Paramedic NSC.

Clinical and Field Internship grading include evaluation of psychomotor competencies, affective competencies, and cognitive abilities. Program formative and summative cognitive evaluations are developed according to tables of test specifications to ensure an adequate distribution of items based on objectives and item difficulty. Item analysis is performed on each examination.

### **3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

All learning outcomes are measured regularly throughout each semester and re-evaluated at the end of each semester according to course testing schedules. For students to progress they must demonstrate acquisition of knowledge for each learning outcome. Student progress is discussed at instructional staff meetings, at a minimum, and more frequently if there is a known student learning issue. Program data, including pass rates for the program and on the National Registry of EMTs examination, as well as graduate, faculty, and employer surveys are collected and submitted annually to CoAEMSP, allowing faculty an opportunity to review and discuss program performance data relative to student learning outcomes.

### **4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

All faculty and instructors will participate in gathering evidence and analysis of evidence. Professional evaluators will be provided evidence that will be evaluated by the faculty and staff following clinicals and internships. In addition, the program utilizes an Advisory Board of stakeholder agencies to evaluate program outcomes and needed changes.

The assessment tools utilized are evaluated during each course according to the students and the interpretation of the results. If additional measures are required, they are implemented following acceptance by faculty and instructors. Recommendations are communicated throughout the process and passed to the faculty and staff via student feedback, professional evaluator feedback and local employers of graduates.

The compilation and submission of the CoAEMSP annual report allows program faculty to review and discuss program performance data, and to implement changes as indicated by any criteria not meeting CoAEMSP cut scores. To date, the program has continually met all CoAEMSP cut scores. In the event that changes would be required, any changes implemented would be reviewed formatively throughout the year and summatively upon submission of the next annual report. The

program has little latitude in changing core national paramedic curriculum, can continue to add value through the addition of advanced classes in the Bachelor degree course of study.