Code # NHP14 (2015)

**New Course Proposal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

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| **New Course or**  **Experimental Course (1-time offering) (Check one box)**  *Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.* |

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| --- | --- |
| Brad Holloway Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Deborah Persell Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Deborah J. Persell

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P.O. Box 910

State University, AR 72467

870-680-8286

2. Proposed Starting Term and Bulletin Year

Fall 2016 or Spring 2017

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

EMSP 2244

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Medical Emergencies I

Transcript title: Medical Emergencies I

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Demonstrate critical thinking in the application of fundamental knowledge of respiratory, cardiovascular, neurological, abdominal, gastrointestinal, genitourinary, and renal emergencies and diseases of the eyes, ears, nose and throat. Demonstrates proficiency in the associated psychomotor skills related to these topics.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? Yes
   1. If yes, which ones?

Licensed Emergency Medical Technician – Basic or Verified Certificate of Proficiency for EMT-Basic;

Anatomy and Physiology I

* 1. Why or why not?

The state statutes require EMT education as a prerequisite to Paramedic; Basic knowledge of Anatomy and Physiology is required to understand content in EMSP 2244.

1. Is this course restricted to a specific major? Yes
   1. If yes, which major? Technical Certificate in Paramedic or AAS in Paramedic

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall, Spring, Summer

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture and lab

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

Enter text...

1. Are these courses offered for equivalent credit? Choose an item.

Please explain. Enter text...

12. Is this course in support of a new program? Choose an item. Yes

a. If yes, what program?

Technical Certificate of Paramedic and AAS in Paramedic

13. Does this course replace a course being deleted? No

a. If yes, what course?

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

15. Has it been confirmed that this course number is available for use? Yes

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

1. Respiratory Emergencies
   1. Anatomy, signs, symptoms, and management of respiratory emergencies including those that affect the upper and lower airway.
   2. Anatomy, physiology, pathophysiology, assessment, and management of: epiglottitis, spontaneous pneumothorax, pulmonary edema, asthma, COPD, environmental/industrial exposure, toxic gas, pertussis, cystic fibrosis, pulmonary embolism, pneumonia, viral respiratory infections, and obstructive/restrictive disease.
   3. Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of acute upper airway infections, spontaneous pneumothorax, obstructive/restrictive lung diseases, pulmonary infections, neoplasm, pertussis, and cystic fibrosis.

**Skills Laboratory:**

Taking a history of a patient with dyspnea

Assist a patient with a metered dose inhaler

Use of a small volume nebulizer

Use of CPAP/BiPAP

1. Cardiovascular Emergencies
   1. Anatomy, signs, symptoms, and management of chest pain and cardiac arrest.
   2. Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of acute coronary syndrome (angina pectoris and myocardial infarction), heart failure, cardiac tamponade, hypertensive emergencies, cardiogenic shock, vascular disorders (AAA, arterial occlusion, venous thrombosis), aortic aneurysm/dissection, thromboembolism, cardiac rhythm disturbances, infectious diseases of the heart (endocarditis, pericarditis), and congenital abnormalities.

**Skills Laboratory**

Assess/provide care for patient with chest pain/discomfort.

Cardiac monitoring

12-Lead EKG

Manual defibrillation and defibrillation with an AED

Cardioversion and transcutaneous cardiac pacing

Managing symptomatic bradycardia

ACLS

Post-resuscitative care.

1. Neurologic Emergencies
   1. Anatomy, presentations, and management of decreased level of responsiveness.
   2. Anatomy, physiology, pathophysiology, assessment, and management of stroke/TIA, status epilepticus, seizure, and headache.
   3. Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of stroke/intracranial hemorrhage/TIA, seizure, status epilepticus, headache, dementia, neoplasms, demyelinating disorders, Parkinson’s disease, cranial nerve disorders, movement disorders, neurologic inflammation infection, spinal cord compression, hydrocephalus, and Wernicke encephalopathy.

**Skills Laboratory**

Assess a patient’s level of consciousness

Perform a neurologic exam

Screen a patient having a stroke

1. Diseases of the Eyes, Ears, Nose and Throat
   1. Knowledge of the anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major diseases of the eyes, ears, nose and throat, including nose bleed.

**Skills Laboratory**

No lab skills

1. Abdominal and Gastrointestinal Emergencies
   1. Anatomy, presentations, and management of shock associated with abdominal emergencies of gastrointestinal bleeding.
   2. Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of acute and chronic gastrointestinal hemorrhage, liver disorders, peritonitis, ulcerative diseases, irritable bowel syndrome, inflammatory disorders, pancreatitis, bowel obstruction, hernias, infectious diseases, gallbladder and biliary tract disorders, rectal abscesses, rectal foreign body obstruction, and mesenteric ischemia.

**Skills Laboratory**

Palpate abdomen to assess for pain, rebound tenderness, masses and Murphy’s sign.

Auscultation of the abdomen

1. Genitourinary and Renal Emergencies
   1. Anatomy, physiology, pathophysiology, assessment, and management of complications related to renal dialysis and urinary catheter management, and kidney stones.
   2. Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of complications of acute/chronic renal failure and dialysis, renal calculi, acid-base disturbances, fluid/electrolytes, infection and male genital tract conditions.

**Skills Laboratory**

No lab skills

1. Gynecologic Emergencies
   1. Anatomy, physiology, assessment findings, and management of vaginal bleeding, sexual assault, and infections.
   2. Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major gynecologic diseases and/or emergencies, such as vaginal bleeding, sexual assault, infections, pelvic inflammatory disease, ovarian cysts, dysfunctional uterine bleeding and vaginal foreign obstruction.

**Skills Laboratory**

No lab skills

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Scenario Based Content, Simulated Emergencies, Peer Assisted Learning and Evaluation, Mobile Lab (Decommissioned Ambulance), Simulated Lab Home Environment, EMTP Skills Lab

19. Department staffing and classroom/lab resources

Adjunct faculty or department faculty

CNHP 504 and/or E. Smith 411

Home Environment Laboratories in Smith and Reynolds

1. Will this require additional faculty, supplies, etc.?

It will require additional faculty. Proposed faculty include EMS faculty within DPEM or adjunct faculty

New supplies and equipment will be required for the Paramedic program, of which this course is a part. Those supplies and equipment include an ambulance simulator, adult high-fidelity mannequin, pediatric high-fidelity mannequin, various stretchers, simulated medications and medical supplies, out-of-date medical supplies, body part models.

20. Does this course require course fees? Yes

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**Assessment**

**University Goals**

21. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. Global Awareness | * 1. Thinking Critically | * 1. Using Technology |

**Program Goals**

22. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Prepare competent entry level Paramedics in the cognitive, psychomotor, and affective learning domains.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The Regional Center for Disaster Preparedness (DPEM) Education at Arkansas State University strives to bridge the gap between practice and academia in disaster preparedness and emergency management. The experiences of practicing professionals in the field will be enhanced by new academic preparation. Traditional students will acquire academic and practical experience in the field so that all graduates, in conjunction with the National Response Framework, will be valuable contributors to their community, state and national disaster preparedness and emergency management activities. Emergency Medical Services is one element of DPEM and as a discipline/licensed profession has now been moved under disaster preparedness at the Arkansas Department of Health.

c. Student population served.

Students seeking a career in emergency medical services (ambulance services, fire departments, law enforcement, or any other first responder services) and students wishing to continue their education and pursue a Bachelor’s degree in DPEM.

d. Rationale for the level of the course (lower, upper, or graduate).

Paramedic is considered a technical skill. After the EMT-Basic and Intermediate, it is the next entry level into emergency medical services.

**Course Goals**

23. What is the intended program-level learning outcome for students enrolled in this course? Where does this course fit into an already existing program assessment process?

The intended program-level learning outcome for students enrolled in this course is to be a competent entry level Paramedic in the cognitive, psychomotor and affective learning domains. This course is intended to be in the first semester of the Paramedic curriculum and will be included in the first semester program assessment. As the program continues, assessment from the course will be integrated in the overall program assessments.

24. Considering the indicated program-level learning outcome (in Box #24), please fill out the following table to develop a continuous improvement assessment process for this course.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| --- | --- |
| **Outcome 1** | Compare and contrast normal anatomy and physiology, pathophysiology as well as signs and symptoms of diseases in Medical Emergencies I. |
| Assessment Procedure Criterion | Written exams, scenario-based performance, simulation performance and laboratory skills checklists. |
| Which learning activities are responsible for this outcome? | Scenario Based Content, Simulated Emergencies, Peer Assisted Learning and Evaluation, Mobile Lab (Decommissioned Ambulance), Simulated Lab Home Environment, EMTP Skills Lab. |
| Assessment  Timetable | Content in this course is foundational and is included and expanded upon throughout the curriculum. Therefore assessment will occur at the end of this course an in all future courses. |
| Who is responsible for assessing and reporting on the results? | Assessment is a collaborative effort and will be conducted by the faculty of record, medical director and Program Director. Ultimately, the program director is responsible for reporting the results to the accrediting body. |
| **Outcome 2** | Formulate field impressions and patient management based on patient presentation for diseases in Medical Emergencies I. |
| Assessment Procedure Criterion | Written exams, scenario-based performance, simulation performance and laboratory skills checklists. |
| Which learning activities are responsible for this outcome? | Scenario Based Content, Simulated Emergencies, Peer Assisted Learning and Evaluation, Mobile Lab (Decommissioned Ambulance), Simulated Lab Home Environment, EMTP Skills Lab. |
| Assessment  Timetable | Content in this course is foundational and is included and expanded upon throughout the curriculum. Therefore assessment will occur at the end of this course an in all future courses. |
| Who is responsible for assessing and reporting on the results? | Assessment is a collaborative effort and will be conducted by the faculty of record, medical director and Program Director. Ultimately, the program director is responsible for reporting the results to the accrediting body. |
| **Outcome 3** | Performs required laboratory skills, with minimum competency, for simulated patients with emergent medical conditions as included in Medical Emergencies I. |
| Assessment Procedure Criterion | Written exams, scenario-based performance, simulation performance and laboratory skills checklists. |
| Which learning activities are responsible for this outcome? | Scenario Based Content, Simulated Emergencies, Peer Assisted Learning and Evaluation, Mobile Lab (Decommissioned Ambulance), Simulated Lab Home Environment, EMTP Skills Lab. |
| Assessment  Timetable | Content in this course is foundational and is included and expanded upon throughout the curriculum. Therefore assessment will occur at the end of this course an in all future courses. |
| Who is responsible for assessing and reporting on the results? | Assessment is a collaborative effort and will be conducted by the faculty of record, medical director and Program Director. Ultimately, the program director is responsible for reporting the results to the accrediting body. |
| **Outcome 4** | Demonstrate professionalism with faculty, peers and simulated patients. |
| Assessment Procedure Criterion | Written exams, scenario-based performance, simulation performance and laboratory skills checklists. |
| Which learning activities are responsible for this outcome? | Scenario Based Content, Simulated Emergencies, Peer Assisted Learning and Evaluation, Mobile Lab (Decommissioned Ambulance), Simulated Lab Home Environment, EMTP Skills Lab. |
| Assessment  Timetable | Content in this course is foundational and is included and expanded upon throughout the curriculum. Therefore assessment will occur at the end of this course an in all future courses. |
| Who is responsible for assessing and reporting on the results? | Assessment is a collaborative effort and will be conducted by the faculty of record, medical director and Program Director. Ultimately, the program director is responsible for reporting the results to the accrediting body. |

25. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Scenario Based Content, Simulated Emergencies, Peer Assisted Learning and Evaluation, Mobile Lab (Decommissioned Ambulance), Simulated Lab Home Environment, EMTP Skills Lab.

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

See New AAS in Paramedic and Technical Certificate in Paramedic for whole program bulletin changes.