Code # NHP32 (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

[dpersell@astate.edu](mailto:dpersell@astate.edu)

E. Smith, Suite #410

P.O. Box 910

State University, AR 72467

870-680-8286

2. Proposed Starting Term and Bulletin Year

Summer or Fall 2016

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*. )

EMS 1072

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).

Emergency Medical Technician Field Experience I

Transcript title: EMT Field Experience I

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

Demonstrate the ability to perform basic EMT functions in an ambulance. Complete a total of 60 clock hours of patient care. Demonstrate proficiency and sound clinical judgment for patient assessment, management of care and required EMT psychomotor skills.

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? No but there are co-requisites
   1. If yes, which ones?

EMS 1031 Introduction to Emergency Medical Services

EMS 1041 Medical Terminology

EMS 1057 Basic Emergency Medical Technician

EMS 1062 Emergency Medical Technician Clinical

* 1. Why or why not?

The EMT Certificate of Proficiency and Emphasis in AAS DPEM is a one semester curricular plan and all courses are taken together.

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.

Practicum

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?

Certificate of Proficiency in Emergency Medical Technician

New Emphasis in AAS of DPEM

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.)

A. 60 clock hours on an ambulance performing Basic EMT functions. An EMT Instructor will regularly visit the ambulance company and observe or consult with the student’s preceptor.

B. Skills checklist signed by Instructor/Preceptor

C. Final Comprehensive Patient Simulation

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

60 hours of Practicum experience on an ambulance

Skill verification

Final Comprehensive Patient Simulation

19. Department staffing and classroom/lab resources

Adjunct faculty or department faculty as supervising field experience faculty at the ambulance service

Area Emergency Medical Services ambulance companies (CNHP has multiple contracts with EMS and current letters of support indicating they will also accept EMT/P students)

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

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

No new supplies are needed

20. Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**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 EMT 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.

Those students seeking a career in emergency medical services (ambulance services, fire departments, law enforcement, or any other first responder services) and students enrolled in the DPEM program with emphasis in the emergency medical services.

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

Emergency Medical Technician is considered a technical skill and 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 competent entry level EMT in the cognitive, psychomotor and affective learning domains. This course is intended to be in the only semester of the EMT curriculum and will be included in that semester’s program assessment.

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.*

|  |  |
| --- | --- |
| **Outcome 1** | Apply critical decision making in the field. |
| Assessment Procedure Criterion | Clinical decision making  Quality of patient care  Field evaluation by preceptor and faculty |
| Which learning activities are responsible for this outcome? | Field experience  Final comprehensive patient simulation  Self-evaluation |
| Assessment  Timetable | Daily with each ambulance run and patient care provided  Weekly review of patient care  Cumulative assessment at end of 60 hours |
| Who is responsible for assessing and reporting on the results? | Course faculty, clinical faculty and Medical Director will be responsible for assessing and reporting on the results. The Program Director will summarize results for required accreditation reporting. |
| **Outcome 2** | Demonstrate competence in application and use of psychomotor skills. |
| Assessment Procedure Criterion | Field clinical performance; psychomotor skills; skills performance checklist, field evaluation |
| Which learning activities are responsible for this outcome? | Field experience  Final comprehensive patient simulation  Self-evaluation |
| Assessment  Timetable | With each procedure until quota of procedures or proficiency documented  Cumulative assessment at end of 60 hours |
| Who is responsible for assessing and reporting on the results? | Course faculty, clinical faculty and Medical Director will be responsible for assessing and reporting on the results. The Program Director will summarize results for required accreditation reporting. |
| **Outcome 3** | Apply course content to assessment and management of a complex simulated pre-hospital patient. |
| Assessment Procedure Criterion | Clinical Performance in the ambulance and the simulated environment, Field evaluation |
| Which learning activities are responsible for this outcome? | Field clinical performance  Self-evaluation  Final comprehensive simulation |
| Assessment  Timetable | At the conclusion of 60 hours of clinical. |
| Who is responsible for assessing and reporting on the results? | Course faculty, clinical faculty and Medical Director will be responsible for assessing and reporting on the results. The Program Director will summarize results for required accreditation reporting. |
| **Outcome 4** | Demonstrate professionalism in the field and simulated settings. |
| Assessment Procedure Criterion | Field clinical performance in the hospital and simulated environment, field clinical evaluation |
| Which learning activities are responsible for this outcome? | Clinical performance/evaluation  Final comprehensive simulation  Self-evaluation |
| Assessment  Timetable | At the conclusion of 60 hours of clinical. |
| Who is responsible for assessing and reporting on the results? | Course faculty, clinical faculty, preceptor and Medical Director will be responsible for assessing and reporting on the results. The Program Director will summarize results for required accreditation reporting. |

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: Providing care at real emergencies to which the ambulance is responding

**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 EMT Certificate of Proficiency and EMT Emphasis program proposals.