Code # NHP30 (2015)

**New Course Proposal Form**

[x]  **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

|  |
| --- |
| [x] **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.*  |

|  |  |
| --- | --- |
| 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

E. Smith, Suite #410

P.O. Box 910

State University, AR 72467

870-680-8286

2. Proposed Starting Term and Bulletin Year

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 1057

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).

Basic Emergency Medical Technician

Transcript title: Basic EMT

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 emergency pharmacology, patient assessment, airway management, shock and resuscitation, medical emergencies, trauma, special populations and Emergency Medical Services operations. Demonstrate 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? No, there is a co-requisite
	1. If yes, which ones?

Admission to the EMT Emphasis or Certificate of Proficiency

* 1. Why or why not?

The EMT courses are limited to those admitted to the emphasis or Certificate and are intended to lead to licensure as an EMT.

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

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?

 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.)

1. The Human Body
	1. Anatomy and Physiology
	2. Pathophysiology
	3. Life Span
2. Emergency Pharmacology
	1. Principles of Pharmacology
	2. Medications administered by EMTs
	3. Medication administration

**Skills Laboratory**

1. Oral Medication administration
2. Assist patient with
	1. Sublingual Medication Administration
	2. Intranasal Medication Administration
	3. Inhalation Medication Administration
	4. Metered dose inhaler
	5. Small volume nebulizer
3. Patient Assessment
	1. Scene Assessment
	2. Primary & Secondary Assessment
	3. History Taking
	4. Reassessment

**Skills Laboratory**

 Demonstrate/Document

 AVPU scale

 Patient orientation

 Pupillary response

 Airway assessment

 Lung Sounds

 Pulse Oximetry

 Pulse rate

 Radial pulse in responsive and unresponsive patient

 Carotid pulse in unresponsive patient

 Brachial pulse in child less than one year of age

 Capillary refill

 Adult

 Child greater than 6 years of age

 Infant or child younger than 6 years of age

 Rapid/full scan of a patient

 Manual and mechanical blood pressure devices

 Assist patient with blood glucose monitoring

1. Airway Management
	1. Physiology
	2. Pathophysiology
	3. Airway maintenance
	4. Supplemental oxygen administration
	5. Artificial ventilation

**Skills Laboratory**

Demonstrate/Document:

 Position the unresponsive patient

 Open the airway (head-tilt, chin-lift; jaw thrust; tongue-jaw lift)

 Recovery position

 Insertion of oral airway

 Insertion of nasal airway

 Suction

 Placing an oxygen cylinder into service

 Partial rebreathing mask

 Humidified oxygen therapy

 Assisted ventilation with bag/valve mask

1. Shock and Resuscitation
	1. Pathophysiology
	2. Causes/Types
	3. Patient Progression
	4. Emergency Medical Care
	5. Resuscitation
		1. CPR
		2. AED
		3. BLS
		4. Adult, infant child
		5. Foreign body

 **Skills Laboratory**

Demonstrate/Document

 Treatment of potential shock

 Completion of patient care report for patient with bleeding/shock

1. Medical Emergencies
	1. Assessment, Management & Transportation
	2. Communicable Diseases

**Skills Laboratory: Personal Protective Equipment**

* 1. Respiratory
		1. Anatomy & Physiology
		2. Pathophysiology
		3. Patient Assessment
		4. Treatment of select conditions
		5. Epidemic/Pandemic
		6. Age related

 **Skills Laboratory**

 History Taking/Chief Complaint

 Use of OPQRST assessment/related to breathing

* 1. Cardiovascular
		1. Heart Surgery
		2. Emergency Medical care of Cardiac Arrest
		3. Pacemakers

 **Skills Laboratory:**

 Chest pain

 Assist with administration of nitroglycerin

 Use and maintenance of AED

 CPR

* 1. Neurologic
		1. Anatomy & Physiology
		2. Pathophysiology
		3. Altered mental status
		4. Patient Assessment
		5. Emergency medical care

 **Skills Laboratory:**

 Stroke Assessment Tool

* 1. Gastrointestinal and Urologic
		1. Anatomy & Physiology
		2. Pathophysiology
		3. Patient Assessment
		4. Emergency Medical Care
		5. Dialysis

 **Skills Laboratory**

 Abdominal Assessment

* 1. Endocrine and Hematologic
		1. Anatomy & Physiology
		2. Pathophysiology
		3. Patient Assessment
		4. Emergency Medical Care
			1. Diabetic Emergency Care
			2. Hematologic emergencies

 **Skills Laboratory:**

 Hypoglycemia with decreased LOC

 Oral glucose administration

 Assessment/care of Sickle Cell Crisis

 Assessment/care of Blood Clot Disorder

* 1. Immunologic
		1. Anatomy & Physiology
		2. Pathophysiology
		3. Patient Assessment
		4. Emergency Medical Care
		5. Insect stings

 **Skills Laboratory:**

 Removal of stingers from bee stings

 Assist with Epi-Pen administration

* 1. Toxicology
		1. Identification of poison
		2. Mechanisms of poisoning
		3. Patient Assessment
		4. Food poisons
		5. Plant poisons
		6. Emergency Medical Care

 **Skills Laboratory**

 Assessment/treatment of suspected poisoning

 Assessment/treatment of suspected overdose

 Activated charcoal administration

* 1. Psychiatric
		1. Behavioral Crisis
		2. Pathology
		3. Safety
		4. Patient Assessment
		5. Acute psychosis
		6. Delirium
		7. Suicide
		8. Medical/Legal Considerations
		9. Restraints
		10. Violent patients

 **Skills Laboratory:**

 Mechanical restraints

* 1. Gynecological
		1. Anatomy & Physiology
		2. Pathophysiology
		3. Patient Assessment
		4. Emergency Medical Care
		5. Specific conditions

 **Skills Laboratory: None**

1. Trauma
	1. Trauma Overview
		1. Kinetics of injury
		2. Blunt
		3. Penetrating
		4. Blast
		5. Multi-system

 **Skills Laboratory: None**

* 1. Bleeding
		1. Anatomy & Pathophysiology of Cardiovascular System
		2. External
		3. Internal
		4. Patient Assessment
		5. Emergency Medical Care

 **Skills Laboratory:**

 Direct Pressure

 Commercial tourniquet

 PASG trousers

 Nose bleed

 Internal bleeding

* 1. Soft Tissue
		1. Anatomy & Pathophysiology of Skin
		2. Open and Closed injuries
		3. Patient Assessment
		4. Emergency Medical Care
		5. Burn
			1. Dressings & Bandaging
			2. Patient Assessment
			3. Emergency Medical Care

 **Skills Laboratory:**

 Care of soft tissue injuries

 Open soft tissue injury – bleeding control

 Open abdominal wound

 Stabilization of impaled object

 Burn Care

* 1. Face & Neck
		1. Anatomy & Physiology
		2. Injuries to face and neck
		3. Patient Assessment
		4. Emergency Medical Care

 **Skills Laboratory**

 Removal of foreign object under upper eye lid

 Stabilization of impaled object in eye

 Irrigation of eyes

 Penetrating eye injuring

 Control bleeding of neck injury

* 1. Head and Spine
		1. Anatomy & Physiology
		2. Patient Assessment
		3. Emergency Medical Care
		4. Preparation for Transport
		5. Helmet removal

 **Skills Laboratory:**

 Jaw thrust on spinal injury

 Manual inline stabilization

 Immobilization of suspected spinal injury to long back board

 Sitting

 Standing

 Application of cervical collar

 Immobilization of suspected spinal injury to short back board

 Removal of helmet (alternate method for football helmet)

* 1. Chest
		1. Anatomy & Physiology
		2. Mechanical ventilation
		3. Injuries of the chest
		4. Patient Assessment
		5. Complications in management

 **Skills Laboratory:**

 Assessment of chest injury

 Management of sucking chest wound

 Management of flail chest

* 1. Abdominal & Urinary
		1. Anatomy and Physiology
		2. Injuries to the abdomen
		3. Patient Assessment
		4. Emergency Medical Care
		5. Sexual Assault

 **Skills Laboratory:**

Assessment of abdominal injury

 Blunt

 Penetrating

 Application of dressing to abdominal evisceration

* 1. Orthopedic
		1. Anatomy & Physiology
		2. Musculoskeletal injuries
		3. Patient Assessment
		4. Emergency Medical Care
		5. Environmental
			1. Heat and cold injuries
			2. Radiation exposure
			3. Drowning and diving emergencies
			4. High altitude
			5. Lightening
			6. Venomous bites
			7. Injuries from marine animals

 **Skills Laboratory:**

 Assessment of neurovascular status

 Care of musculoskeletal injuries

 Application of splints

 Rigid

 Zippered/Un-zippered air

 Vacuum

 Hare traction

 Application of PASG

 Splinting of hand and wrist

 Splinting of clavicle, scapula, shoulder, humerus, elbow and forearm

 Care of patient with amputation

1. Special Populations
	1. Obstetrics & Neonatal
		1. Anatomy & Physiology of reproductive system
		2. Normal changes of pregnancy
		3. Normal stages of labor
		4. Complications of pregnancy
		5. Special considerations of trauma in pregnancy
		6. Cultural considerations in pregnancy
		7. Teenage pregnancy
		8. Patient Assessment
		9. Normal delivery management
		10. Complicated deliveries
		11. Post-partum complications
		12. Neonatal resuscitation

 **Skills Laboratory**

 Assist in normal cephalic delivery and procedures in care as head appears

 Post-delivery care of infant and mother

 Cut/tie umbilical cord

 Placenta delivery and care

 Assist in breech delivery and limb presentation

* 1. Pediatric
		1. Age-related communication
		2. Anatomy & Physiology
		3. Pathophysiology
		4. Patient Assessment
		5. Respiratory
		6. Circulation
		7. Neurologic
		8. GI
		9. Poisoning
		10. Dehydration
		11. Fever
		12. Drowning
		13. Pediatric Trauma
		14. Disaster Management
		15. Child Abuse & Neglect
		16. SIDS
		17. Death of a child

 **Skills Laboratory**

Airway positioning in a pediatric

 Palpate pulse and estimate capillary refill

 Use of a pediatric resuscitation tape measure

 Insertion of a pediatric NPA and OPA

 Demonstrate/document use of blow-by O2, nasal cannula, non-rebreathing mask and use of Bag valve device

 One rescuer and two rescuer bag-mask ventilation

 Immobilization in a trauma to backboard and car seat

* 1. Geriatric
		1. Communication with older adults
		2. Common complaints
		3. Leading causes of death
		4. Special considerations in patient assessment
		5. Anatomy & Physiological changes
		6. Toxicology
		7. Psychiatric
		8. Trauma
		9. Falls
		10. Environmental Injuries
		11. Response to nursing and skilled care facilities
		12. Advanced Directives
		13. Elder abuse and neglect

 **Skills Laboratory: None**

1. Patients with special challenges
	1. Developmental disabilities
	2. Sensory disabilities
	3. Physical disabilities
	4. Bariatric patients
	5. Technology assistance
	6. Assessment guidelines
	7. Home care
	8. Hospice care
	9. Terminally ill patients
	10. Homelessness

 **Skills Laboratory**

 Communicate effectively with patient with hearing impairment

 Suction and clean tracheostomy

1. EMS Operations
	1. Lifting and moving patients
		1. Moving and positioning patient
		2. Body mechanics
		3. Basic lifting and moving (planning the move, weight distribution, and directions/commands)
		4. Principles of safe moves
		5. Moves
			1. Emergency
			2. Urgent
			3. Non-urgent
		6. Geriatrics and bariatrics
		7. Moving equipment and restraints

**Skills Laboratory**

Perform power lift and power grip

 Diamond carry and one-handed carry

 Patient with and without a stair chair up/down stairs

 Safe reaching and pulling of a patient

 Rapid extrication from a vehicle

 Direct ground lift, extremity lift and direct carry to move the patient

 Draw sheet method

 Use of a scoop stretcher

 Lift a patient from the ground and from chair to wheelchair

 Loading stretcher in/out of ambulance

 Medical restraints

* 1. Transport Operations
		1. Emergency Vehicle Design
		2. Phases of an Ambulance Call
		3. Defensive Driving
		4. Air Medical Operations

**Skills Laboratory**

Daily check off of ambulance

 Verbal report to hospital personnel

 Written PCR

 Clean/disinfect ambulance and equipment

* 1. Vehicle Extrication and Special Rescue
		1. Safety and Vehicle safety systems
		2. Fundamentals of extrication
		3. Specialized rescue situations

**Skills Laboratory: None**

* 1. Incident Management
		1. National Incident Management System
		2. Incident Command System and EMS role in ICS
		3. Medical Incident Command
		4. Mass-Casualty Incidents
		5. Triage
		6. Disaster management
		7. Introduction/recognition of hazardous materials and hazmat scene operations

**Skills Laboratory**

Demonstrate/document triage in MCI

 Identify/document DOT labels, placards and markings

 Identify hazardous materials

* 1. Terrorism Response and Disaster Management
		1. Terrorism and weapons of mass destruction
		2. EMT response to terrorism
		3. Chemical and biological agents
		4. Radiologic/Nuclear devices and explosive devices

**Skills Laboratory**

Establish scene safety in terrorist event

 Care of patient exposed to a chemical agent

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

Lectures

Case Studies

Demonstration

Skills Lab (includes simulation)

Progressive testing (80% pass on each test required to proceed to next topic without remediation)

19. Department staffing and classroom/lab resources

Adjunct faculty or department faculty

CNHP 504 and/or E. Smith 411

Home Environment Labs 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 or equipment are required to include an ambulance simulator, specialized stretchers, high-fidelity mannequins and other others as designated on the designated program requirements by the Accreditors.

20. Does this course require course fees? Yes

**

**Assessment**

**University Goals**

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

|  |  |  |
| --- | --- | --- |
| * 1. [ ] Global Awareness
 | * 1. [x] Thinking Critically
 | * 1. [x] 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 and Paramedic 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 (EMT) 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 the first step in meeting that goal and is intended to be the introduction to the overall goal but will not be fully accomplished until all of the EMT courses have been completed. This course is the first course in a new certificate program. Therefore, the program assessment process does not previously exist but rather will be developed simultaneously as the certificate program.

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** | Demonstrate correct procedures of medication administration in a simulated environment.  |
| Assessment Procedure Criterion | Quiz within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exam for credit. Remediation for unit exam with score less than 80%. 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 and in all future courses. Associated Skills tests/check offs required to pass at 80%. |
| Which learning activities are responsible for this outcome? | Case studies, discussion, lectures, and skills stations |
| Assessment Timetable | Student must pass a written exam on medication administration at 90% before the laboratory skills lab. Students must pass the medication administration check-off at 100%. 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. Associated Skills tests/check offs required to pass at 80%. 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** | Analyze simulated scene information and patient assessment findings to guide the management of emergency care.  |
| Assessment Procedure Criterion | Quiz within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exam for credit. Remediation for unit exam with score less than 80%. 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 and in all future courses. Associated Skills tests/check offs required to pass at 80%.  |
| Which learning activities are responsible for this outcome? | Case studies, discussion, lectures, and skills stations |
| Assessment Timetable | Quiz within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exam for credit. Remediation for unit exam with score less than 80%. 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. Associated Skills tests/check offs required to pass at 80%. 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** | Demonstrate airway management for simulated patients of all ages.  |
| Assessment Procedure Criterion | Quiz within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exam for credit. Remediation for unit exam with score less than 90%. 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 and in all future courses. This procedure checklist will require a 100% to pass. |
| Which learning activities are responsible for this outcome? | Case studies, discussion, lectures, and skills stations |
| Assessment Timetable | Student must pass a written exam on airway management at 90% before the laboratory skills lab. Students must pass the airway management check-off at 100%. 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. Associated Skills tests/check offs required to pass at 80%. 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** | Illustrate management of simulated patients in shock, respiratory failure/arrest, cardiac failure/arrest and post resuscitation management.  |
| Assessment Procedure Criterion | Quiz within the unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exam for credit. Remediation for unit exam with score less than 90%. 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 and in all future courses. This procedure checklist will require a 100% to pass. Must possess a current healthcare provider CPR card. |
| Which learning activities are responsible for this outcome? | Case studies, discussion, lectures, and skills stations |
| Assessment Timetable | Student must pass a written exam on cardiovascular management at 90% before the laboratory skills lab. Students must pass the cardiovascular management check off at 100%. 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. Associated Skills tests/check offs required to pass at 80%. 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 5** | Apply fundamental knowledge to provide basic emergency care and transportation to simulated trauma patients.  |
| Assessment Procedure Criterion | Quiz within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exam for credit. Remediation for unit exam with score less than 80%. 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 and in all future courses. This procedure checklist will require an 80% to pass. |
| Which learning activities are responsible for this outcome? | Case studies, discussion, lectures, and skills stations |
| Assessment Timetable | Quiz within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exam for credit. Remediation for unit exam with score less than 80%. 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 and in all future courses. Associated Skills tests/check offs required to pass at 80%. 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 6** | Demonstrate basic emergency care and transportation for simulated special population patients, such as obstetrics, neonatal, pediatrics and geriatrics.  |
| Assessment Procedure Criterion | Quiz within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exam for credit. Remediation for unit exam with score less than 80%. 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 and in all future courses. This procedure checklist will require a 80% to pass. |
| Which learning activities are responsible for this outcome? | Case studies, discussion, lectures, and skills stations |
| Assessment Timetable | Quiz within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exam for credit. Remediation for unit exam with score less than 80%. 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 and in all future courses. Associated Skills tests/check offs required to pass at 80%. 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 7** | Apply knowledge of EMS operational roles and responsibilities to simulated emergencies. |
| Assessment Procedure Criterion | Quiz within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exam for credit. Remediation for unit exam with score less than 80%. 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 and in all future courses. This procedure checklist will require an 80% to pass. |
| Which learning activities are responsible for this outcome? | Case studies, discussion, lectures, and skills stations |
| Assessment Timetable | Quiz within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exam for credit. Remediation for unit exam with score less than 80%. 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 and in all future courses. Associated Skills tests/check offs required to pass at 80%. 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 8** | Demonstrate professionalism to faculty, peers and simulated patients. |
| Assessment Procedure Criterion | Classroom and skills lab affective behaviors (part of skills checklist), faculty evaluation, peer evaluation, self evaluation  |
| Which learning activities are responsible for this outcome? | Case studies, discussion, lectures and 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. 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)

[x] Collaborative assignments

[ ] Research with a faculty member

[ ] Diversity/Global learning experience

[x] Service learning or community learning

[ ] Study abroad

[ ] Internship

[ ] Capstone or senior culminating experience

[x] Other Explain: Case studies, discussion, lectures, and skills stations

**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 proposals for complete whole program changes.