Code # NHP13 (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)

|  |
| --- |
| **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](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

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 2233

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).

Patient Assessment and Airway Management

Transcript title: Assessment and Airway Management

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

Demonstrate critical thinking in the application of fundamental Paramedic knowledge of causes and pathophysiology into the management of patient assessment and airway management. 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?

Admission to the Certificate Program or AAS in DPEM

* 1. Why or why not?

This is the second course in the Emergency Medical Technician-Paramedic emphasis/certificate

1. Is this course restricted to a specific major? Yes
   1. If yes, which major? Certificate in EMSP 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-Paramedic

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. Scene Size-UP
   * 1. Scene Safety
     2. Scene Management
2. Primary Assessment
   * 1. Assessment for All Patient Situations
     2. Interventions Necessary to Preserve Life
     3. Treatment/Procedures Necessary to Preserve Life
3. History Taking
   * 1. Chief Complaint
     2. Mechanism of Injury/Nature of Illness
     3. Components of Patient History, Past Medical History, Signs and Symptoms, Pertinent Negatives
     4. Interviewing Techniques
     5. Therapeutic Communication Techniques
4. Secondary Assessment
   * 1. Head to Toe Exam
     2. Pain Assessment
     3. Vital Signs
     4. Physical Exam Techniques
     5. Review of Body Systems and Anatomic Regions

**Skills Laboratory:**

* Demonstrate techniques for assessing a patient’s airway, and correctly obtain information related to respiratory rate, rhythm, quality/character of breathing, and depth of breathing.
* Demonstrate how to assess a patient’s circulation by evaluating pulses and assessing the skin color and temperature.
* Demonstrate how to perform a rapid exam, orientation, head, general eye exam, neck, chest, abdomen, musculoskeletal, peripheral vascular system, spine, and deep tendon reflexes.
* Demonstrate how to obtain orthostatic vitals signs, use assessment techniques of inspection, percussion, auscultation, and palpation, and neurologic examination, including AVPU scale.
* Demonstrate how to correctly document assessment findings.

1. Monitoring Devices
   * 1. Obtaining and Using Information from Monitoring Devices
     2. Pulse Oximetry
     3. Noninvasive Blood Pressure
     4. Blood Glucose
     5. ECG Monitoring and 12 lead EKG Interpretation
     6. Carbon Dioxide Monitoring
     7. Basic Blood Chemistry

**Skills Laboratory:**

* Demonstrate the use of monitoring devices, suction unit, and placing oxygen cylinder in service.

1. Reassessment
   * 1. Reassessment Techniques
     2. Age specific Reassessment Techniques
2. Medical Overview
   * 1. Assessment and Management of a Medical Complaint
     2. Transport Modes
     3. Destination Decision
3. Airway Management
   * 1. Airway Anatomy
     2. Airway Assessment
     3. Airway Techniques

**Skills Laboratory:**

* Demonstrate how to position the unresponsive patient and recovery position.
* Demonstrate the steps performing the head tilt-chin lift maneuver, jaw thrust maneuver, tongue-jaw lift maneuver.
* Demonstrate insertion of oral airway, nasal airway, orogastric tube, and nasogastric tube.
* Demonstrate how to suction patient’s airway and a stoma.
* Demonstrate how to use Magill forceps to remove an object that is in the airway.
* Demonstrate the use of partial rebreathing mask, Venturi mask, and humidifier in proving supplemental oxygen therapy to patients.
* Demonstrate how to assist a patient with ventilations using bag-mask device (one or two rescuers), mouth-to-mask, bag-device to stoma, and mouth-to-stoma.

1. Respiration
   * 1. Anatomy and Physiology of Respiratory System
     2. Assessment and Management of Adequate and Inadequate Respiration
     3. Oxygen Therapy
2. Artificial Ventilation
   * 1. Artificial, Minute, and Alveolar Ventilation
     2. Effects on Cardiac Output

**Skills Laboratory:**

* Demonstrate how to perform endotracheal intubation, blind nasotracheal intubation, digital intubation, transillumination intubation, retrograde intubation, face-to-face intubation, and endotracheal intubation of pediatric patient.
* Demonstrate how to perform rapid sequence intubation, open or surgical cricothyrotomy, and needle cricothyrotomy.
* Demonstrate the insertion of rescue airways combitube, King LT, and Laryngeal Mask Airway.
* Demonstrate how to replace dislodged tracheostomy tube.
* Demonstrate how to use an automatic transport ventilator, manually triggered ventilation device, CPAP, and BiLevel ventilation.

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

No new supplies or equipment are required

20. Does this course require course fees? No

*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.

|  |  |  |
| --- | --- | --- |
| * 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.*

|  |  |
| --- | --- |
| **Outcome 1** | Demonstrate comprehensive knowledge of scene and patient assessment findings. |
| 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 and 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** | Demonstrate comprehensive knowledge of epidemiology and pathophysiology to form a field impression. |
| 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 and 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** | Perform laboratory skills on simulated patients developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan. |
| 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 and 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 comprehensive knowledge of anatomy, physiology and pathophysiology into airway assessment. |
| Assessment Procedure Criterion | Written Exams, Scenario and Simulation Performance, and skill check off |
| Which learning activities are responsible for this outcome? | Written exams, scenario-based performance, simulation performance and laboratory skills checklists. |
| Assessment  Timetable | Scenario Based Content, Simulated Emergencies, Peer Assisted Learning and Evaluation, Mobile Lab (Decommissioned Ambulance), Simulated Lab Home Environment, EMTP Skills Lab |
| Who is responsible for assessing and reporting on the results? | 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. |
| **Outcome 5** | Develop and implement a treatment plan with the goal of ensuring a patent airway, adequate mechanical ventilation and respiration for patients of all ages. |
| 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 and 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 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 and 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**

|  |
| --- |
| **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 ASS in Paramedic Program and Technical Certificate in Paramedic Proposals for all inclusive bulleting changes.