Code # NHP22 (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

Summer or Fall 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 2412

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).

Special Populations

Transcript title: Special Populations

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 to the special populations of: pregnant women, newborns, toddlers, school-age children, adolescents, geriatric patients and patients with special challenges. Demonstrates proficiency in the associated psychomotor skills related to these populations.

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?

Grade of C or better in

EMSP 2314, 2323, 2333, 2352 and 2361.5

* 1. Why or why not?

The courses listed as prerequisites are completed within the first semester of the Paramedic program. This course is in the second semester and builds on the content of first semester courses.

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. Obstetrical Emergencies
	1. Recognition and management of
		1. normal delivery
		2. vaginal bleeding in the pregnant patient
	2. Anatomy & physiology of normal pregnancy
	3. Pathophysiology of complications of pregnancy
	4. Assessment of the pregnant patient
	5. Psychosocial impact, presentations, prognosis and management of
		1. Normal Delivery
		2. Abnormal delivery
		3. Third-trimester bleeding
		4. Spontaneous abortion/miscarriage
		5. Ectopic pregnancy
		6. Preeclmpsia/eclampsia
		7. Antepartum hemorrhage
		8. Pregnancy induced hypertension
	6. Trauma in Pregnancy
		1. Recognition and management of trauma in pregnancy
		2. Pathophysiology, assessment and management of trauma

**Skills Laboratory**

Fetal Heart sounds

 Assist with normal cephalic delivery

 Delivery of head

 Post-delivery care of infant

 Cut & tie umbilical cord

 Delivery of placenta

 Post-delivery care of mother

 Assist with breech delivery

 Assist with limb presentation

1. Neonatal Care
	1. Anatomy and physiology of neonatal circulation
	2. Assessment of the newborn
	3. Neonatal resuscitation

**Skills Laboratory**

 Neonatal resuscitation

 Neonatal Endotracheal intubation

 Insertion of orogastric tube in a newborn

 Chest compressions on a neonate

 Cannulating the umbilical vein in a newborn

1. Pediatric Emergencies
	1. Age related assessments and treatment modifications for common diseases/emergencies
		1. Foreign body
		2. Lower airway reactive disease
		3. Respiratory arrest distress/failure
		4. Shock
		5. Seizures
		6. Sudden Infant Death
		7. Gastrointestinal disese
		8. Bacterial tracheitis
		9. Asthma
		10. Bronchiolitis
		11. Pneumonia
		12. Croup
		13. Epiglottitis
		14. Hyperglycemia
		15. Hypoglycemia
		16. Pertussis
		17. Cystic fibrosis
		18. Bronchopulmonary dysplasia
		19. Congenital heart disease
		20. Hydrocephalus and ventricular shunts
	2. Patients with special challenges
		1. Recognizing and reporting abuse and neglect
		2. Healthcare implications of
			1. Abuse
			2. Neglect
			3. Homelessness
			4. Poverty
			5. Bariatrics
			6. Technology dependent
			7. Hospice/terminally ill
			8. Tracheostomy care/dysfunction
			9. Home care
			10. Sensory deficit/loss
			11. Developmental disability
	3. Pediatric trauma
		1. Pathophysiology of pediatric trauma
		2. Recognition and assessment of pediatric trauma
		3. Management of pediatric trauma

**Laboratory Skills**

 Removal of airway obstruction

 Insertion of an oropharyngeal airway in a child

 Insertion of a nasopharyngeal airway in a child

 Bag-mask ventilation for an infant or child

 Endotracheal intubation in an infant or child

 Insertion of orogastric and nasogastric tube in a pediatric patient

 Intraosseous access in pediatric patients

 Needle decompression in a child

 Immobilization of a child

 Immobilization of an infant

* 1. Geriatric Emergencies
		1. Changes associated with aging
			1. Cardiovascular disease
			2. Respiratory diseases
			3. Neurologic diseases
			4. Endocrine diseases
			5. Alzheimer disease
			6. Dementia
			7. Fluid resuscitation in the elderly
		2. Pharmacokinetic changes/polypharmacy in geriatric patients
			1. Cardiovascular disease
			2. Respiratory diseases
			3. Neurologic diseases
			4. Endocrine diseases
			5. Alzheimer disease
			6. Dementia
			7. Fluid resuscitation in the elderly
			8. Herpes Zoster
			9. Inflammatory arthritis
		3. Geriatric patients with special challenges
			1. Recognizing and reporting abuse
			2. Healthcare implications of
				1. Abuse
				2. Neglect
				3. Homelessness
				4. Poverty
				5. Bariatrics
				6. Technology dependent
				7. Hospice/terminally ill
				8. Tracheostomy care/dysfunction
				9. Home care
				10. Sensory deficit/loss
				11. Developmental disability
		4. Trauma in the geriatric patient
			1. Pathophysiology of geriatric trauma
			2. Recognition and assessment of geriatric trauma
			3. Management of geriatric trauma

**Laboratory Skills**

 None

* 1. Patients with special challenges
		1. Recognizing and reporting abuse (as listed above)
		2. Pathophysiology, recognition, assessment and management of trauma

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? 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. [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 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 competent entry level Paramedic in the cognitive, psychomotor and affective learning domains. This course is included in the second step (semester) in meeting that goal and is intended to be a continuation of the overall goal but will not be fully accomplished until all of the Paramedic courses have been completed. This course is located in the second semester course of the new Technical Certificate and AAS in Paramedic programs. 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** | Differentiate age related changes in pathophysiology, assessment and management of patients experiencing an emergency.  |
| 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** | Compare age specific differences in the pathophysiology, assessment and management of trauma. |
| 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** | Apply age specific findings to patients with special challenges (includes abuse & neglect). |
| 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** | Perform laboratory skills, at minimum competency, on simulated patients across the lifespan.  |
| 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 5** | Model 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)

[x] Collaborative assignments

[ ] Research with a faculty member

[ ] Diversity/Global learning experience

[ ] Service learning or community learning

[ ] Study abroad

[ ] Internship

[ ] Capstone or senior culminating experience

[x] 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.* |

Paste bulletin pages here...