Code # NHP29 (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 1041

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).

Introduction to Emergency Medical Services

Transcript title: Introduction to EMS

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

Apply fundamental knowledge of emergency medical systems to include workforce safety, public health, medical/legal/ethical issues, EMS communication and documentation. Discuss basic emergency care and transportation based on assessment of an acutely ill patient.

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?

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. EMS Systems
	1. Licensure Requirements
	2. Overview of the EMS System
	3. Levels of Training
	4. Components of the EMS System
	5. Roles and Responsibilities of the EMT and Paramedic
2. Workforce Safety and Wellness
	1. Infection Control and Prevention
	2. General Post-exposure Management
	3. Stress Management, Death and Dying, and Workplace Issues
	4. Scene Safety, Violent Situations, and Protective Clothing
	5. Behavioral Emergencies
3. Medical, Legal, and Ethical Issues
	1. Consent and Right to Refuse Treatment
	2. Confidentiality
	3. Advance Directives and Special Situations
	4. Scope of Practice
	5. Standards of Care
	6. Duty to Act
	7. Negligence and Abandonment
	8. Assault and Battery, Kidnapping, and Defamation
	9. Good Samaritan Laws
	10. Records and Special Mandatory Reporting
4. EMS Communications and Documentation
	1. Therapeutic Communication
	2. Written Communications and Documentation
	3. Communications Systems, Equipment, and Radio Communications

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

Lectures, Case Studies, and Radio Communication Skills Checkoff

19. Department staffing and classroom/lab resources

Adjunct faculty or department faculty

CNHP 504 and/or E. Smith 411

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. [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** | Differentiate EMS Systems components, licensure requirements, roles and responsibilities, and HIPPA Laws of EMS providers |
| Assessment Procedure Criterion | Written exams, scenario participation  |
| Which learning activities are responsible for this outcome? | Case studies, discussion, and lectures |
| 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 |
| **Outcome 2** | Summarize principles of workplace safety and wellness |
| Assessment Procedure Criterion | Written exams, scenario participation |
| Which learning activities are responsible for this outcome? | Case studies, discussion, and lectures |
| 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 |
| 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 |
| **Outcome 3** | Relate legal, medical, and ethical issues to the roles and responsibilities of EMS providers |
| Assessment Procedure Criterion |  Written exams, scenario participation |
| Which learning activities are responsible for this outcome? | Case studies, discussion, and lectures |
| 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 |
| 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 |
| **Outcome 4** | Apply effective communications and documentation for EMS providers |
| Assessment Procedure Criterion | Written exams, scenario participation and radio skill check off |
| 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 |
| 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 |
| **Outcome 5** | Demonstrate professionalism in 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. |
| 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: Written exams, scenario participation and radio skill check off

**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.