Code # NHP17 (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

Spring or Summer 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 2314

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).

Medical Emergencies II

Transcript title: Medical Emergencies II

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 Endocrine, Hematologic, Immunologic, Infectious, and Toxicology and Psychiatric emergencies. 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?

EMSP 2222, 2233, 2244, 2252 and 2261.5

* 1. Why or why not?
1. EMSP 2222, 2233, 2244, 2252 and 2261.5 provide the foundation to demonstrate the capability of providing progressive care in simulated environments prior to caring for patients in the hospital.
2. 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. **Endocrine Emergencies**
	1. Anatomy, signs, symptoms, and awareness of altered mental status caused by diabetic emergencies
	2. Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of:
		1. Acute Diabetic Emergencies
		2. Diabetes
		3. Adrenal Disease
		4. Pituitary and Thyroid Disorders

**Skills Laboratory:**

* Demonstrate the assessment and care of a patient with hypoglycemia and decreased level of consciousness
* Demonstrate how to administer glucose to a patient with an altered mental status
* Demonstrate how to administer 50% Dextrose to a patient with hypoglycemia
* Demonstrate how to administer Glucagon to a patient with hypoglycemia
1. **Hematologic Emergencies**
	1. Anatomy, Physiology, Pathophysiology and Management of Sickle Cell Crisis and Clotting Disorders
	2. Anatomy, Physiology, Epidemiology, Pathophysiology, Psychosocial Impact, Presentations, Prognosis, and Management of:
		1. Sickle Cell Crisis
		2. Hemostatic Disorders
		3. Blood Transfusion Complications
		4. Lymphomas
		5. Red Blood Cell Disorders
		6. White Blood Cell Disorders
		7. Coagulopathies

**Skills Laboratory**

There are no skills objectives for this topic.

1. **Immunologic Emergencies**
	1. Recognition and management of shock and difficulty breathing related to anaphylactic reactions.
	2. Anatomy, physiology, pathophysiology, assessment, and management of Hypersensitivity disorders and/or emergencies (allergic and anaphylactic reactions).
	3. Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of common or major immunologic system disorders and/or emergencies
		1. Hypersensitivity
		2. Allergic and Anaphylactic Reactions
		3. Anaphylactoid Reactions
		4. Collagen Vascular Diseases
		5. Transplant-Related Problems

**Skills Laboratory**

* Demonstrate how to remove a stinger from bee sting and proper patient management following its removal.
* Demonstrate how to use an EpiPen to deliver medication.
* Demonstrate how to administer Epinephrine using an auto-injector.
1. **Infectious Diseases**
	1. Awareness, assessment, and management of a patient who may have an infectious disease and how to decontaminate the ambulance equipment after treating a patient.
	2. Assessment and Management of:
		1. How to decontaminate the ambulance and equipment after treating a patient
		2. A Patient who may be infected with a blood borne pathogen (Human Immunodeficiency Virus, Hepatitis B)
		3. Antibiotic-resistant infections
		4. Current infectious diseases prevalent in the community
	3. Knowledge of the anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of:
		1. HIV-related disease
		2. Hepatitis
		3. Pneumonia
		4. Meningococcal meningitis
		5. Tuberculosis
		6. Tetanus
		7. Viral Diseases
		8. Sexual transmitted diseases
		9. Gastroenteritis
		10. Fungal Infections
		11. Rabies
		12. Scabies and Lice
		13. Lyme disease
		14. Rocky Mountain Spotted Fever
		15. Antibiotic-resistant infections

**Skills Laboratory**

Clean and disinfect the ambulance interior and equipment.

1. **Toxicology**
	1. Recognition and Management of Carbon Monoxide poisoning and nerve agent poisoning (How to contact poison control center).
	2. Anatomy, Physiology, Pathophysiology, Assessment, and Management of:
		1. Inhaled Poisons
		2. Ingested Poisons
		3. Injected Poisons
		4. Absorbed Poisons
		5. Alcohol Intoxication and Withdrawal
		6. Opiate Toxidrome
	3. Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of:
		1. Cholinergic
		2. Anticholinergic
		3. Sympathomimetics
		4. Sedative/Hypnotics
		5. Opiates
		6. Alcohol Intoxication and Withdrawal
		7. Over-the-counter and Prescription medications
		8. Carbon Monoxide
		9. Illegal Drugs
		10. Herbal Preparations

**Skills Laboratory**

* Demonstrate the steps in the assessment and management of the patient with suspected poisoning.
* Demonstrate the steps in the assessment and management of the patient with suspected overdose.
1. **Psychiatric Emergencies**
	1. Recognition of behaviors that pose a risk to the EMS provider, patient, or others.
	2. Assessment and Management of:
		1. Basic principles of the mental health system
		2. Suicidal/Risk
	3. Anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of complications of:
		1. Acute Psychosis
		2. Agitated Delirium
		3. Cognitive Disorders
		4. Thought Disorders
		5. Mood Disorders
		6. Neurotic Disorders
		7. Substance- related disorders/addictive behavior
		8. Somatoform Disorders
		9. Factitious Disorders
		10. Personality Disorders
		11. Patterns of violence/abuse/neglect
		12. Organic Psychoses

**Skills Laboratory**

* Demonstrate the techniques used to mechanically restrain a patient.

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? 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 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** | Compare and contrast normal anatomy and physiology and pathophysiology as well as signs and symptoms of diseases in Medical Emergencies II. |
| 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** | Formulate field impressions and patient management based on patient presentation for diseases in Medical Emergencies II. |
| 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** | Perform required laboratory skills, with minimum competency, for simulated patients with emergent medical conditions as included in Medical Emergencies II. |
| 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** | 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? | Scenario Based Content, Simulated Emergencies, Peer Assisted Learning and Evaluation, Mobile Lab (Decommissioned Ambulance), Simulated Lab Home Environment, EMTP Skills La |
| 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: Laboratory skills, scenario-based course content, comprehensive patient, simulations, mobile skills laboratory

**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 AAS in Paramedic and Technical Certificate in Paramedic for complete program bulletin changes.