Code # NHP30 (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

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. 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 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)

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: Case studies, discussion, lectures, and skills stations

**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 EMT Certificate of Proficiency and EMT Emphasis proposals for complete whole program changes.