Code # NHP18 (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

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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 2323

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).

Traumatic Injuries

Transcript title: Traumatic Injuries

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 traumatic injuries involving soft-tissue, burns, face/neck, head/spine, chest, abdomen, orthopaedic and knowledge of environmental injuries. 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? Yes
   1. If yes, which ones?

EMSP 2222, 2233, 2244, 2252 & 2261.5

1. Why or why not?

EMSP 2222, 2233, 2244, 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.

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. Trauma Systems and Mechanism of Injury
   1. Pathophysiology, assessment, and management of the trauma patient
      1. Trauma scoring
      2. Rapid transport and destination issues
      3. Transport mode
   2. Recognition, pathophysiology, assessment, and management of
      1. Multi system trauma
   3. Pathophysiology, assessment, and management of
      1. Blast Injuries

**Laboratory Skills**

No lab skills.

1. Bleeding
   1. Recognition and management of
      1. Bleeding
   2. Pathophysiology, assessment, and management of
      1. Bleeding
   3. Fluid resuscitation

**Laboratory Skills**

Assessment and management of a patient with signs and symptoms of external hemorrhage

Application of a commercial tourniquet

Assessment and management of a patient with signs and symptoms of internal hemorrhage

Assessment and management of a patient experiencing hemorrhagic shock

1. Soft-Tissue Trauma
   1. Recognition and management of
      1. Wounds
      2. Burns
      3. Electrical
         1. Chemical
         2. Thermal
      4. Chemicals in the eyes and on the skin
   2. Pathophysiology, assessment, and management of
      1. Wounds
         1. Avulsions
         2. Bite Wounds
         3. Lacerations
         4. Puncture Wounds
         5. Incisions
      2. Burns
         1. Electrical
         2. Chemical
         3. Thermal
         4. Radiation
      3. High Pressure Injection
      4. Crush Syndrome

**Laboratory Skills**

Assessment and management of a patient with signs and symptoms of soft-tissue injury, including:

Contusion

Hematoma

Abrasion

Laceration

Puncture Wound

Impaled Object

Avulsion

Amputation

Animal Bites

Crush and Compartment syndrome

Blast Injuries

Control bleeding from a soft tissue injury

Apply a tourniquet

1. Burns
   1. Recognition and management of
      1. Wounds
      2. Burns
         1. Electrical
         2. Chemical
         3. Thermal
      3. Chemicals in the eye and on the skin
   2. Pathophysiology, assessment, and management of
      1. Burns
         1. Electrical
         2. Chemical
         3. Thermal
         4. Radiation

**Laboratory Skills**

Care for a burn

Care of a patient with a thermal burn, inhalation burn, chemical burn, electrical burn and radiation burn.

1. Face and Neck Trauma
   1. Recognition and management of
      1. Life threats
      2. Spine trauma
   2. Pathophysiology, assessment, and management of
      1. Penetrating neck trauma
      2. Laryngotracheal injuries
      3. Spine Trauma
         1. Dislocations/subluxations
         2. Fractures
         3. Sprains/strains
      4. Facial fractures
      5. Skull fractures
      6. Foreign body in the eyes
      7. Dental trauma
      8. Unstable facial fractures
      9. Orbital fractures
      10. Perforated tympanic membrane
      11. Mandibular fractures

**Laboratory Skills**

Stabilization of a foreign object impaled in the eye

Eye irrigation using a nasal cannula

Control bleeding from a neck injury

1. Head and Spine Trauma
   1. Recognition and management of
      1. Life threats
      2. Spine trauma
   2. Pathophysiology, assessment, and management of
      1. Spine trauma
      2. Skull fractures
   3. Pathophysiology, assessment, and management of
      1. Traumatic brain injury
      2. Spinal cord injury
      3. Spinal shock
      4. Cauda Equina syndrome
      5. Nerve root injury
      6. Peripheral nerve injury

**Laboratory Skills**

Immobilization of patient on a long backboard

Immobilization of sitting patient

Rapid extrication

Immobilization of a standing patient

1. Chest Trauma
   1. Recognition and management of
      1. Blunt vs penetrating mechanisms
      2. Open chest wound
      3. Impaled object
   2. Pathophysiology, assessment, and management of
      1. Blunt vs penetrating mechanisms
      2. Hemothorax
      3. Pneumothorax (Open, Simple, Tension)
      4. Cardiac Tamponade
      5. Rib fractures
      6. Flail chest
      7. Commotio cortis
      8. Traumatic aortic disruption
      9. Pulmonary contusion
      10. Blunt cardiac injury
      11. Tracheobronchial disruption
      12. Diaphragmatic rupture
      13. Traumatic asphyxia

**Laboratory Skills**

Assessment of patient with suspected chest trauma

Needle decompression of a pneumothorax

1. Abdominal and Genitourinary Trauma
   1. Recognition and management of
      1. Blunt vs penetrating mechanisms
      2. Evisceration
      3. Impaled object
   2. Pathophysiology, assessment, and management of
      1. Solid and hollow organ injuries
      2. Injuries to the external genitalia
      3. Vascular injury
      4. Retroperitoneal injuries

**Skills Laboratory**

Care of a patient with a blunt abdominal injury

Care of an impaled object in the abdomen

Apply a dressing to an abdominal evisceration

1. Orthopaedic Trauma
   1. Recognition and management of
      1. Open fractures
      2. Closed fractures
      3. Dislocations
      4. Amputations
   2. Pathophysiology, assessment, and management of
      1. Sprains/strains
      2. Pelvic fractures
      3. Amputations/Replantation
      4. Compartment Syndrome
      5. Pediatric fractures
      6. Tendon laceration/rupture

**Laboratory Skills**

Motor function and sensory exam

Splinting injured extremities

1. Environmental Emergencies
   1. Recognition and management of
      1. Submersion incidents
      2. Temperature-related illnesses
   2. Pathophysiology, assessment, and management of
      1. Near drowning
      2. Bites and envenomations
      3. Dysbarism
         1. High Altitude
         2. Diving injuries
      4. Electrical injury
      5. High-altitude illness

**Laboratory Skills**

Treatment of cold injuries in the field

Use of warm bath to rewarm a limb

Treat a patient with heat cramps, heat exhaustion and heat stroke

Care of decompression sickness

Care of patient struck by lightning

Treatment of spider bite and snake bite

Care of patient with altitude sickness

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. 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 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, pathophysiology as well as signs and symptoms of traumatic injuries. |
| 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 traumatic injuries. |
| 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** | Performs required laboratory skills, with minimum competency, for simulated patients with emergent medical conditions as included in Traumatic Injuries. |
| 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** | Demonstrates 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)

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 performance, simulation performance and laboratory skills checklists.

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