Code # NHP28 (2015)

**New Emphasis, Concentration or Option 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)

|  |  |
| --- | --- |
| 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** |

**i. Proposed Program Title**

Emphasis in Emergency Medical Technician - Basic

**ii. Contact Person** (Name, Email Address, Phone Number)

Deborah J. Persell, PhD, RN, APN

Regional Center for Disaster Preparedness Education

E. Smith #410

[dpersell@astate.edu](mailto:dpersell@astate.edu)

Office: 870-680-8286

Fax: 870-972-3554

**iii. Proposed Starting Date**

Summer or Fall 2016, depending on approval date

**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.* |

***\*For new programs, please insert copy of all sections where this is referenced.\****

*The bulletin can be accessed at http://www.astate.edu/a/registrar/students/*

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**Disaster Preparedness and Emergency**

**Management Program**

*Professor Deborah Persell, Program Director*

The Bachelor of Science (BS) in Disaster Preparedness & Emergency Management (DPEM) offers a unique opportunity for students and current professionals in the field that bridges the gap *between* academia and practice. Originating from the College of Nursing and Health Professions (CNHP), the degree has a strong healthcare component that makes it unique among disaster preparedness, emergency management or homeland security programs. Within the 120 hour curriculum students complete both Basic and Advanced Disaster Life Support and take core courses devoted to the *physica*l care of chemical, biological, radiation, nuclear and explosive injuries and disaster mental health; risk identification; disaster mental health and other courses devoted to the healthcare aspects of the pillars of emergency management. Many courses include practicum experiences with a strong healthcare focus; practicum experiences can be individualized to include medical centers, community care *settings*, government agencies, non-government agencies and others reflective of the discipline. Hospital Incident Command is included in the degree program.

Upon graduation students have multiple opportunities for employment, certifications and/or licensures. All graduates are eligible to take certification exam for Emergency Management. All disciplines are in need of experts in disaster preparedness. Potential employment venues include government, health care, business, education, non-government agencies as well as many others. A career path map can be found on the DPEM web site.

Faculty are certified and licensed in multiple disciplines. They are active members of regional, national and international emergency medicine/disaster health committees and are committed to ***retraining*** disaster health as a key component of the BS in DPEM.

**PROGRAM PREREQUISITES**

1. Minimum GPA of 2.0 on all transfer work  
2. Completion of the ASU admission application process with acceptance

**PROBATION, RETENTION AND READMISSION**

Refer to Probation, Retention and Readmission Policies in the College of Nursing and Health Professions.

Probation:  
 1. Grade of D or F in a discipline course  
 2. Semester or cumulative GPA less than 2.0  
 3. Failure to be accepted at a mandatory practicum site 4. Unprofessional behavior

Retention:

1. Minimum grade of C in all discipline courses  
2. Minimum GPA of 2.0  
3. Meet acceptance criteria for practicum site (unique to each site)  
4. Professional behavior in all discipline courses/practicum experience

Readmission

1. Reapply to the program

2. Minimum GPA of 2.0  
3. Faculty recommendation

Freshmen in residence on the ASU Jonesboro campus must take the First Year Experience. For more information about the program, go to: http://www.astate.edu/college/conhp/degrees/.

*The bulletin can be accessed at* [*http://www.astate.edu/a/registrar/students/*](http://www.astate.edu/a/registrar/students/)

306**Major in Disaster Preparedness and Emergency Management**

**Bachelor of Science**

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

|  |  |
| --- | --- |
| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 41) |  |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| UC 1013, Making Connections | **3** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 83)  **Students with this major must take the following:**  *MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite Twelve hours of Social Sciences (Required Departmental Gen. Ed. Option)*  **Students with this major must take the following for AAS degree:**  *CS 1013, Introduction to Computers* ***OR*** *CIT 1503, Microcomputer Applications* | **35** |
| **Major Requirements:** | **Sem. Hrs.** |
| DPEM 1101, Introduction to Incident Management | 1 |
| DPEM 1111, Introduction to Resource Management | 1 |
| DPEM 1121, Introduction to CBRNE | 1 |
| DPEM 2213, Principles of Hazmat Response | 3 |
| DPEM 2223, Hazardous Materials Containment | 3 |
| DPEM 2233, Principles of Healthcare Emergency Management | 3 |
| DPEM 2303, Responding to Environmental Health Emergencies | 3 |
| DPEM 2313, Pandemics | 3 |
| DPEM 2323, Respiratory Protection | 3 |
| DPEM 2343, Hazardous Materials Technician | 3 |
| NRS 2353/DPEM 2353, Global Perspectives in Disaster Preparedness  *Includes Core Disaster Life Support (CDLS).* | 3 |
| DPEM 2363, Fundamentals of CBRNE Crime Scene Management | 3 |
| DPEM 3503, Principles of Disaster Preparedness and Emergency Management | 3 |
| DPEM 3553, Ethical/Legal considerations | 3 |
| DPEM 4513, Physical Care of CBRNE Injuries | 3 |
| DPEM 4523, Risk Identification | 3 |
| DPEM 4533, Disaster and Mental Health | 3 |
| DPEM 4553, Capstone | 3 |
| DPEM 4563, Non-Governmental Agencies & DPEM | 3 |
| PR 4603, Crisis Communication | 3 |
| SOC 4603, Sociology of Disasters | 3 |
| Upper Level Statistics Course | 3 |
| **Sub-total** | **60** |
| **Emphasis Area:** | **Sem. Hrs.** |
| *In consultation with their advisor, students must select courses within one area of emphasis (Disaster Preparedness & Emergency Management, Law Enforcement, Health Care, ~~Admin- istration~~Administration.) Fifteen hours must be upper-level.* | **22** |
| **Total Required Hours:** | **120** |

*The bulletin can be accessed at* [*http://www.astate.edu/a/registrar/students/*](http://www.astate.edu/a/registrar/students/)

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**Major in Disaster Preparedness and Emergency Management**

**Associate of Applied of Science**

A complete degree plan is available at http://registrar.astate.edu/.

|  |  |
| --- | --- |
| **University Requirements:** |  |
| See University General Requirements for Associate degrees (p. 40) |  |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Associate of Applied Science Degrees (p. 84)  **Students with this major must take the following:**  *MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite One BIOL course and laboratory* ***OR***  *One PHYS course and laboratory.* | **19** |
| **Major Requirements:** | **Sem. Hrs.** |
| DPEM 1101, Introduction to Incident Management | 1 |
| DPEM 1111, Introduction to Resource Management | 1 |
| DPEM 1121, Introduction to CBRNE | 1 |
| DPEM 2213, Principles of Hazmat Response | 3 |
| DPEM 2223, Hazardous Materials Containment | 3 |
| DPEM 2233, Principles of Healthcare Emergency Management | 3 |
| DPEM 2303, Responding to Environmental Health Emergencies | 3 |
| DPEM 2313, Pandemics | 3 |
| DPEM 2323, Respiratory Protection | 3 |
| DPEM 2343, Hazardous Materials Technician | 3 |
| NRS 2353/DPEM 2353, Global Perspectives in Disaster Preparedness  *Includes Core Disaster Life Support (CDLS).* | 3 |
| DPEM 2363, Fundamentals of CBRNE Crime Scene Management | 3 |
| **Sub-total** | **30** |
| **Emphasis Area:** | **Sem. Hrs.** |
| *In consultation with their advisor, students must select courses within one area of emphasis (Disaster Preparedness & Emergency Management, Law Enforcement, Health Care, ~~Admin- istration~~Administration.) Fifteen hours must be upper-level.* | **11** |
| **Total Required Hours:** | **60** |

Basic Emergency Medical Technician

Emphasis in AAS of Disaster Preparedness & Emergency Management

Certificate of Proficiency

A complete degree plan is available at http://registrar.astate.edu/.

|  |  |
| --- | --- |
| **Emphasis or Certificate Requirements:** | **Sem.**  **Hrs.** |
| EMS 1041 Introduction to Emergency Medical Services | 1 |
| EMS 1057 Basic Emergency Medical Technician | 7 |
| EMS 1062 Emergency Medical Technician Clinical | 2 |
| EMS 1072 Emergency Medical Technician Field Experience | 2 |
| **Total Required Hours:** | **12** |

*The bulletin can be accessed at http://www.astate.edu/a/registrar/students/*

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***Technical Certificate in*** ***Paramedic***

***Prerequisites:***

***EMS 1051 Introduction to EMS 1***

***Anatomy & Physiology I with Lab 4***

***Semester 1:***

***Anatomy & Physiology I 4***

***EMSP 2222 Cardiac Dysrhythmias 2***

***EMSP 2233 Patient Assessment & Airway Mang 3***

***EMSP 2244 Medical Emergencies I 4***

***EMSP 2252 Paramedic Clinical I (90 hours) 2***

***EMSP 2261.5 Field Experience I (67 hours) 1.5***

***16.5***

***Semester 2:***

***EMSP 2314 Medical Emergencies II 4***

***EMSP 2323 Traumatic Injuries 3***

***EMSP 2333 Shock & Resuscitation 3***

***EMSP 2352 Paramedic Clinical II (90 hours) 2***

***EMSP 2361.5 Field Experience II (67 hours) 1.5***

***13.5***

***Semester 3:***

***EMSP 2412 Special Populations 2***

***EMSP 2424 Emergency Management 5***

***EMSP 2431.5 Paramedic Clinical III (67 hours) 1.5***

***EMSP 2442 Field Experience III (90 hours) 2***

***EMSP 2457 Field Internship (315 hours) 5***

***15.5***

***Total Technical Certificate Credit Hours 50.5***

***Paramedic AAS Degree Plan***

***Prerequisites:***

***EMS 1051 Introduction to EMS 1***

***Semester 1:***

***English Comp I 3***

***College Algebra 3***

***Oral Com Gen Ed 3***

***History Gen Ed 3***

***\*Anatomy & Physiology I 4***

***16***

***Semester 2:***

***Anatomy & Physiology I 4***

***EMSP 2222 Cardiac Dysrhythmias 2***

***EMSP 2233 Patient Assessment & Airway Mang 3***

***EMSP 2244 Medical Emergencies I 4***

***EMSP 2252 Paramedic Clinical I (120 hours) 2***

***EMSP 2261.5 Field Experience I (90 hours) 1.5***

***16.5***

***Semester 3:***

***English Comp II 3***

***EMSP 2314 Medical Emergencies II 4***

***EMSP 2323 Traumatic Injuries 3***

***EMSP 2333 Shock & Resuscitation 3***

***EMSP 2352 Paramedic Clinical II (120 hours) 2***

***EMSP 2361.5 Field Experience II (90 hours) 1.5***

***16.5***

***Semester 4:***

***EMSP 2412 Special Populations 2***

***EMSP 2424 Emergency Management 5***

***EMSP 2431.5 Paramedic Clinical III (90 hours) 1.5***

***EMSP 2442 Field Experience III (120 hours) 2***

***EMSP 2457 Field Internship (300 hours) 5***

***15.5***

***\*Meets biology general education requirement***

*The bulletin can be accessed at http://www.astate.edu/a/registrar/students/*

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**DPEM 4733. Hospital Emergency Response** Prepares students to utilize the Hospital Inci- dent Command System (HICS). Integrates the community emergency response network with the operation of an Emergency Treatment Area (ETA). Includes hospital personnel as first responders during a Mass Casualty Incident involving patient contamination. Fall, Spring, Summer.

**DPEM 4743. Medical Operations for CBRNE** Prepares students with CBRNE-specific response skills to participate as members of the emergency response community and safely evaluate and respond to a suspected incident. The course culminates with a practical exercise involving skills learned during the course. Fall, Spring, Summer.

**DPEM 4753. Hazard Assessment and Response** Develops skills to evaluate and respond to incidents through incident planning,conducting decontamination, collecting evidence using the FBI’s Crime Scene Search Guidelines, using survey and monitoring equipment to monitor for contamination, and identifying illicit labs and improvised explosive devices. Fall, Spring, Summer.

***Emergency Medical Services***

***EMS 1041 Introduction to Emergency Medical Services. Applies fundamental knowledge of emergency medical systems to include workforce safety, public health, medical/legal/ethical issues, EMS communication and documentation. Discusses basic emergency care and transportation based on assessment of an acutely ill patient.***

***EMS 1057 Basic Emergency Medical Technician. Demonstrates 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. Demonstrates proficiency in the associated psychomotor skills related to these topics.***

***EMS 1062 Emergency Medical Technician Clinical. Demonstrates the ability to perform basic Emergency Medical Technician functions in a hospital. Completes a total of 60 clock hours of patient care. Demonstrates proficiency and sound clinical judgment for patient assessment, management of care and required EMT psychomotor skills.***

***EMS 1072 Emergency Medical Technician Field Experience. Demonstrates the ability to perform basic Emergency Medical Technician functions in an ambulance. Completes a total of 60 clock hours of patient care. Demonstrates proficiency and sound clinical judgment for patient assessment, management of care and required EMT psychomotor skills.***

***EMSP 2222 Cardiac Dysrhythmias. Demonstrate critical thinking in the application of fundamental knowledge of cardiac dysrhythmias and 12 Lead EKG interpretation. Demonstrate proficiency in the associated psychomotor skills related to these topics.***

***EMSP 2233 Patient Assessment & Airway Management. Apply patient assessment findings, form field impressions, and formulate treatment plans with goal of ensuring patent airway, adequate mechanical ventilation, and respirations for all ages.***

***EMSP 2244 Medical Emergencies I. Demonstrate critical thinking in the application of fundamental knowledge of respiratory, cardiovascular, neurological, abdominal, gastrointestinal, genitourinary, and renal emergencies and diseases of the eyes, ears, nose and throat. Demonstrates proficiency in the associated psychomotor skills related to these topics.***

***EMSP 2252 Paramedic Clinical I. Demonstrate the ability to perform basic Paramedic functions in a hospital. Complete a total of 90 clock hours of patient care. Demonstrate proficiency and sound clinical judgment for patient assessment, management of care and required Paramedic psychomotor skills.***

***EMSP 2261.5 Paramedic Field Experience I. Demonstrate the ability to perform basic Paramedic functions in an ambulance. Complete a total of 67 clock hours of patient care. Demonstrate proficiency and sound clinical judgment for patient assessment, management of care and required Paramedic psychomotor skills.***

***EMSP 2314 Medical Emergencies II. 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.***

***EMSP 2323 Traumatic Injuries. Demonstrates 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. Demonstrates proficiency in the associated psychomotor skills related to these topics.***

***EMSP 2333 Shock and Resuscitation. Demonstrate critical thinking in the application of fundamental Paramedic knowledge of causes and pathophysiology into the management of cardiac arrest and pre-arrest states and that management of shock. Demonstrates proficiency in the associated psychomotor skills related to these topics.***

***DMSP 2352 Paramedic Clinical II. Demonstrate the ability to perform progressive Paramedic functions in a hospital. Complete of 90 clock hours of patient care. Demonstrate proficiency and sound clinical judgment for patient assessment, management of care and required continuing and new Paramedic psychomotor skills.***

***EMSP 2361.5 Paramedic Field Experience II. Demonstrate the ability to perform progressive Paramedic functions in an ambulance. Complete 67 clock hours of patient care. Demonstrate proficiency and sound clinical judgment for patient assessment, management of care and required continuing and new Paramedic psychomotor skills.***

***EMSP 2412 Special Populations. Demonstrate critical thinking in the application of fundamental Paramedic knowledge to the special populations of: pregnant women, newborns, toddlers, school-age children, adolescents, geriatric patients and patients with special challenges. Demonstrates proficiency in the associated psychomotor skills related to these populations.***

***EMSP 2424 Emergency Management. Demonstrate critical thinking and principles of incident management for disasters and emergencies involving transport of victims; vehicle extrication and special rescue; mass casualties; hazardous materials; terrorism; and crime scenes. Demonstrates proficiency in psychomotor skills related to these disaster operations.***

***EMSP 2431.5 Paramedic Clinical III. Demonstrate the ability to perform progressive Paramedic functions in a hospital. Complete 67 clock hours of patient care. Demonstrate proficiency and sound clinical judgment for patient assessment, management of care and required continuing and new Paramedic psychomotor skills.***

***EMSP 2442 Field Experience III. Demonstrate the ability to perform progressive Paramedic functions in an ambulance. Complete 90 clock hours of patient care. Demonstrate proficiency and sound clinical judgment for patient assessment, management of care and required continuing and new Paramedic psychomotor skills***

***EMSP 2457 Field Internship. Demonstrate progressive Lead Paramedic functions in a capstone pre-hospital environment. Complete 315 clock hours of patient care and 50 Team Lead patient encounters. Demonstrate proficiency and sound clinical judgment for continuing and new Paramedic psychomotor skills.***

**HEALTH STUDIES PROGRAM Health Professions (HP)**

**HP 2013. Medical Terminology** Basic language related to medical science and the health professions, word analysis, construction, spelling, definitions. Special course fees may apply. Fall, Spring.

**HP 2112. Introduction to the United States Healthcare System** Fundamental structures and operations of the United States health care system and its differences from other established health care models across the world. Provides an overview of health care services, delivery, financ- ing, trends and consequences. Spring.

**EMPHASIS ASSESSMENT**

**University Goals**

1. Please indicate the university-level student learning outcomes for which this new emphasis will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| 1. Global Awareness | 1. Thinking Critically | 1. Information Literacy |

**Emphasis Goals**

2. Justification for the introduction of the new emphasis. Must include:

1. Academic rationale (how will this emphasis fit into the mission established by the department for the curriculum?)  
    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.
2. List emphasis goals (faculty or curricular goals, specific to the emphasis.)

Prepare competent entry level Emergency Medical Technicians in the cognitive, psychomotor, and affective learning

domains.

d. 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.

**Emphasis Student Learning Outcomes**

3. Please fill out the following table to develop a continuous improvement assessment process for this emphasis.

*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.*

***Note: Best practices suggest an emphasis would have 1 to 3 outcomes.***

|  |  |  |
| --- | --- | --- |
| **Outcome 1** | Apply critical decision making to the management of patients experiencing a medical emergency. | Type outcome here. What do you want students to think, know, or do when they have completed the program? |
| Assessment Procedure Criterion | Quizzes within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exams for credit. Remediation for unit exams with scores less than 80%. Content in each course is foundational and is included and expanded upon throughout the curriculum. Therefore assessment will occur at the end of each course and continue throughout all future courses becoming cumulative in nature. Procedure checklists will require a 80% to 100% score to pass depending on the criticality of the skill . Clinical Performance in simulated, hospital and pre-hospital environments. | Please include direct and indirect assessment measure for outcome. |
| Which courses are responsible for this outcome? | EMS 1041EMS 1057EMS 1062EMS 1072 | List courses. |
| Assessment  Timetable | Daily with each patient assignment and for shift  Weekly review of patient care  Cumulative assessment at end of hospital clinical and field experience.  A final cumulative assessment will be performed before the student will be cleared to set for the National Registry Examination. | What semesters, and how often, is the outcome assessed? |
| Who is responsible for assessing and reporting on the results? | Course Faculty, Clinical Faculty and Medical Director will be responsible for Assessing and reporting on the results. The Program Director will summarize results for required accreditation reporting. | Who is responsible for assessing, evaluating, and analyzing results, developing action plants, etc.? |

|  |  |
| --- | --- |
| **Outcome 2** | Demonstrate competence in application and use of clinical skills in all settings. |
| Assessment Procedure Criterion | Quizzes within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exams for credit. Remediation for unit exams with scores less than 80%. Content in each course is foundational and is included and expanded upon throughout the curriculum. Therefore assessment will occur at the end of each course and continue throughout all future courses becoming cumulative in nature. Procedure checklists will require a 80% to 100% score to pass depending on the criticality of the skill . Clinical Performance in simulated, hospital and pre-hospital environments. |
| Which courses are responsible for this outcome? | EMS 1041  EMS 1057  EMS 1062  EMS 1072 |
| Assessment  Timetable | Daily with each patient assignment and for shift  Weekly review of patient care  Cumulative assessment at end of hospital clinical and field experience.  A final cumulative assessment will be performed before the student will be cleared to set for the National Registry Examination. |
| Who is responsible for assessing and reporting on the results? | Course Faculty, Clinical Faculty and Medical Director will be responsible for Assessing and reporting on the results. The Program Director will summarize results for required accreditation reporting. |

|  |  |
| --- | --- |
| **Outcome 3** | Apply course content to assessment and management of complex patients in emergency settings. |
| Assessment Procedure Criterion | Quizzes within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exams for credit. Remediation for unit exams with scores less than 80%. Content in each course is foundational and is included and expanded upon throughout the curriculum. Therefore assessment will occur at the end of each course and continue throughout all future courses becoming cumulative in nature. Procedure checklists will require a 80% to 100% score to pass depending on the criticality of the skill . Clinical Performance in simulated, hospital and pre-hospital environments. |
| Which courses are responsible for this outcome? | EMS 1041  EMS 1057  EMS 1062  EMS 1072 |
| Assessment  Timetable | Daily with each patient assignment and for shift  Weekly review of patient care  Cumulative assessment at end of hospital clinical and field experience.  A final cumulative assessment will be performed before the student will be cleared to set for the National Registry Examination. |
| Who is responsible for assessing and reporting on the results? | Course Faculty, Clinical Faculty and Medical Director will be responsible for Assessing and reporting on the results. The Program Director will summarize results for required accreditation reporting. |

|  |  |
| --- | --- |
| Outcome 4 | Model professionalism with faculty, preceptors, peers, simulated and live patients. |
| Assessment Procedure Criterion | Quizzes within unit (audience response for credit and not for credit or written quiz for credit or not for credit) as appropriate. End of unit exams for credit. Remediation for unit exams with scores less than 80%. Content in each course is foundational and is included and expanded upon throughout the curriculum. Therefore assessment will occur at the end of each course and continue throughout all future courses becoming cumulative in nature. Procedure checklists will require a 80% to 100% score to pass depending on the criticality of the skill. Clinical Performance in simulated, hospital and pre-hospital environments. |
| Which courses are responsible for this outcome? | EMS 1041  EMS 1057  EMS 1062  EMS 1072 |
| Assessment  Timetable | Daily with each patient assignment and for shift  Weekly review of patient care  Cumulative assessment at end of hospital clinical and field experience.  A final cumulative assessment will be performed before the student will be cleared to set for the National Registry Examination. |
| Who is responsible for assessing and reporting on the results? | Course Faculty, Clinical Faculty and Medical Director will be responsible for Assessing and reporting on the results. The Program Director will summarize results for required accreditation reporting. |

**LETTER OF NOTIFICATION – 3  
NEW OPTION, CONCENTRATION, EMPHASIS**(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request:

1. Arkansas State University

2. Contact person/title:

Deborah Persell, PhD, RN, APN; Program Director for Disaster Preparedness & Emergency Management

3. Phone number/e-mail address:

870-680-8286

4. Proposed effective date:

Summer or Fall 2016

5. Title of degree program:

1. Associate of Applied Science in Disaster Preparedness & Emergency Management

6. CIP Code:

See #8 – no code

7. Degree Code:

43.0302

8. Proposed option/concentration/emphasis name:

Emphasis in Emergency Medical Technician – Basic

9. Reason for proposed action:

The Emergency Medical Technician (EMT)/Paramedic (P) program being proposed was motivated by needs of the community. At the outset, even though this document is for the EMT portion of the program, EMS discussion is inclusive of the Paramedic. The Regional Center for Disaster Preparedness Education has extensive partnerships and collaborative projects with different organizations including: hospitals, emergency medical services (EMS), firefighters, rescue teams, police departments as well as other government and nongovernment organizations. The need for highly qualified, licensed EMT/Ps was brought to our attention by our community partners, specifically senior paramedics and EMS instructors. This prompted our initial investigation into the current environment of EMT/P educational standards within North-East Arkansas and the state. Our research highlighted poor national registry pass rates among institutions providing a EMT/P program. For example, according to the latest report by the Arkansas Department of Health on paramedic pass rates, none of the institutions serving our region have a pass rate above the national average in any of the topics including: airway questions, cardiology questions, EMS OPS questions, medical questions, or trauma questions. Furthermore, in-depth analysis of each of the institutions latest performance results published by the Arkansas Department of Health showcases a dramatic difference when compared to national average. For example, certain colleges have a difference of 38% (airway), 35% (cardiology), 38% (EMS OPS), 37% (medical), and 38% (trauma) compared to national average. The findings from our initial investigation of State and National reports substantiated the comments and need for improved EMS education advocated by professionals within the field.

This new emphasis fits well with the overall mission of the Disaster Preparedness & Emergency Management Programs. The Regional Center for Disaster Preparedness 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.

10. New option/concentration/emphasis objective

Prepare competent entry level Emergency Medical Technicians in the cognitive, psychomotor, and affective

learning domains.

11. Provide the following:

a. Curriculum outline - List of required courses

|  |  |
| --- | --- |
| **Certificate Requirements:** | **Semester**  **Hours** |
| EMS 1041 Introduction to Emergency Medical Services | 1 |
| EMS 1057 Basic Emergency Medical Technician | 7 |
| EMS 1062 Emergency Medical Technician Clinical | 2 |
| EMS 1072 Emergency Medical Technician Field Experience | 2 |
| **Total Required Hours:** | **12** |

b. New course descriptions

EMS 1041 Introduction to Emergency Medical Services. Applies fundamental knowledge of emergency medical systems to include workforce safety, public health, medical/legal/ethical issues, EMS communication and documentation. Discusses basic emergency care and transportation based on assessment of an acutely ill patient.

EMS 1057 Basic Emergency Medical Technician. Demonstrates 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. Demonstrates proficiency in the associated psychomotor skills related to these topics.

EMS 1062 Emergency Medical Technician Clinical. Demonstrates the ability to perform basic Emergency Medical T Technician functions in a hospital. Completes a total of 60 clock hours of patient care. Demonstrates proficiency and sound clinical judgment for patient assessment, management of care and required EMT psychomotor skills.

EMS 1072 Emergency Medical Technician Field Experience. Demonstrates the ability to perform basic Emergency Medical Technician functions in an ambulance. Completes a total of 60 clock hours of patient care. Demonstrates proficiency and sound clinical judgment for patient assessment, management of care and required EMT psychomotor skills.

c. Program goals and objectives

Program Goal: Prepare competent entry level Emergency Medical Technicians in the cognitive, psychomotor, and affective learning domains.

Program Objectives:

At the completion of the program, graduates will be able to:

1. Apply critical decision making to the management of patients experiencing a medical emergency.
2. Demonstrate competence in application and use of clinical skills in all settings.
3. Apply course content to assessment and management of complex patients in emergency settings.
4. Model professionalism with faculty, preceptors, peers, simulated and live patients.

d. Expected student learning outcomes

**EMS 1041 Introduction to Emergency Medical Services**

Learning Outcome #1:

Differentiate EMS Systems components, licensure requirements, roles and responsibilities, and HIPPA Laws of EMS providers.

Course Examination Procedures:

Written Exams and scenario presentation

Learning Outcome #2:

Summarize principles of workplace safety and wellness.

Course Examination Procedures:

Written Exams and scenario presentation

Learning Outcome #3:

Relate legal, medical, and ethical issues to the roles and responsibilities of EMS providers.

Course Examination Procedures:

Written Exams and scenario presentation

Learning Outcome #4:

Apply effective communications and documentation for EMS providers.

Course Examination Procedures:

Written Exams, scenario presentation and Radio skill check off

Learning Outcome #5:

Demonstrate professionalism in to faculty, peers and simulated patients.

Course Examination Procedures:

Written exams, scenario presentation and radio skill check off

**EMS 1057 Basic Emergency Medical Technician**

Learning Outcome #1:

Demonstrate correct procedures of medication administration in a simulated environment.

Course Examination Procedures:

Written Exams and Skills Tests/check offs

Learning Outcome #2:

Analyze simulated scene information and patient assessment findings to guide management of emergency care.

Course Examination Procedures:

Quizzes 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%.

Learning Outcome #3:

Demonstrate airway management for simulated patients of all ages.

Course Examination Procedures:

Quizzes 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.

Learning Outcome #4:

Illustrate management of simulated patients in shock, respiratory failure/arrest, cardiac failure/arrest and post resuscitation management.

Course Examination Procedures:

Quizzes 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.

Learning Outcome #5:

Apply fundamental knowledge to provide basic emergency care and transportation to simulated trauma patients.

Course Examination Procedures:

Quizzes 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.

Learning Outcome #6:

Demonstrate basic emergency care and transportation for simulated special population patients, such as obstetrics, neonatal, pediatrics and geriatrics.

Course Examination Procedures:

Quizzes 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.

Learning Outcome #7:

Apply knowledge of EMS operational roles and responsibilities to simulated emergencies.

Course Examination Procedures:

Quizzes 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.

Learning Outcome #8:

Demonstrate professionalism in to faculty, peers and simulated patients.

Course Examination Procedures:

Quizzes 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.

**EMS 1062 Emergency Medical Technician Clinical**

Learning Outcome #1:

Apply critical decision making in the clinical setting.

Course Examination Procedures:

Daily with each patient assignment and for shift

Weekly review of patient care

Cumulative assessment at end of 60 hours

Learning Outcome #2:

Demonstrate competence in application and use of clinical skills.

Course Examination Procedures:

With each procedure until quota of procedures or proficiency documented

Cumulative assessment at end of 60 hours

Learning Outcome #3:

Apply course content to assessment and management of a complex simulated hospital patient.

Course Examination Procedures:

Final comprehensive simulation the conclusion of 60 hours of clinical.

Learning Outcome #4:

Model professionalism to faculty, peers, simulated and real patients

Course Examination Procedures:

Final comprehensive simulation the conclusion of 60 hours of clinical.

**EMS 1072 Emergency Medical Technician Field Experience**

Learning Outcome #1:

Apply critical decision making in the field.

Course Examination Procedures:

Daily with each ambulance run and patient care provided

Weekly review of patient care

Cumulative assessment at end of 60 hour

Leaning Outcome #2:

Demonstrate competence in application and use of psychomotor skills.

Course Examination Procedures:

With each procedure until quota of procedures or proficiency documented

Cumulative assessment at end of 60 hours

Learning Outcome #3:

Apply course content to assessment and management of a complex simulated pre-hospital patient.

Course Examination Procedures:

Final comprehensive simulation the conclusion of 60 hours of clinical.

Learning Outcome #4:

Demonstrate professionalism in the field and simulated settings.

Course Examination Procedures:

Daily with each ambulance run and patient care provided

Weekly review of patient care

Final comprehensive simulation the conclusion of 60 hours of clinical.

12. Will the new option be offered via distance delivery? No

Choose an item.

13. Mode of delivery to be used: Traditional classroom, skills and home environment laboratories, Practicum (hospital and field)

Enter text...

14. Explain in detail the distance delivery procedures to be used: NA

Enter text...

15. Is the degree approved for distance delivery? Yes

Choose an item.

16. List courses in option/concentration/emphasis. Include course descriptions for new courses.

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17. Specify the amount of the additional costs required, the source of funds, and how funds will be used.

New instructional resources required are shared with the Paramedic program with EMT assuming one third of the costs. Following are the shared costs and acquisition plan

Ambulance Simulator -- $35,000

Variety of stretchers -- $10,000

Durable Supplies -- $2,000

High Fidelity Mannequins -- $120,000 ($80,000 for adult METi & $40,000 for pedi one)

Systems Models (Intubation, IV arm, etc.) $4000

There will be no new administrative costs. The Disaster Preparedness & Emergency Management Program currently shares an Administrative Assistant with Nutritional Science. Since the EMT Program is subsumed in the DPEM, the current Administrative Assistant will be utilized.

One new full-time faculty to serve as Program Coordinator will be hired. Adjunct faculty will be hired as needed when cohort sizes increase. In part, this will be determined by required student-to-faculty ratios by the accrediting agency. The Program Coordinator will also Coordinate and teach in the Paramedic program contained in a separate new program proposal.

New library resources will be added utilizing the annual library allocations. The EMT allocation will be contained within the DPEM one. The first resources to be acquired will be professional journals specific to EMT/P. The annual library allocation for DPEM has been consistent at $22,000. That is not new money but expanded use of existing money.

E. Smith 411 is being renovated as an EMT/P Skills Laboratory. The costs of renovation are estimated to be $36,350.

New instructional equipment will be required. Most significantly will be the ambulance simulator ($35,000), specialty stretchers ($10,000), practice body part models for specific skills ($4000) and high fidelity mannequins ($120,000).

There will be disposable supplies needed. These can be outdated supplies that hospitals and EMS companies will donate.

There will be no distance delivery costs.

Other new costs are negligible. A Graduate Assistant (GA) is usually allocated to DPEM to assist with scholarly activities associated with program development and maintenance. This GA would also be available for this program as well. We regularly utilize work/study students. The secretarial support will come from the existing Administrative Assistant for DPEM and Nutritional Science. Annual EMS educator and credentialing conferences will be necessary. Those are held throughout the United States. It is expected that the Program Coordinator and Program Director will attend these conferences in the beginning and ultimately only the Program Coordinator. We anticipate two conferences/year as the program is being developed and one/year after year three. Approximate cost/conference is $2000. Students in this program would not be expected to conduct research. Faculty conducting research would apply for grants or through the Faculty Research Fund as do all other faculty in the college.

Sources of funds:

Reallocation:

Because the EMT program will be administratively located under the existing Disaster Preparedness & Emergency Management program, no reallocation of money will occur for the Program Director or Administrative Assistant.

Tuition and fees:

Students enrolling in the university for academic credit for the EMT program will pay the traditional tuition and fees for undergraduate programs. This will include the differential tuition for students in College of Nursing and Health Professions programs. An associated laboratory fee for one course each semester will be assessed. The resulting costs/student for this 12 Credit Hour program is as follows:

$2400 regular tuition

$264 differential tuition

$819 fees – (includes one lab fee)

$20 one time fee (application/assessment)

$3503/for credit student

The first cohort of students year one will be limited to 10 students (for-credit and not-for-credit combined) and increasing to a cap of 20 students per cohort thereafter. We do not anticipate exceeding the 20 student/cohort maximum.

Year one we anticipate 9 students taking the for-credit option, across all semesters, for a total estimated tuition and fee revenue of $31,527.

Year two we anticipate 10 students taking the for-credit option, across all semesters, for a total estimated tuition and fee revenue of $35,030.

Year three we anticipate 10 students taking the for-credit option, across all semesters, for a total estimated tuition and fee revenue of $35,030.

State Revenues:

The revenue from the state is calculated for the estimated for-credit option only and is calculated at $6500 per student.

Year 1: 9 for credit students = $58,500

Other:

Most students will be scholarshiped by ambulance companies and/or the Fire Department for the not-for-credit option. The cost for the not-for-credit option for this Certificate will be $1500.

Year one we will anticipate a total of 41 students enrolling in the not-for-credit option at $1500/student for a total of $61,500.

Year two we anticipate 51 students enrolling in the not-for-credit option at $1500/student for a total of $76,500.

Year three we anticipate 51 students enrolling in the not-for-credit option at $1500/student for a total of $76,500.

President/Chancellor Approval Date: Click here to enter a date.

Board of Trustees Notification Date: Click here to enter a date.

Chief Academic officer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: Enter date.

Name (printed): Click here to enter text.

