Course Description

Introduces the core functions of the emergency medical services (EMS) administrator and concepts associated with the administration of an EMS service. Areas of study include a broad overview of key elements including strategic planning, customer service, marketing, quality management, and data collection. Essential knowledge relevant to all aspects of the EMS profession is introduced, and assignments are provided to allow for application of these concepts.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Discuss the role of strategic planning in the overall management and sustainability of an EMS organization.
2. Describe the role of a customer service program for an EMS organization.
3. Explain the importance of marketing concepts for an EMS organization.
4. Examine the significance of a quality management program for an EMS organization.
5. Apply techniques and activities that are essential for a comprehensive, quality EMS management program.
6. Describe the relationship between accurate data collection and EMS operations, including quality improvement initiatives.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes**: Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Readings are listed in the unit study guides to aid students in their course of study. The readings themselves may or may not be provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material. Students will not be tested on their knowledge of the Suggested Readings. Chapter presentations are provided in each unit study guide as Suggested Reading to aid students in their course of study.
4. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided in each unit to aid students in their course of study.
5. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
6. **Unit Assessments**: This course contains five Unit Assessments, one to be completed at the end of Units I-IV and VI. Assessments are composed of written response questions.
7. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units V, VII, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit V, VII, and VIII Assignments. Specific information about accessing these rubrics is provided below.
8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

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**Unit Assignments**

**Unit V PowerPoint Presentation**

Using research from your textbook and from scholarly sources retrieved from the CSU Online Library, construct a PowerPoint presentation that you could use to market your agency’s new transport services for non-emergency patients. Your target audience for your marketing presentation could be a local hospital, nursing facility, or the general public. You can target one or more of these in your presentation.

Your presentation should be 7-10 slides, incorporate graphics that are properly cited, and include a title and reference slide (not included in slide content count). Use APA formatting for all citations or references.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VII PowerPoint Presentation**

Every community has a potential hazard for a specific group or groups of people. For example, if you live in a boating community, boater safety may be an issue. If you have a high ATV injury rate among adolescents, ATV safety may be an issue. Research “prevalence of injuries” in your community. All states have some department or division that compiles injury data. The CDC also tracks injury data, although it may be less specific to regions within the states. Interpret the data you have researched to identify causes, costs, and effects of current injuries. Consider attractions, geography, age groups, demographics, and other factors that may put specific populations at risk. Using research from your textbook, data interpretations from credible sources, the suggested readings, or any other scholarly sources, construct a PowerPoint presentation that you would present to your community leaders for an injury prevention program that targets the identified risks. Your program proposal should follow steps consistent with the Case Study found in Figure 4.21, page 94 of your textbook. This includes how you would monitor and evaluate your program.

Your presentation should be at least 10-12 slides, incorporate graphics that are properly cited, and include a title and reference slide (not included in slide content count). Use APA formatting for all citations or references.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VIII Essay**

For this assignment, you are asked to write a 2-3 page essay that addresses how data collection and published research contribute to the evolution of EMS as an evidence-based clinical practice. The application of the data and research may be related to a clinical based function, support for routine or special operations in EMS, or overall system performance. Your essay should include the role of the EMS medical director in data collection, interpretation, and application of research to initiate changes or development in the area you select.
Your essay should be written in APA style with all sources cited in APA format. You should include a title and reference page (not included in the required pages for the assignment).

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

**Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.
Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

**Student Break Room**

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

**Grading**

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<td>Assessments (5 @ 11%)</td>
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<td>PowerPoint Presentations (2 @ 10%)</td>
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<td>Unit VIII Essay</td>
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**Course Schedule/Checklist (PLEASE PRINT)**

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I: The EMS System: History, Strategic Planning, and Leadership

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 1: Government Structure and EMS
- Chapter 2: Strategic Planning for EMS
- Chapter 3: Manager to Leader
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. CST (Central Time)

Notes/Goals:

### Unit II: Legal Aspects of EMS Systems and Management

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 6: Risk Management and Safety
- Chapter 7: EMS Human Resources Management
- Chapter 17: Legal and Labor Relations
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. CST (Central Time)

Notes/Goals:
### Unit III  Management of the EMS System

**Review:**
- [ ] Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- [ ] Chapter 8: Management of EMS Education
- [ ] Chapter 11: Fleet Management
- [ ] Chapter 18: EMS Management of Communication Centers
- **Suggested Reading:** See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)

**Submit:**
- [ ] **Assessment** by Tuesday, 11:59 p.m. CST (Central Time)

Notes/Goals:

### Unit IV  Customer Service in EMS

**Review:**
- [ ] Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- [ ] Chapter 5: Customer Service and Marketing
- [ ] Chapter 14: Incident Management
- [ ] Chapter 15: Interagency Relations and Operations
- **Suggested Reading:** See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)

**Submit:**
- [ ] **Assessment** by Tuesday, 11:59 p.m. CST (Central Time)

Notes/Goals:

### Unit V  Marketing and Financial Management in EMS

**Review:**
- [ ] Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- [ ] Chapter 9: Financial Management
- **Suggested Reading:** See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)

**Submit:**
- [ ] **PowerPoint Presentation** by Tuesday, 11:59 p.m. CST (Central Time)

Notes/Goals:
# EMS 3301, EMS Management

## Course Schedule

### Unit VI

**Provider and Service Quality in EMS**

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<td><strong>Chapter 12:</strong> Career Development and Staff Focus</td>
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**Notes/Goals:**

### Unit VII

**Safety and Quality in EMS**

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<td><strong>Chapter 4:</strong> Injury Prevention and EMS</td>
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**Notes/Goals:**

### Unit VIII

**Research and the Professional Practice of EMS**

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