Course Description

Explores relationships of culture in recruitment, management, and retention of emergency medical services (EMS) personnel. Also examines the influence of effective personnel management on staffing and operational success for the EMS agency. Key areas of investigation include researching applicable human resources or personnel laws and regulations as well as ensuring that processes are in place for educating supervisory staff and employees, including how to monitor for compliance. Primary administrative functions include conducting employee performance reviews, development of personnel schedules, and investigating complaints.

Course Textbook


Course Learning Outcomes

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

1. Discuss the rationale for both strategic and administrative human resource management.
2. Assess current environmental issues that can influence employee recruitment and retention strategies.
3. Analyze the role of employees and effective human resource management as drivers of organizational performance.
4. Differentiate among various methods of employee compensation and establishment of salaries for development or review of personnel budgets.
5. Discuss how key outcomes of a performance appraisal may be used as a personnel management technique.
6. Distinguish between problems related to conduct compared to performance and how to most effectively apply progressive discipline concepts.
7. Identify key legal or regulatory requirements that must be addressed in human resource management.
8. Describe the benefits and necessity of continuing education activities for EMS professionals as they relate to clinical proficiency and risk reduction.
9. Analyze common staffing models for both emergency and non-emergency services delivery models.
10. Construct a personnel budget based on an established staffing model.

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 or other material. Supplemental Readings are provided in the unit study guides to aid students in their course of study. A Suggested Further Reading is listed in the Unit II Study Guide. The reading itself is not provided in the course, but students are encouraged to read the resource listed if the opportunity arises as it has valuable information that expands upon the lesson material.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in each unit to aid students in their course of study.
5. **Key Terms**: Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.

6. **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.

7. **Unit Assessments**: This course contains five Unit Assessments, one to be completed at the end of Units I, II, IV, V, and VII. Assessments are composed of written response questions.

8. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units III, VI, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each Assignment. Specific information about accessing these rubrics is provided below.

9. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

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

**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.

**Unit Assignments**

**Unit III Project**

**Write a Conflict Resolution Policy**

As the HR Leader for an EMS organization, you have realized that your organization is lacking a Conflict Identification and Resolution Policy. Recently, several personnel conflicts have developed that could, perhaps, benefit from having such a policy. Your assignment is to write a Conflict Resolution Policy for your organization that will provide guidance when future conflicts occur.

Although you may address other topics as appropriate, be sure to address the following topics in your policy:

1. The role employees play in the organization’s performance
2. Why it is important to have a diverse workforce, and the potential problems
3. Why conflict can never be completely eliminated
4. The positive role conflict can play, as well as the negative
5. Procedure(s) and technique(s) HR can use for managing and resolving conflict
6. How the four suggestions found under “How Do You Stimulate Conflict?” on pages 367-368 can be applied to conflict resolution

Your conflict resolution policy must be a minimum of three pages and a maximum of four pages, and it must be written using 6th Edition APA format. All sources, including the textbook, must be referenced. You must include a cover page and a reference page, which are not included in the total page count.

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

Discipline Policy

As an HR leader you will, at some point in your career, be required to administer disciplinary action to EMS personnel who have violated established policies and principles. However, in order to administer appropriate levels of discipline, there must be a Discipline Policy in place.

For this project, you are to write a Progressive Discipline Policy based on the content of both the Unit lecture, the required textbook reading, and other research.

The finished policy must include, but is not limited to, the following: "hot stove" rule, types of infractions subject to disciplinary action, elements of the disciplinary process, and how federal, state, and local labor laws (specific to your jurisdiction) will interact with your Progressive Disciplinary Policy.

Your finished paper should contain a minimum of four (4) pages and a maximum of six (6) pages of policy text. A Cover Page and Reference Page are required, but are not included in the page count.

The entire paper is to be written in proper 6th Edition APA format. All references used, including the textbook, must be cited and referenced appropriately.

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

Unit VIII Final Project

The final project consists of three parts:

1. Creating a staffing model
2. Creating a personnel budget
3. Answering questions based on the data

The first two parts will utilize a spreadsheet software application such as Microsoft® Excel, OpenOffice, Microsoft® Works Spreadsheet, SPSS (statistical product and service solutions) analytical software, or other comparable spreadsheet application. [Note: Do not purchase SPSS for this project, as this software is rather expensive, and unless you plan to use it for future statistical analysis, the basic Microsoft® package will suffice.]

Attached to this Unit are four documents that you will use for this Final Project—two Word documents and two Excel spreadsheet documents. The contents of each document will be explained below. This Final Project is one that requires ACCURACY of data entry. As the HR leader, your position is one that is deeply rooted in data entry and accuracy of all input. Inaccuracy leads to incorrect financial outcome, which could lead to serious problems for the EMS organization, and if extreme, could lead to financial collapse.

Background:

You are the HR leader for the Angel Care EMS Company, which provides BLS, ALS, and Chair Van service to a community of 125,000 inhabitants. While the community fire department provides fire suppression services, they do not provide EMS coverage. EMS calls are received by the central 911 call center, and all dispatching is done from the call center.

Angel Care has been in business in the community for over 40 years and has the highest reputation in the region for quality service and care. The ER staff at the Community Hospital works hand-in-hand with Angel Care’s EMTs and Paramedics. Several of Angel Care’s Paramedics teach EMT courses to civilians, hospital personnel, and fire and police personnel. There is total harmony among all the EMS players and providers.

All EMS calls require the nearest fire company, engine or aerial, to respond with the appropriate unit, BLS or ALS, from Angel Care EMS Company. The working relationship between the community fire department personnel and Angel Care personnel is outstanding. All fire personnel are First Responder certified, and for incidents requiring extrication, the fire department provides the necessary tools and equipment.
Document Descriptions:

#1—PDF document: Click here to access the Staffing Model Data Set. This single-page document contains the personnel model for one week of staffing for the Angel Care Ambulance Company. This document is a written narrative outlining the staffing needs of Angel Care for a week of 24/7 personnel coverage. You will find personnel needs for BLS Units, ALS Units, and Chair Van Units. The total number of personnel per week never exceeds 30; this includes 22 full-time and 8 part-time personnel. The information found on this document will be needed for input into the Excel Staffing Model (discussed later).

#2—Excel document: Click here to access the Staffing Model Spreadsheet. This spreadsheet contains a layout for one week of company staffing. The spreadsheet is protected so that you can only enter data into certain cells that correspond to the data set found in Word document #1.

#3—PDF document: Click here to access the Personnel Budget Data Set. This single-page document contains all necessary information for filling out the payroll budget spreadsheet (discussed later). Information presented consists of: Employee ID numbers, Employee Names, Hourly Rate of Pay, Hours Worked for the Week, Federal Exemption Allowances, and Insurance Deductions. Note that there are only 30 employees. You will input the data from this page into the payroll budget spreadsheet.

#4—Excel document: Click here to access the Personnel Budget Spreadsheet. This spreadsheet has data entry cells for 30 company employees (the maximum allowed). Using the data set from Word document #3, you will enter all required data. Below the data entry cells are two sections of output information: “Payroll and Deductions for One Week” and “Estimated Annual Payroll and Deductions,” both of which are outlined with bold borders.

[Special Note: You will observe numerical values in many of the cells found on #4 Excel document; these values will change as you enter information from the data set. Do not be alarmed by these changes; once all data has been entered, you will be required to answer a set of questions associated to the total values found in the two bold-bordered boxes.]

Instructions:

You are to enter the data (values) from each Data Set (Staffing and Budget) into their respective Excel spreadsheets. Once you have completed the data entry, you are to upload them as per Unit instructions.

Next, using a Word document, respond to the following 10 questions.

Response Questions:

1. What is the estimated annual gross payroll?
2. What is the weekly total federal and state deductions?
3. What is the weekly total insurance deductions?
4. What is the estimated annual social security tax deductions?
5. What are the weekly Medicare deductions?
6. What is the weekly net payroll amount?
7. What is the estimated annual tax withheld?
8. What is the weekly social security deductions?
9. What is the estimated annual net payroll?

It is strongly recommended that you follow the formats provided in the lecture portion of this unit. Once you have completed all three parts of the assignment, upload them via file upload in one file.

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**

- Discussion Boards (Unit I and VIII @ 2%) = 4%
- Discussion Boards (Units II-VII @ 3%) = 18%
- Unit Assessments (I, IV, V, and VII @ 6%) = 24%
- Unit II Assessment = 5%
- Projects (2 @ 15%) = 30%
- Unit VIII Final Project = 19%
- **Total** = 100%

**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.
### Unit I: Strategic and Administrative Human Resources Management

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

**Read:**
- Chapter 5: Staffing and Recruiting
- **Supplemental 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: Environmental and Cultural Issues Affecting Employee Recruitment and Retention

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

**Read:**
- Chapter 4: Organizing
- Chapter 5: Staffing and Recruiting, pp. 121-129
- **Supplemental 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: Employees and Human Resource Management as Drivers of Organizational Performance

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

**Read:**
- Chapter 2: Supervision Challenges, pp. 37-39
- Chapter 5: Staffing and Recruiting, p. 133
- Chapter 11: Developing Groups, p. 298
- Chapter 14: Conflict, Politics, Discipline, and Negotiation, pp. 363-368
- **Supplemental 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:**
- **Project** by Tuesday, 11:59 p.m. CST (Central Time)

### Notes/Goals:
### Unit IV Employee Compensation and Personnel Budget Review

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<td>0 Chapter 8: Motivating Followers, pp. 216–217</td>
<td>0 Web Site: Required Employee Benefits: See Study Guide</td>
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Notes/Goals:

### Unit V Performance Appraisals and Personnel Management

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<tr>
<td>Read:</td>
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Notes/Goals:

### Unit VI Effectively Applying Discipline

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<tr>
<td>Read:</td>
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Notes/Goals:
# Unit VII
**Benefits and Necessity of Continuing Education for EMS Professionals**

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

**Read:**
- See Study Guide
- **Supplemental 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:**

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# Unit VIII
**Staffing Models and Personnel Budgeting**

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

**Read:**
- 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:**
- **Final Project** by Tuesday, 11:59 p.m. CST (Central Time)

**Notes/Goals:**