Course Description

Provides a foundational understanding of emergency medical services (EMS) education for the EMS manager. General concepts such as learning styles and barriers to learning are discussed. Other course components include developing instructional goals and outcomes, curriculum and lesson plans, as well as various forms of learning aids, including how technology enhances the learning process. Finally, this course also reviews education evaluation tool development, concepts of program administration, and legal aspects of instruction.

Course Textbook


Course Learning Outcomes

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

1. Identify learning characteristics associated with adult learners.
2. Describe the three domains of learning.
3. Explore barriers that can impact motivation of adult learners and how the instructor can contribute to student success.
4. Differentiate between facilitating learning and delivering information.
5. Differentiate between instructional goals and outcomes.
6. Analyze advantages and limitations of various forms of media to enhance education delivery.
7. Discuss the importance of educational evaluation tools.
8. Identify processes for detecting learning deficiencies and need for behavior modification strategies.
9. Describe the importance of accountability in education as it relates to program administration, accreditation, risk, and liability.

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 Unit I, II, III, VI, and VII study guides. The readings themselves are not 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.
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 seven Unit Assessments, one to be completed at the end of Units I – VI and Unit VIII. Assessments are composed of written response questions.

8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units II, III, IV, and VII. Specific information and instructions regarding these assignments are provided below. A grading rubric is included with assignment instructions to provide you with a guideline your professor will use to assess your assignment.

9. **Research Paper:** Students are required to submit for grading a Research Paper in Unit VIII. Specific information and instructions regarding this assignment are provided below.

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

11. **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.

### Unit Assignments

**Unit II Assignment**

**Develop a Diversity Policy**

In this assignment, you will develop a policy which addresses how to deal with diversity in the classroom. This assignment should consist of a policy statement for the acceptance, recognition, and respect of both student and staff who are involved in an EMS program. Assume your policy will be included in staff training and in a course syllabus.

You can use the course textbook, CSU Online Library, and other sources to help you to develop the policy.

Format your assignment using APA Style. Use your own words and include citations if you use other sources as needed to avoid plagiarism.

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

**Unit III Assignment**

**Course Goal and Outcomes**

Write a course goal for one of the following topics, and develop learning outcomes from the domains of learning based on the ABCD method.

- Rescue breathing
- Bleeding control
- Body substance isolation (BSI)
- Medical documentation

When you work on this assignment, you should:

- Write at least 3 learning outcomes.
- Use SMART mnemonic when you write learning outcomes.
• Write all component of outcomes using ABCD model.
• Use measurable verbs for outcomes. You can search Bloom’s Taxonomy on the Internet as a reference.
• Do not use unmeasurable verbs such as know, understand, comprehend, learn, realize, or study.

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

**Unit IV Article Review**

Student will select an article from a peer-reviewed, scholarly article that discusses the legal aspects of education of students in an emergency medical program. Use the databases within the CSU Online Library or another source that contains peer-reviewed, scholarly articles. The purpose of this activity is for you to practice reviewing articles that contribute to the industry. The authors of these articles are researchers and professionals that have shared or experimented with ideas that demonstrate potential to improve the industry. As a professional in the industry, it is in your best interest to review the literature and trends within it. Doing so provides you with the opportunity to read about what has been successful and how. Plus, it allows you to analyze the ideas that were unsuccessful, how you can improve them, or at least avoid repeating the mistakes of others. Use these skills to contribute to research papers and other scholarly writing in the future.

As you read the article, consider the following questions: How could the topic of this article apply to your personal or professional life? How could it apply to an organization you have observed?

Use the following guidelines to select an article:

• Articles are from reliable sources/journals
• They are related to the legal aspects of educating students in an emergency medical program.
• They are not older than five years.
• Articles should be at least ten pages.

Use the following guidelines to prepare your article review:

• Your article review should be at least two pages.
• It should identify the main topic/question.
• It should identify the author’s intended audience.
• It should include a one page summary of the article.
• Think critically about the article, and discuss how it applies to this course for page two.

Format your article review using APA Style. Use your own words and include citations for other articles as needed to avoid plagiarism.

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

**Unit VII Article Review**

For this assignment, choose a peer-reviewed, scholarly article to review on one of the following topics:

• Clinical experience during EMS training
• Improving lecture presentation skills
• Distance learning in today’s EMS learning environment
• Use of simulation tools for EMS training

Use the databases within the CSU Online Library or another source that contains peer-reviewed, scholarly articles. The purpose of this assignment is for you to practice reviewing articles that contribute to the industry. The authors of these articles are researchers and professionals that have shared or experimented with ideas that demonstrate potential to improve the industry. As a professional in the industry, it is in your best interest to review the literature and trends within it. Doing so provides you with the opportunity to read about what has been successful and how. Plus, it allows you to analyze the ideas that were unsuccessful, how you can improve them, or at least avoid repeating the mistakes of others. Use these skills to contribute to research papers and other scholarly writing in the future.

As you read the articles, consider the following questions: How could the topic of this article apply to your personal or professional life? How could it apply to an organization you have observed?
Use the following guidelines to select articles:

- Articles are from reliable sources/journals.
- They are related to the topic of your choice.
- Articles are at least ten pages each.

Use the following guidelines to prepare each of your article reviews:

- Your article review should be at least two pages.
- It should identify the main topic/question.
- It should identify the author’s intended audience.
- It should include a one page summary of the article.
- Think critically about the article, and discuss how it applies to this course for page two.

Format your article review using APA Style. Use your own words and include citations for other articles as needed to avoid plagiarism.

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

**Research Paper**

You are asked to complete a Research Paper in this course. A Research Paper is an opportunity for you to practice and improve your research and writing skills. Plus, it allows you to review the details that others have observed and researched in the industry. You choose one of two topics as the following:

1. You are an advisor board member for a local paramedic initial education program. You have been asked to develop a supporting paper for the program to seek national accreditation through the appropriate EMS Initial Education Accrediting Body, CoAEMSP. Using information you have learned throughout the term, develop a paper that supports the programs efforts.

2. You are tasked with developing a proposal to cover expenses associated with implementation of a service-based continuing education training department. Based on what you know regarding continuing education, you believe that seeking a licensed/credentialed EMS instructor and pursuing CECBEMS accreditation for your continuing education courses is the right approach. Develop a paper that expresses your rationale for this additional cost.

Review articles and sources with specific questions in mind. Does this article support my topic? How does this article apply to my topic? How am I going to use the details of this article in my paper? The Research Paper must meet the following requirements:

- Your Research Paper must be at least three to four pages in length (not including the title page and references page).
- It must include at least ten empirical studies.
- You must use APA Style.

The Research Paper should consist of the following elements:

- An overview of the proposed topic of research.
- A brief review of related literature.
- A description of proposed research methods

Format your Research Paper using APA style. Use your own words, and include citations and references as needed to avoid plagiarism.

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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<th>Component</th>
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<tr>
<td>Discussion Boards (8 @ 2%)</td>
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<td>Assessments (I, II, III, V, and VI @ 7.5%)</td>
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<td>Assessments (IV and VIII @ 4.5%)</td>
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<td>Assignments (2 @ 7.5%)</td>
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<td>Article Reviews (2 @ 7.5%)</td>
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<td><strong>Total</strong></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.
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### Unit I: Introduction to Foundations in EMS Education

<table>
<thead>
<tr>
<th>Review:</th>
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<tr>
<td>Non-Graded Learning Activities – Terms and Definitions</td>
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<td>Read:</td>
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<td>Chapter 1: Attributes of Effective Educators</td>
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Notes/Goals:

### Unit II: Adult Learning, Learning Styles, and Diversity

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<td>Chapter 3: Principles of Adult Learning</td>
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<td>Chapter 4: Learning Styles</td>
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Notes/Goals:
## Unit III: Education Essentials

**Review:**
- Unit Study Guide
- **Non-Graded Learning Activities – Terms and Definitions:** See Blackboard
- **Non-Graded Learning Activities:** See Study Guide

**Read:**
- **Chapter 6:** The Learning Environment
- **Chapter 7:** Domains of Learning
- **Chapter 8:** Goals and Objectives
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
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**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)
- **Assignment** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

## Unit IV: Pathway to Learning

**Review:**
- Unit Study Guide
- **Non-Graded Learning Activities – Terms and Definitions:** See Blackboard
- **Non-Graded Learning Activities:** See Study Guide

**Read:**
- **Chapter 9:** Lesson Plans
- **Chapter 10:** Legal Issues for EMS Educators

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

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

### Notes/Goals:
## Unit V  Domains of the Learning Process

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<td>- Chapter 12: Teaching in all Domains</td>
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<td>- Chapter 13: Tools for Individual Learning</td>
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## Unit VI  Enhancing the Learning Process with Group Activities and Technology

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<td>- Chapter 15: Tools for Large Group Learning</td>
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<td>- Chapter 16: Using Technology to Enhance Classroom Learning</td>
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Notes/Goals:
### Unit VII: Learning Tools beyond Traditional Classroom Walls

**Review:**
- Unit Study Guide
- **Non-Graded Learning Activities – Terms and Definitions:** See Blackboard
- **Non-Graded Learning Activities:** See Study Guide

**Read:**
- Chapter 17: Tools for Distance Learning
- Chapter 18: Tools for Simulation
- Chapter 19: Tools for Field and Clinical Learning
- **Suggested Reading:** See Study Guide

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

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

**Notes/Goals:**

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### Unit VIII: Assessment and Evaluation of an EMS Program

**Review:**
- Unit Study Guide
- **Non-Graded Learning Activities – Terms and Definitions:** See Blackboard
- **Non-Graded Learning Activities:** See Study Guide

**Read:**
- Chapter 20: Principles of Evaluation of Student Performance
- Chapter 21: Using Written Evaluation Tools
- Chapter 22: Other Evaluation Tools
- Chapter 23: Remediation
- Chapter 24: Administrative Issues

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

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

**Notes/Goals:**