Course Description

Examines issues related to reduction or prevention of risk associated with the administration of an emergency medical services (EMS). Areas of concern are related to human resource management, workplace safety, personnel safety, vehicle operations, and clinical proficiency. Current practices support a culture of safety with an emphasis on provider health and wellness, as well as system accountability as evidenced by strategic implementation of programs aimed at improving awareness of risk related issues, including promoting ownership for achieving organizational goals related to risk management.

Course Textbook


Course Learning Outcomes

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

1. Identify key components of compliance, risk management, and internal monitoring programs.
2. Review pertinent laws relevant to risk associated with employment functions such as recruitment, the hiring process, and management of EMS personnel.
3. Describe types of civil and criminal penalties associated with violations of rules and regulations related to EMS, including both clinical and personnel management areas.
4. Discuss the ‘Culture of Safety’ movement in EMS.
5. Explain the importance of employee orientation programs for risk reduction related to meeting job performance expectations and organizational objectives.
6. Discuss the significance of training and monitoring for compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
7. Identify strategies and programs for risk reduction associated with emergency vehicle operations for personnel.
8. Define malpractice and describe strategies that may be implemented to reduce risk associated with poor clinical proficiency of EMS personnel including patient care incident management.
9. Distinguish between ethical and legal issues related to provision of EMS response in the community.
10. Identify key performance indicators that should be recognized when establishing emergency response guidelines for a community.

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 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 provided in Units I, II, III, IV, V, VI, and VIII to aid students in their course of study. 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 Units I, II, III, IV, V, VII, and VIII 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. **Unit Assessments:** This course contains six Unit Assessments, one to be completed at the end of Units I, II, IV, V, VI, and VII. Assessments are composed of written response questions.

7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I, II, IV, V, VI, VII, 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.

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.

**Unit Assignments**

**Unit I Project**

**Identifying EMS Benchmarks**

Using at least two of the resources below, including chapter 3 of your textbook, write an essay that includes at least five benchmarks: consider what type of benchmarks would be important for an EMS system in your community to monitor.

- Write an essay that includes: at least five benchmarks, including:
  - 2 clinical performance measures
  - 2 response operational measures
  - 1 personnel performance measure

- Justify why you have selected each of these in terms of controlling risk in your agency.

- Your paper should be at least one page in length, using APA (6th Ed.) formatting for all in-text and reference citations. References should be cited on a separate page.


Unit III Article Review

Using the CSU Library, research an article related to common injuries that occur among EMS professionals. Your review should be at least two pages in length (not including the reference page) and written using APA guidelines. In your review, you will:

- determine which of the four basic concepts for reduction of probability of accident and harm most closely applies and
- identify strategies for risk mitigation that might have been employed to prevent or minimize the injury or injuries highlighted in your article.

Unit IV Project

Reflection Paper

You are the Risk Manager for your EMS organization. You have been asked to consider what type of threats might necessitate that your agency have established altered standards of care. To successfully complete this assignment, you must:

- review the Institute of Medicine (IOM) six recommendations to follow for developing crisis standards-of-care protocols and
- write a paper that includes your thoughts on what challenges you may expect to encounter and barriers that you may need to address for meeting these six recommendations.

Your paper should be no less than two full pages, not including your reference page.

Unit V Project

Policy Development

Your agency has recently decided to implement electronic patient care reporting. You are developing policies and procedures as well as staff training on how to use the system correctly, including how to protect patient privacy with this new technology. Use resources developed for your own agency or refer to requirements for HIPAA compliance for EMS that you have researched.

- Your policy should include:
  - transmission of patient care reports to facilities,
  - copies requested by patients, and
  - copies requested by non-patients (e.g., family members).

- Prior to releasing patient information, your policy should include:
  - types of identification required by the requesting party,
  - forms of consent that should be obtained,
  - types of information that can be released, and
  - how that information will be transferred to the requesting party.

Your paper should be at least one page in length using APA (6th Ed.) formatting for all in-text and reference citations. References should be cited on a separate page.

Unit VI Article Review

Using the CSU Library, research an article related to an ambulance collision.

- Identify strategies that may have been used to mitigate the risk associated with the collision.
- Consider whether this would be considered a high or low severity incident.
- Determine what domains are impacted by the incident and explain how.

Use APA (6th Ed.) formatting for all in-text and reference citations.

Your review should be one page minimum, not including your reference list.
Unit VII Project

Reflection Paper

Review the Vignette on page 260 in your textbook. Place yourself in the wife’s position. Reflect on how you might have responded in this situation.

- Construct a paper that outlines how you would have handled the situation:
  - when hearing about your loved one’s death,
  - after hearing the emergency room physician’s comment, and
  - following the hospital’s response.
- Consider how the hospital handled this situation. Do you agree with how it was handled? What might you have done differently?

Your paper should be at least one page in length, double-spaced, 12 point font, with one inch margins. No additional resources are required. Use APA (6th Edition) format for any in-text or reference citations.

Unit VIII Research Paper

Risk Management Safety Research Paper

Using the recommended readings, your textbook, and additional research, construct an essay that addresses how you would approach the implementation of a risk management strategy based on recommendations found in *Strategy for a National EMS Culture of Safety*, your paper should:

- Be a minimum of four pages and follow APA guidelines
- Incorporate the recommended four tier approach from the Institute of Medicine
- Include strategies for addressing:
  - operational risk,
  - clinical or patient risk,
  - personnel risk, and
  - legal or regulatory risk.

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) Assessment (Written Response) and (2) 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 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 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.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assessments (6 @ 6%)</td>
<td>36%</td>
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<tr>
<td>Article Review (2 @ 8%)</td>
<td>16%</td>
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<td>Project (4 @ 7%)</td>
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<td>Unit VIII Research Paper</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.
## Course Schedule

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
**Introduction to Risk Management**

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<tr>
<th>Review</th>
<th>Read</th>
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<tbody>
<tr>
<td>Unit Study Guide</td>
<td>- Chapter 1: Risk Management and Patient Safety: The Synergy and the Tension</td>
</tr>
<tr>
<td>Learning Activities (Non-Graded)</td>
<td>- Chapter 2: Integrating Risk Management, Quality Management, and Patient Safety into the Organization</td>
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<td>- Chapter 3: Benchmarking in Risk Management</td>
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<td>- Chapter 4: Risk Management Strategic Planning for a Changed Healthcare Delivery System</td>
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<td>- Chapter 5: Setting Up a Risk Management Department</td>
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<td>- Suggested Reading: See Study Guide</td>
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<th>Submit</th>
<th>Notes/Goals:</th>
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<tr>
<td>Assessment</td>
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<tr>
<td>Project</td>
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### Unit II
**Legal and Ethical Issues in Risk Management**

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<th>Review</th>
<th>Read</th>
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<tbody>
<tr>
<td>Unit Study Guide</td>
<td>- Chapter 8: The Patient Safety and Quality Improvement Act: Tension Between Improving Quality of Care and Acknowledging Responsibility for Error</td>
</tr>
<tr>
<td>Learning Activities (Non-Graded)</td>
<td>- Chapter 9: The Role of Governance in Hospital Risk Management and Patient Safety</td>
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<td>- Chapter 10: The Culture of Medicine, Legal Opportunism, and Patient Safety</td>
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<td>- Chapter 20: Criminalization of Healthcare Negligence</td>
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<td>- Chapter 27: Managing Patient Expectations Through Informed Consent</td>
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<td>- Suggested Reading: See Study Guide</td>
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<tr>
<td>Assessment</td>
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</table>
# Course Schedule

## Unit III  Personnel Risk Reduction and Management

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

**Read:**
- **Chapter 14:** Managing the Risks of Workers’ Compensation
- **Chapter 22:** Creating Systemic Mindfulness: Anticipating, Assessing, and Reducing Risks of Health Care
- **Suggested Reading:** See Study Guide

**Submit:**
- Article Review

**Notes/Goals:**

## Unit IV  Disaster Response and Preparedness

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

**Read:**
- **Chapter 21:** Preparing for and Limiting Potential Liability for Medical Care Provided During Disaster Events
- **Chapter 23:** Risk Management in Selected High-Risk Hospital Departments
- **Chapter 24:** Improving Risk Manager Performance and Promoting Patient Safety with High-Reliability Principles
- **Chapter 25:** The Benefits of Using Simulation in Risk Management and Patient Safety
- **Suggested Reading:** See Study Guide

**Submit:**
- Assessment
- Project

**Notes/Goals:**
<table>
<thead>
<tr>
<th>Unit V</th>
<th>Risk Management and Communications</th>
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</table>
| Review: | ☐ Unit Study Guide  
☐ **Learning Activities (Non-Graded):** See Study Guide |
| Read:    | ☐ **Chapter 30:** Managing the Failures of Communication in Healthcare Settings  
☐ **Chapter 31:** Improving Handoff Procedures in Health Care to Reduce Risk and Promote Safety  
☐ **Chapter 32:** The Risks and Benefits of Using E-Mail to Facilitate Communication Between Providers and Patients  
☐ **Chapter 33:** Risk Management for Research  
☐ **Suggested Reading:** See Study Guide |
| Submit:  | ☐ Assessment  
☐ Project |

Notes/Goals:

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<tr>
<th>Unit VI</th>
<th>Risk Management and Finance</th>
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<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
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</tbody>
</table>
| Read:   | ☐ **Chapter 11:** Enterprise Risk Management: The Impact on Healthcare Organizations  
☐ **Chapter 12:** Developing a Request for Proposal and Working with Insurance Providers  
☐ **Chapter 13:** The Importance of Developing a Medical Liability Cost-Allocation System  
☐ **Suggested Reading:** See Study Guide |
| Submit: | ☐ Assessment  
☐ Article Review |

Notes/Goals:

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<th>Unit VII</th>
<th>Managing Claims</th>
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| Review:  | ☐ Unit Study Guide  
☐ **Learning Activities (Non-Graded):** See Study Guide |
| Read:    | ☐ **Chapter 15:** Guidelines for In-House Claims Management  
☐ **Chapter 16:** Principles for Strategic Discovery  
☐ **Chapter 17:** Full Disclosure as a Risk Management Imperative  
☐ **Chapter 18:** The Development of Full-Disclosure Programs: Case Studies of Programs that Have Demonstrated Value  
☐ **Chapter 19:** Developing Early-Offer Programs Following Disclosure |
| Submit:  | ☐ Assessment  
☐ Project |

Notes/Goals:
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<thead>
<tr>
<th>Unit VII</th>
<th>EMS Culture of Safety</th>
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<tr>
<td>Review:</td>
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<tr>
<td></td>
<td>- Learning Activities (Non-Graded): See Study Guide</td>
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<tr>
<td>Read:</td>
<td>- Chapter 6: Patient Safety: The Past Decade</td>
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<td>- Chapter 7: Using “Never Events” to Reduce Risk and Advance Patient Safety</td>
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<td>- Chapter 29: The Impact of Fatigue on Error and Patient Safety</td>
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<td>- Suggested Reading: See Study Guide</td>
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<tr>
<td>Submit:</td>
<td>- Research Paper</td>
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