



Course Description

Provides an analysis of fundamental concepts and methodologies related to emergency medical services (EMS) communication. Topics discussed are communication responsibilities, components of public safety communication, communication centers in EMS organizations, mobile communication, and the role of the communications center in system status management.

Course Textbook

Shark, A. R. (2012). *CIO leadership for public safety communications: Emerging trends and practices*. Alexandria, VA: Public Technology Institute.

Course Learning Outcomes

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

1. Explain the need for effective communications in EMS.
2. Differentiate among types of emergency medical dispatch programs.
3. Explain the process for handling requests for EMS assistance in various communication center settings.
4. Identify and describe types of communications centers in EMS systems.
5. Describe common forms of infrastructure in the management of Public Safety Communications centers.
6. Analyze methods for planning and evaluation of communication centers.
7. Discuss the application of Emergency Medical Dispatch (EMD)
8. Explain how communications centers apply principles of system status management and how modern technology has improved this process.
9. Compare and contrast types of computer aided dispatch (CAD) systems.
10. Discuss the importance of EMS responder and medical control (physicians) communications.
11. Evaluate types of Emergency Medical Dispatch Quality Assurance (QA)/Quality Improvement (QI) programs and describe essential components for appropriate oversight of EMD programs.
12. Describe various types of communication equipment and what environments they are used in EMS.

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.
4. **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.
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 three Unit Assessments, one to be completed at the end of Units I, II, and V. Assessments are composed of written response questions.

7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units III, IV, and VI-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.

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 Research Project

The public EMS agency that employs you is considering installing a state-of-the-art CAD system. Write a proposal for the department head of your agency with recommendations for the type and capabilities of the proposed CAD system.

- 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.
- Margins must be one inch at top/bottom and both sides.
- Use 12 point font and double space your paper.

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

Unit IV Research Project

You are approached by the department head for your agency and given an assignment to evaluate the use and implementation of System Status Management in your EMS system and community. Write a paper evaluating System Status Management in your workplace and make recommendations on its implementation 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.
- Margins must be one inch at top/bottom and both sides.
- Use 12 point font and double space your paper.

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

Unit VI Research Project

EMS was primarily established as a means of reducing the number of accidental deaths and disabilities on the nation's roadways. Communication has played a significant role in the ability of EMS services to respond with the proper equipment, as well as communicate the patient's injuries to the receiving hospital. Your supervisor has asked that you prepare a report to present at your local safety fair on the importance of vehicles that will provide Advanced Automatic Crash Notification System alerts to encourage them to consider purchasing vehicles equipped with this technology. In your report, you should also incorporate supporting reasons for why citizens may see responders using cell phones during emergency calls so that they do not assume it is for personal reasons.

- 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.
- Margins must be one inch at top/bottom and both sides.
- Use 12 point font and double space your paper.

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

Unit VII Research Project

Write a one- to two page essay discussing the advantages and disadvantages of Emergency Medical Dispatching. Describe the challenges you would face, or have faced, in implementing and maintaining an EMD program.

- 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.
- Margins must be one inch at top/bottom and both sides.
- Use 12 point font and double space your paper.

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

Unit VIII Mini Project

You have just been promoted to the new communications center supervisor. The government council in your jurisdiction wants to implement emergency medical dispatching EMD and a quality assurance program in your dispatching center. Write a three- to five page detailed proposal explaining what EMD is and how it works, what a quality assurance program is, and how both programs will benefit your dispatch center and community. Be sure to include issues such as employee training and program costs.

- Your paper should be at least three pages in length, using APA (6th ed.) formatting for all in-text and reference citations. References should be cited on a separate page.
- Margins must be one inch at top/bottom and both sides.
- Use 12 point font and double space your paper.

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 (8 @ 2%)	= 16%
Assessments (3 @ 7%)	= 21%
Research Projects (4 @ 10%)	= 40%
Unit VIII Mini Project	= 23%
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.

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 Emergency Medical Communications
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 2: Public Safety Enters the Collective Intelligence Era <input type="checkbox"/> Chapter 3: Successful Technology Development in Public Safety <input type="checkbox"/> Chapter 5: Collaboration Technology in Public Safety Communications <input type="checkbox"/> Chapter 6: Public Safety Wireless Communications—Past, Current, and Future <input type="checkbox"/> Click on the following link to access Pioneering U.S. Radio Activities: http://earlyradiohistory.us/ 1) find the section labeled; “7. Pioneering U.S. Radio Activities (1897-1917).” Please read this section of the website.
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit II	The 9-1-1 System
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 11: The Nationwide Public Safety Wireless Broadband Network <input type="checkbox"/> Chapter 12: Sensory Overload Considerations for Next Generation 9-1-1 Systems <input type="checkbox"/> Click on the following link to access the History of 9-1-1 Systems: http://www.nena.org . 1) use the search box; 2) enter the following term; “About NENA.” Click on the link labeled, “About NENA.” Please read this article. <input type="checkbox"/> Click on the following link to access the History of 9-1-1 Systems: http://www.nena.org . 1) use the search box; 2) enter the following term; “911overviewfacts.” Click on the link labeled, “9-1-1 Origin & History.” Please read this article
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit III	Computer Assisted Dispatch
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 13: Geospatial Information Systems (GIS) and Their Evolving Role of Emergency Management and Disaster Response
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Research Project by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit IV	System Status Management
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 7: Concepts on Information Sharing and Interoperability <input type="checkbox"/> Chapter 22: A Regional Approach to Public Safety Communications and GIS
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Research Project by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit V	EMS Radio Systems
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 17: Critical Operations & Infrastructure <input type="checkbox"/> Chapter 23: Continuity of Operations (COOP) Automation Program <input type="checkbox"/> Click on the following link to access the National Criminal Justice Reference Service article on "The Importance of Phasing Out Radio Codes:" https://ncjrs.gov/ 1) use the search box; 2) enter the following term; "phasing out radio codes." Please read the article published in October 2010. <input type="checkbox"/> Click on the following link to access the article on Improving Interoperable Communications Nationwide: http://www.ntia.doc.gov/legacy/psic/PSIC%20Investment%20Data%20Analysis%20report%20only%29.pdf
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit VI	
Peripheral Communication Devices and EMS	
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 24: Strategic Procurement and Public Safety Communications—Managing Risk and Exploiting Opportunities <input type="checkbox"/> Chapter 28: Critical Components for Survivable, Sustainable, and Flexible Communication Centers
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Research Project by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit VII	
Emergency Medical Dispatching	
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 21: Integrated Risk Management—A Public Safety Perspective <input type="checkbox"/> Chapter 27: Interoperable Communications in Emergency Management
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Research Project by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit VIII	
EMD Quality Assurance	
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 4: Public Safety IT Budgeting <input type="checkbox"/> Chapter 9: IT Governance in Public Safety
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Mini Project by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	