Course Description

Provides students with knowledge, tools, and skills that will be needed to assume a leadership role in emergency medical services (EMS). Career advancement from field staff or lower-level supervisor requires transitioning from simple supervisory techniques to developing leadership qualities that will enable the individual to manage from a leadership position. Techniques that encourage motivation and teamwork are essential for organizational growth. Students learn how to apply basic leadership principles in organizational settings, assess leadership styles, and develop strategies to become leaders in EMS.

Course Textbook


Course Learning Outcomes

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

1. Differentiate between management and leadership.
2. Identify pathways for career development.
3. Define leadership roles and activities.
4. Describe the importance of motivation for the EMS leader.
5. Discuss the impact of stress in the EMS professional.
6. Describe the importance of effective work organization and time management.
7. Explain how leadership styles can impact morale in the EMS workplace.
8. Describe the importance of succession planning 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 Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. Unit Lessons: 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 each unit 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 II, III, IV, V, VI, VII, and VIII 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 seven Unit Assessments, one to be completed at the end of Units I-VII. Assessments are composed of written response questions.
7. Unit Assignments: Students are required to submit for grading Unit Assignments in Units I, II, III, V, VI, and VII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are
included with the Unit I, II, III, V, VI, and VII Assignments. Specific information about accessing these rubrics is provided below.

8. **Final Exam:** Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams. The Final Exam is composed of multiple-choice and short essay questions.

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 I PowerPoint Presentation**

Create a 7- to 10-slide presentation describing the management theories discussed in this unit. You may use various sources, including your textbook or other scholarly material. Since you will not be presenting this PowerPoint to your instructor in person, you may sometimes need to add written explanation for the contents of your slides. If this becomes necessary, you may use the PowerPoint slide notes function to provide brief explanations.

You will need to emphasize key points on management theory. Visual emphasis such as bold, italicized, or underlined text should be used sparingly in order to maximize the prominence of key points. Each slide should address a single concept, and slides should follow a logical progression, each building on the other.

Treat your PowerPoint slides like you would any research paper—provide in-text citations and a reference slide for any outside sources, including direct quotations, paraphrased words or ideas, tables and data, and images. The title and reference slides are not included in the required slide count.

Click [here](#) to view a PDF of a PowerPoint 101 tutorial that outlines tips and best practices for creating your presentation. Additional PowerPoint resources are available in the Success Center tab of the myCSU Student Portal.

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

**Unit II Research Paper Topic**

With this assignment, you will begin working on your research paper that will be due in Unit V. See Unit V assignment instructions for more details about the final requirements for the Research Paper.

Please select one of the topics below and prepare a well-organized and thoughtful summary for your research paper. The topic chosen should expand on what you are learning during this course. Use real-world examples to demonstrate your understanding of the issues discussed in the course. A title page and reference page are required, but are not included in this assignment’s required word count.
Topics from which you may choose include:

- Management versus Leadership
- Collaborative leaders
- Effective leadership
- Efficient leadership

NOTE: If you have a different topic you would like to research, submit your topic proposal to your instructor and have it approved before writing your summary outline.

Submit your selected topic and summary outline to your professor through SafeAssign. Your summary should be 200 words in length. You may use your textbook as source material for your response. You should also use a minimum of three scholarly sources or sources related to the EMS profession. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

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

**Unit III Case Study**

For this assignment, you are to read the provided article about the 2005 train wreck and chlorine spill in Graniteville, South Carolina. The article illuminates the issues of small-town capacity to handle no-evacuation and hazardous materials. You can retrieve the case study from: [http://www.dot.gov/sites/dot.dev/files/docs/DISASTER_RECOVERY_TrainWreckChlorineSpillGranitevilleSC.pdf](http://www.dot.gov/sites/dot.dev/files/docs/DISASTER_RECOVERY_TrainWreckChlorineSpillGranitevilleSC.pdf)

Apply what you learned from one of the following concepts described in this unit to discuss the response efforts to the wreck: organizational behavior, emergency preparedness response, or interactions with other agencies. For example, which behaviors or theories do you think were applied? Were they effective? Did they rely too much on the federal government to protect their community? Did they involve other agencies? If so, what were their interactions?

Using the concepts learned in this unit, discuss the leader’s concern for people and concern for response. How did the leaders handle these two areas? Was there more concern in one area than in the other? Include the area in which you believe the leader’s behavior in this incident aligns with what the text discusses. Summarize your responses in a minimum two-page Word document.

To supplement your discussion and support your conclusions, you may use information from reputable, reliable journal articles, case studies, scholarly papers, and other sources that you feel are pertinent. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations in proper APA style.

The purpose of this assignment is for you to apply the concepts and knowledge you learned in this unit on leader behaviors. Also, this provides you with the opportunity to use your skills, expertise, and experience to enrich your response.

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

**Unit V Research Report**

Using the topic selected in Unit II, you should be putting the finishing touches on the research paper for this course. Your research paper should consist of a minimum of two pages and should follow APA format. Make sure that your paper is thoughtful and well-organized and expands on the knowledge that you have gained in this course. Your paper should demonstrate a higher level of learning to demonstrate your knowledge of the information learned throughout the course, your ability to analyze the information, and your ability to apply the information to real-world situations. A cover page and reference page are required but not included as part of the paper length. You may use your textbook as a resource as well as at least three additional scholarly resources or resources related to the profession. Please make sure that all references used are cited properly using APA format.

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

The purpose of this assignment is for you to apply the concepts and information you learned in this unit about union-management issues. Also, this assignment provides you with the opportunity to use your skills, expertise, and experience to enrich your response.

For this assignment, you are to review the scenario below:

You just took over as the EMS leader on May 5, and you were handed a grievance regarding Paramedic Cochran. You reviewed the EMS Policy and Procedures outlined in the Professional EMS Workers Local 321, Step 2 Grievance, dated April 5, which was denied at Step 1. Additionally, you reviewed the written communications dated May 5 from Paramedic/Captain Jackson, as well as past precedents established by two other paramedics who allowed their Advance Cardiac Life Support (ACLS) certification to expire. Paramedic Cochran was placed on a “suspended without pay” basis for five days. However, he was allowed to remain as the only paramedic on the unit until overtime relief could be contacted and report for duty, which was approximately six hours later.

The first similar occurrence was three years previous, when Paramedic Jones invalidated her paramedic certification by not passing the ACLS recertification requirements. She was given eight days to present due cause as to why she should not be terminated from employment for failure to maintain the mandatory minimum job qualifications. She was placed on a “suspended with pay” basis pending review of potential termination. This was documented with a written suspension, and she was later terminated.

The second similar occurrence was two years previous, when Paramedic Kirk’s ACLS certification expired, and he was placed on a “suspended without pay” basis until he could receive proper certification. This was documented with a written suspension.

Although all three of these occurrences are slightly different in nature, all three are still classified as failure to maintain the mandatory minimum job qualification to practice as a paramedic under the medical director’s license. In addition, as documented in each occurrence, all three suspensions were handled differently. There are no extenuating circumstances documented in Cochran’s grievance, dated April 5, that would give any other considerations to the grievance.

- Discuss the case study thoroughly, using the union-management theories in this unit. Did Cochran do the right thing by writing the grievance? Why, or why not? What labor management concept might apply to this scenario?
- Were all three previous actions appropriate based on what was written? Morally right? Briefly discuss how the actions may affect morale, productivity, and the willingness to co-operate with the agency? Could this become an explosive situation? Why, or why not
- Is there anything you think Paramedic Cochran should have or could have done differently? Support your answer.

Provide your responses in a Word document. The completed assignment must be a minimum of two pages in length, not including the title page and reference list. To supplement your discussion, you may use journal articles, case studies, scholarly papers, and other sites you may find pertinent.

You must use APA style guidelines when writing your paper. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

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

Unit VII Essay

For this assignment, you are to respond to one of the following questions. Discuss it thoroughly using the course learning outcomes for this unit as a foundation to discuss the concepts.

- Do EMS providers develop transitory symptoms from incidents they respond to? Why, or why not?
- Do declining work performance and the deterioration of professional relationships interfere with organizational goals? Why, or why not?
- Are EMS leaders, managers, and/or supervisors responsible for identifying and/or recognizing personality disorders? Why, or why not?
- Are EMS leaders responsible for employees who may exhibit inappropriate behavior in the workplace as a result of situational stressors? Why, or why not?
- Should mental health problems that interfere with work and job duties be addressed through the progressive disciplinary processes? Why, or why not?
The purpose of this assignment is for you to apply the concepts and knowledge you learned within this unit. Also, this provides you with the opportunity to use your skills, expertise, and experience to enrich your response. Since you are offered the choice of which question to respond to, you should provide a rich and thorough discussion on the concepts in the question and how they could relate to your field or career choice. To supplement your discussion, you may use journal articles, case studies, scholarly papers, and other sites you may find pertinent.

Your response should be at least two pages of content, double spaced, and appropriately cited using APA style writing. Any material that is directly quoted is required to have the necessary citation. Your paper should have a title page and reference page meeting APA format. This should largely be original work that demonstrates a higher level of learning. The use of examples is appropriate to show that you can analyze the information and apply it to other situations.

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 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.

**Final Examination Guidelines**

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.
http://mycsu.columbiasouthern.edu

You are permitted four (4) hours to complete this exam, in the presence of your approved Proctor. This is an open book exam. Only course textbooks, writing utensil, and a calculator, if necessary, are allowed when taking proctored exams.

You may use only your textbook as source material for your response. All source material must be referenced (paraphrased and quoted material must have accompanying citations). You may use the Publication Manual of the American Psychological Association (APA Style Guide) or the CSU Citation Guide for reference.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (8 @ 2%)</td>
<td>16%</td>
</tr>
<tr>
<td>Assessments (7 @ 3%)</td>
<td>21%</td>
</tr>
<tr>
<td>Case Studies (2 @ 5%)</td>
<td>10%</td>
</tr>
<tr>
<td>Unit I PowerPoint Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Unit II Research Paper Topic</td>
<td>3%</td>
</tr>
<tr>
<td>Unit V Research Report</td>
<td>15%</td>
</tr>
<tr>
<td>Unit VII Essay</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Management Theory and Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
</tbody>
</table>
| Read: | ☐ Chapter 1: Management Theory and Applications  
☐ 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)  
☐ PowerPoint Presentation by Tuesday, 11:59 p.m. CST (Central Time) |
| Notes/Goals: | |

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Governance and Leadership</th>
</tr>
</thead>
</table>
| Review: | ☐ Unit Study Guide  
☐ Learning Activities (Non-Graded): See Study Guide |
| Read: | ☐ Chapter 2: Governance and Leadership  
☐ 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)  
☐ Research Paper Topic by Tuesday, 11:59 p.m. CST (Central Time)  
☐ Proctor Approval Form |
<p>| Notes/Goals: | |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Course Schedule</th>
</tr>
</thead>
</table>
| III  | Foundations of Organizational Behavior; Emergency Response and Collaboration | Review:  □ Unit Study Guide  
            □ **Learning Activities (Non-Graded):** See Study Guide  

Read:  □ Chapter 3: Organizational Behavior  
            □ Chapter 7: Emergency Preparedness and Response  
            □ Chapter 19: Interactions with Other Agencies and Local Governments  
            □ **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)  
            □ **Case Study** by Tuesday, 11:59 p.m. CST (Central Time)  

Notes/Goals: |
| IV   | Accounting, Finance, and Budgets           | Review:  □ Unit Study Guide  
            □ **Learning Activities (Non-Graded):** See Study Guide  

Read:  □ Chapter 4: Money: Accounting, Finance, and Budgets  
            □ Chapter 6: Marketing Public Health  
            □ **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: |
| V    | Ethics                                     | Review:  □ Unit Study Guide  
            □ **Learning Activities (Non-Graded):** See Study Guide  

Read:  □ Chapter 8: Ethics  
            □ **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)  
            □ **Research Report** by Tuesday, 11:59 p.m. CST (Central Time)  

Notes/Goals: |
# EMS 4302, Leadership of EMS Systems

## Course Schedule

### Unit VI: Union-Management Issues

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

**Read:**
- **Chapter 14:** Union-Management Issues
- **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)
- **Case Study** by Tuesday, 11:59 p.m. CST (Central Time)

**Notes/Goals:**

### Unit VII: Mental Health Issues in the Workplace

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

**Read:**
- **Chapter 13:** Mental Health Issues in the Workplace
- **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)
- **Essay** by Tuesday, 11:59 p.m. CST (Central Time)
- **Request to take Final Exam**

**Notes/Goals:**

### Unit VIII: Career Development

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

**Read:**
- **Chapter 10:** Employee Preparation: Position Descriptions, Selection, Training and Development, Retention and Integrating Students
- **Chapter 11:** Employee Feedback: Rewards and Discipline
- **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:**
- **Final Exam** by Tuesday, 11:59 p.m. CST (Central Time)

**Notes/Goals:**