Course Description

Presents an overview of Emergency Medical Services (EMS) system design and development. A history of EMS in the areas of public and private services will be examined, along with a comparison of service delivery, strategic planning, and model system development and implementation, as well as their impact on emergency healthcare delivery.

Course Textbook


Course Learning Outcomes

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

1. Describe the history of pre-hospital emergency medical care.
2. Evaluate local, state, and federal rules and regulations pertaining to EMS personnel, agencies, and operations.
3. Identify and discuss current issues impacting EMS systems related to planning and development.
4. Examine relationships between public and private EMS within communities.
5. Assess community resources, legal requirements, and political infrastructure to determine most appropriate model for provision of emergency medical services.
6. Analyze the benefit of pursuing EMS accreditation.
7. Develop a business model for an EMS system.
8. Formulate a strategic plan for managing and sustaining an EMS system within the current healthcare environment.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Course Learning Outcomes for Units**: Each unit contains Course 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. Supplemental Readings are provided in the unit study guides to aid students in their course of study.
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. **Unit Assessments**: This course contains eight Unit Assessments, one to be completed at the end of each unit. Assessments are composed of multiple-choice questions and written response questions.
7. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units I, III, IV, VI, 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.
8. **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.

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.

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**CSU Online Library**

There is a virtual library with resources, including both journals and ebooks, to support your program and your course at Columbia Southern University. eResources are accessible 24 hours a day/7 days a week from the CSU Online Library gateway page. To access the library, log into myCSU, and then click on CSU Online Library. Resources are organized in the library by title, but if you click on Research Guides, you will find eResources arranged by subject.

The Library Reference service is available 7 days a week; you can reach CSU’s virtual librarians by emailing thevirtuallibrarian@columbiasouthern.edu. These professional librarians will be glad to help you develop your research plan or to assist you in any way in finding relevant, appropriate, and timely information.

Librarian responses may occur within minutes or hours, but it will never take more than 24 hours for a librarian to send a response to the email address you have provided. Replies to reference requests may include customized keyword search strategies, links to videos, research guides, screen captures, attachments, a phone call, live screen sharing, and meeting room appointments, as well as other forms of instruction.

**Unit Assignments**

**Unit I PowerPoint Presentation**

Create a seven- to ten-slide presentation on the history of EMS. 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 the history of EMS. 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.

Below are some of the many PowerPoint tutorials that can be found online if you need guidance for creating effective PowerPoint presentations:


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. Click [here](http://www.dot.gov/highlights/disaster-recovery/train-wreck-and-chlorine-spill-graniteville-south-carolina) to access the article. This article can also be accessed at [http://www.dot.gov/highlights/disaster-recovery/train-wreck-and-chlorine-spill-graniteville-south-carolina](http://www.dot.gov/highlights/disaster-recovery/train-wreck-and-chlorine-spill-graniteville-south-carolina)

- Apply what you learned about the leadership theories described in this unit, to discuss the rebuilding efforts to restore the town to its condition before the wreck. For example, which theory or theories do you think were applied? Were they effective?
Using the concepts in the managerial (leadership) grid on page 44 (Figure 4-1), discuss the leader's concern for people or concern for production. How did the leaders handle these two areas? What concern more evident in one area than in the other? Include which area you believe the leader behavior in this incident aligns to in the grid.

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.

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 IV Research Paper Topic**

With this assignment, you will begin working on your research paper, which will be due in Unit VIII. See Unit VIII assignment instruction 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. Show how you understand the issues with life experiences from the EMS field.

Suggested topics from which you may choose include:

- The Importance of Planning
- Physiological and Emotional Factors in Emergency Services and Leadership
- LPC Contingency Model
- Path-Goal Theory
- Situational Leadership Model
- Transforming Leadership versus Transformational Leadership
- Post Industrial Leadership
- Servant Leadership
- The Importance of Change
- The Challenges of Being the Chief
- Reframing EMS for the Future
- Exploring the Political Frame for EMS

NOTE: If you discover a different topic—or a combination of topics—that 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 TurnItIn. Your summary should be 200-300 words in length. You are required to use at least your textbook as source material for your response. You may also use outside sources. 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 VI Case Study**

**Case-in-Point Abstract**

The purpose of this assignment is for you to apply the concepts and information you learned in this unit about leader behaviors. 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 Case-in-Point Abstract, under Ethical Considerations, on pages 144-146. The case study illuminates the issues of doing the greatest good for the greatest number.
Discuss the case study thoroughly, using the leadership theories in this unit. Did the paramedic, Tom, do the right thing? Why, or why not? What leadership theory/theories might apply to his actions?

Were his actions ethical? Morally right? Briefly discuss the difference between ethical and moral actions.

Is there anything you think he 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 Case Study**

**Chief Mac’s Scenario**

The purpose of this assignment is for you to apply the concepts and knowledge you learned within this unit on leader behaviors. Also, this 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 on pages 159-160. The scenario illuminates the challenges presented by a chief’s leadership style and its effects on the organization and community.

- Discuss the case study thoroughly using the leadership theories in this unit. Include in your discussion the challenges of bringing the various groups together and rebuilding trust with personnel and community shareholders.
- How should Chief King reframe the department to bring it up to date and to regain his personnel’s trust? Discuss how he could/should apply the five guiding values in the “I CARE” acronym to help him be successful.
- Given King’s leadership style, do you think he will do what the department needs? Why, or why not?

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.

**Research Paper**

Please use the topic you selected in Unit IV and prepare a well-organized and thoughtful four- to five-page research paper that expands on what you learned during this course.

If possible, support your discussion with life experiences. This paper should demonstrate a higher level of learning with examples to show that you can analyze the information you have learned in the course, as well as during your research, and apply it to real-world situations.

All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations. A title page and reference page are required, but are not counted in the four- to five-page requirement.

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

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guide” is available for you to download from the APA Guide link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document includes examples and sample papers and provides links to The CSU Success Center and the CSU Online Library staff.

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.

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>Unit Assessments (8 @ 6%)</td>
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<tr>
<td>Unit I PowerPoint Presentation</td>
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<td>Case Studies (3 @ 6%)</td>
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<tr>
<td>Unit IV Research Paper Topic</td>
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<tr>
<td>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.
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## Unit I
**Overview of Leadership and Emergency Medical Services**

<table>
<thead>
<tr>
<th>Review</th>
<th>Learning Activities (Non-Graded): See Study Guide</th>
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<tbody>
<tr>
<td>Read</td>
<td>Chapter 1: Introduction to Leadership</td>
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<td>Chapter 2: Historical Perspectives</td>
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<td></td>
<td>Supplemental Reading: See Study Guide</td>
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<td>Submit</td>
<td>Assessment</td>
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<td>PowerPoint Presentation</td>
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### Notes/Goals:

## Unit II
**The Importance of Planning**

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<th>Review</th>
<th>Learning Activities (Non-Graded): See Study Guide</th>
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<tbody>
<tr>
<td>Read</td>
<td>Chapter 3: Other Considerations for Emergency Services Leaders</td>
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<td></td>
<td>Supplemental Reading: See Study Guide</td>
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<td>Submit</td>
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### Notes/Goals:

## Unit III
**Early Leadership Theories**

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<td>Read</td>
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<td>Supplemental Reading: See Study Guide</td>
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<td>Submit</td>
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<td>Case Study</td>
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### Notes/Goals:
## Unit IV: Leadership Styles

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

### Read:
- Chapter 5: Early Contingency Models and Theories of Leadership
- Chapter 6: Contemporary Theories of Leadership
- **Supplemental Reading:** See Study Guide

### Submit:
- Assessment
- Research Paper Topic

### Notes/Goals:

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## Unit V: Impact of Ethics on a Leader's Development

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

### Read:
- Chapter 7: Issues in Leadership
- **Supplemental Reading:** See Study Guide

### Submit:
- Assessment

### Notes/Goals:

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## Unit VI: Impact of a Leader's Character

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

### Read:
- Chapter 8: In the Heat of Battle
- Chapter 9: In a Land Far, Far Away
- **Supplemental Reading:** See Study Guide

### Submit:
- Assessment
- Case Study

### Notes/Goals:
## Unit VII
**Adjusting Leadership Style**

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

**Read:**
- Chapter 10: Downtime
- Chapter 11: The Challenges of Being the Chief
- **Supplemental Reading:** See Study Guide

**Submit:**
- Assessment
- Case Study

**Notes/Goals:**

## Unit VIII
**Conflict and Leadership Roles**

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

**Read:**
- Chapter 12: Ever-Changing Roles
- **Supplemental Reading:** See Study Guide

**Submit:**
- Assessment
- Research Paper

**Notes/Goals:**