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# Citizens Memorial Hospital Emergency Medical Services Education Administration Manual

## Part 0 - Front Matter

### **Section 0.330 - Approval Signatures**

Version Number: v 9

Version Date: January 16th, 2019

CMH EMS Director: \_\_\_\_\_ (Neal Taylor)

CMH EMS Medical Director: \_\_\_\_\_ (Megan Carter, MD)

I certify the content and policy to be true and correct

CMH EMS Education Director: Theron Becker (Theron Becker)

### **Section 0.500 - Scope**

This manual applies to all CMH EMS employees when providing or attending any training activities and to students attending training provided by CMH EMS Education.

According to the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), the following is the description of the profession:

The Emergency Medical Services Professions include four levels: Paramedic, Advanced EMT, EMT, and Emergency Medical Responder. CAAHEP accredits educational programs at the Paramedic and Advanced EMT levels. Programs at the EMT and Emergency Medical Responder levels may be included as exit points in CAAHEP-accredited Paramedic and Advanced EMT programs. "Stand-alone" EMT and Emergency Medical Responder programs may be reviewed by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

This administration manual will be reviewed annually.

The most recent version of this document can be found here:  
<http://www.ozarksems.com/cmh-ems-education-manual.pdf>



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## Part 1 - General Requirements

### **Section 1.200 - Training Needs Evaluation / Mission Statements**

Attached to the bottom of each course/instructor evaluation, there is a questionnaire that assesses the student's and community's training needs. Routinely, the results of these forms are evaluated to plan for future classes. Please see Section 3.660 - Instructor and Course Evaluations (page 81) includes a section for assessing the need for future classes.

CMH Vision: Be the first choice for customer focused healthcare to every generation.

CMH Mission: Caring for every generation through exceptional services by leading physicians and a compassionate healthcare team.

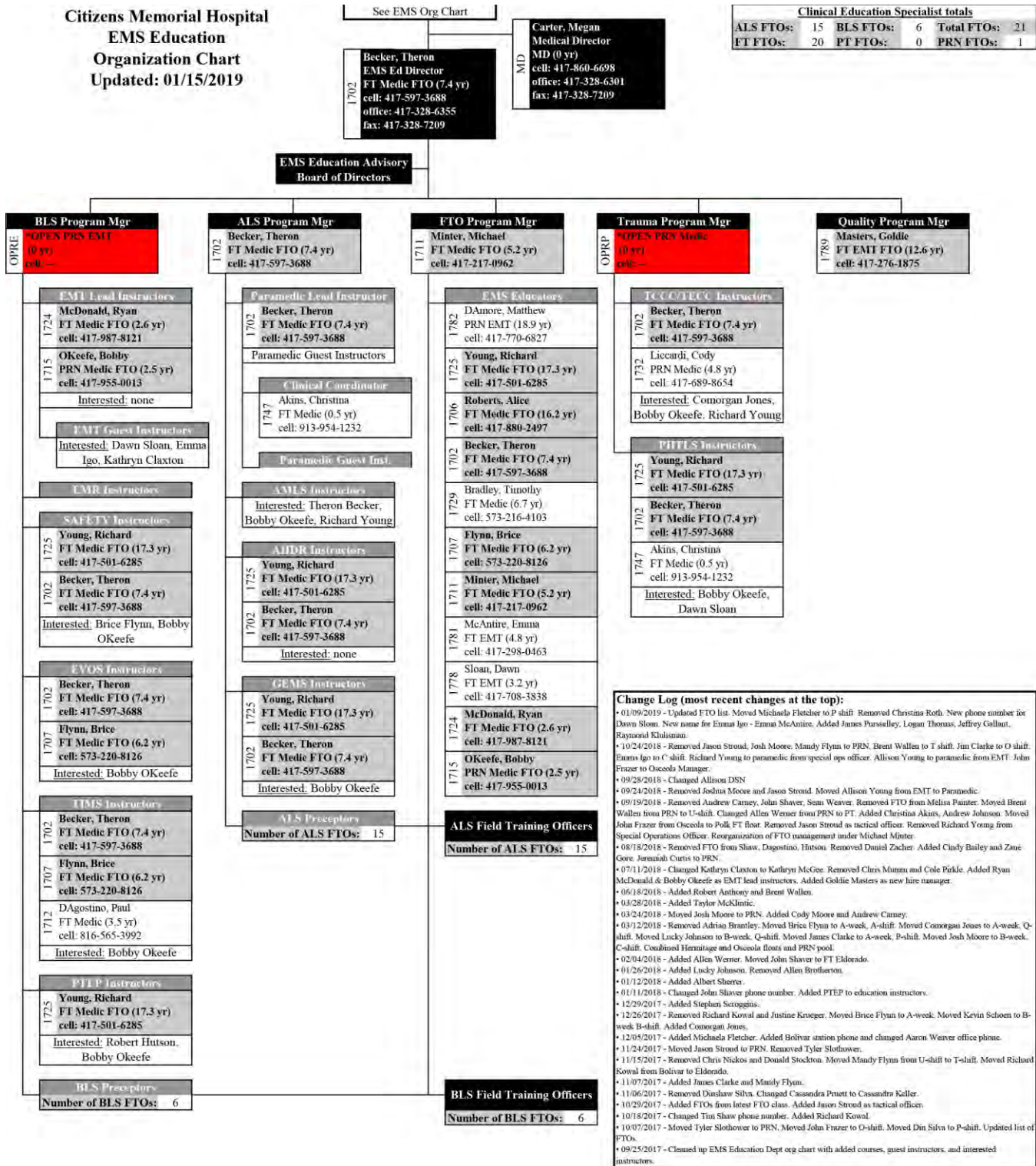
CMH Values: I am Positive, Respectful, Innovative, Dedicated, and Empowered.

CMH EMS Mission: To provide safe, exceptional, and compassionate care to our communities with an emphasis on highly trained and empowered staff.

CMH EMS Education Vision: Be the first choice for superior EMS Education.

CMH EMS Education Mission: To provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.

## Section 1.400 - Organizational Chart



**Mission:** Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.

## **Section 1.500 - Training Budget**

### **1.500.33 - Training Budget Purpose**

Provide fiscal support for personnel, acquisition, and maintenance of equipment, supplies, and faculty/staff continuing education.

### **1.500.66 - Current Budget Request**

The 2017-2018 budget requests for CMH EMS Education Department (rounded):

- \$23,000 for overall administration.
- \$19,000 for CEU program expenses. See Section 6.720 - Continuing Education (CE) program (page 269).
- \$11,000 for FTO program expenses. See Section 6.840 - Clinical Education Specialist Training Program (page 271).
- \$15,000 for EMT program expenses. See Section 6.360 - Emergency Medical Technician Program [EMT Academy] (page 143).
- \$99,000 for Paramedic program expenses. See Section 6.600 - Paramedic Program (Paramedic Academy) (page 177).

## **Section 1.600 - Medical Director**

### **1.600.10 - Medical Director Purpose**

Fulfill responsibilities specified in CoAEMSP accreditation standard III.B.2.a and meet qualifications specified in CoAEMSP accreditation standard III.B.2.b.

### **1.600.20 - Medical Director Responsibilities**

These responsibilities are based on CoAEMSP Accreditation Standard II.B.2.a.

The medical director must be responsible for medical oversight of the program and must:

1. Review and approve the educational content of the [EMT and paramedic] program[s] curriculum for appropriateness, medical accuracy, and reflection of current evidence-informed pre-hospital or emergency care practices.
2. Review and approve the required minimum numbers for each of the required patient contacts and procedures listed in [this document for the EMT and paramedic programs].
3. Review and approve the instruments and processes used to evaluate students in didactic, laboratory, clinical, and field internship.
4. Review the progress of each student throughout the [EMT and paramedic] program, and assist in the determination of appropriate corrective measures, when necessary. Corrective measures should occur in the cases of adverse outcomes, failing academic performance, and disciplinary action.
5. Ensure the competence of each graduate of the [EMT and paramedic] program[s] in the cognitive, psychomotor, and affective domains.
6. Engage in cooperative involvement with the [EMT and paramedic] program director.
7. Ensure the effectiveness and quality of any Medical Director responsibilities delegated to another qualified physician.
8. Ensure educational interaction of physicians with students. The Medical Director interaction should be in a variety of settings, such as lecture, laboratory, clinical, and field internship. Interaction may be by synchronous electronic methods.

These responsibilities are based on the NAEMT PHTLS Instructor's Manual. The course medical director has the following responsibilities:

1. The course medical director will be available, on site or by telephone, to the course coordinator to address medical questions that may arise in the progress of the course.
2. Ideally, the course medical director should actively participate in the course by lecturing, presenting skill stations, or evaluating students.
3. The course medical director will advise the national, regional, or state coordinator of any problems with courses or instructors in writing in a timely manner.

### **1.600.30 - Medical Director Qualifications**

These qualifications are based on CoAEMSP Accreditation Standard II.B.2.b.

The Medical Director must:

1. Be a physician currently licensed and authorized to practice in the location of the program, with experience and current knowledge of emergency care of acutely ill and injured patients.
2. Have adequate training and experience in the delivery of out-of-hospital emergency care, including the proper care and transport of patients, medical direction, and quality improvement in out-of-hospital care.
3. Be an active member of the local medical community and participate in professional activities related to out-of-hospital care.
4. Be knowledgeable about the education of the Emergency Medical Services Professions, including professional, legislative, and regulatory issues regarding the education of Emergency Medical Services Professions.

These qualifications are based on NAEMT PHTLS Instructor's Manual.

1. The course medical director must be a licensed physician who is an ATLS or PHTLS provider and preferably an ATLS or PHTLS instructor.

## **1.600.40 - Medical Director Job Description**

Official job description can be found on the CMH Intranet at:

F:\Depts\All\_Depts\CMH Policies & Forms\JobDesc\Hospital\Emergency Department

### **DEPARTMENT:**

Emergency Services

### **POSITION TITLE:**

MEDICAL DIRECTOR OF EMERGENCY SERVICES

Exempt

### **CITIZENS MEMORIAL HEALTHCARE MISSION**

Caring for every generation through exceptional services by leading physicians and a compassionate healthcare team.

### **DEPARTMENT OBJECTIVE**

To provide prompt, quality care (including assessment, intervention, evaluation, and referral) to all persons presenting to the Emergency Department, regardless of race, creed, sex, national origin, or ability to pay.

### **JOB SPECIFICATIONS**

#### Education & Training

- Current Missouri License to practice medicine
- Must pass annual competencies

#### Licensure & Certifications

- Current Missouri License to practice medicine
- ATLS Provider
- ACLS Provider
- PALS Provider
- Health Care Provider CPR within 6 months of employment

#### Experience

#### Reporting

- Reports to: Chief Executive Officer
- Supervises: Emergency Room Physicians

### **JOB SUMMARY**

Administers medical treatment to Emergency Services patients, stays current of regulations regarding medical care in the Emergency Room, coordinates policies and procedures with the Director of Emergency Nursing Services, identifies and meets the educational needs of the Emergency Department staff, coordinates departmental activities with other departments and personnel, maintains all required documentation, sets an example to staff and other employees by professional attitude and behavior; behaves in a manner consistent with mission and objectives of CMH and performs other duties as requested.

**FUNCTIONAL REQUIREMENTS**

See appropriate Physical Requirements sheet for this position.

**MEDICAL DIRECTOR:**

- Serves as the Medical Director of the Emergency Department.
- Responsible for scheduling physician coverage for the Emergency Department, 24 hours per day, seven days per week, including holidays.
- Remains current of the regulations regarding medical care in the Emergency Department.
- Aids in the recruitment of Emergency Department physicians.
- Maintains guidelines and daily time records regarding time allocations for patients in the Emergency Department.
- Functions as the Medical Director of Pre-Hospital Services Department, Hickory County Pre-Hospital Services, and Polk County fire and Rescue, and Hickory county Fire and Rescue providing guidelines in protocol and conduct in the field, including total quality management.
- Is responsible for the rules and regulations of the medical staff that relate to patient safety and privileges and to the quality and scope of emergency situations.

**PHYSICIAN:**

- Provides services as a physician, which is rendered in a competent, efficient, and satisfactory manner according to the standards of medical practice and professional duties of medical practitioners as determined by the medical staff of CMH.
- Patients are seen in a timely manner as proscribed by quality improvement guidelines.
- Medical treatment provided will be appropriate to the patient's symptoms.
- Medical records are dictated, reviewed, and signed in a timely fashion as outlined in the Medical Records policies and procedures.
- Maintains adequate number of continuing medical education requirements as outlined in the employee contract.

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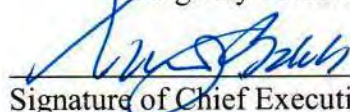
**1.600.50 - Medical Director Appointment Letter**Date: July 15<sup>th</sup>, 2017Megan Carter  
1500 N Oakland Ave.  
Bolivar, MO 65613

Re: MD Appointment/Acceptance

Dear Dr. Carter:

**Citizens Memorial Hospital** is delighted to appoint **Megan Carter, MD, FACEP** to serve as **Medical Director** effective **July 15<sup>th</sup>, 2017**.**Dr. Carter** appears to meet the following **Medical Director** qualifications as validated by their current Curriculum Vitae and State Medical license:**Qualifications - The Medical Director must:**

1. Be a physician currently licensed and authorized to practice in the location of the program, with experience and current knowledge of emergency care and acutely ill and injured patients.
2. Have adequate training or experience in the delivery of out-of-hospital emergency care, including the proper care and transport of patients, medical direction, and quality improvement in out-of-hospital care.
3. Be an active member of the local medical community and participate in professional activities related to out-of-hospital care.
4. Be knowledgeable about the education of the Emergency Medical Services Professions, including professional, legislative, and regulatory issued regarding the education of the Emergency Medical Services Professions.

  
\_\_\_\_\_  
Signature of Chief Executive Officer  
\_\_\_\_\_  
Date

## 1.600.60 - Medical Director Acceptance Letter

Date: July 15<sup>th</sup>, 2017

Donald Babb  
1500 N Oakland Ave.  
Bolivar, MO 65613

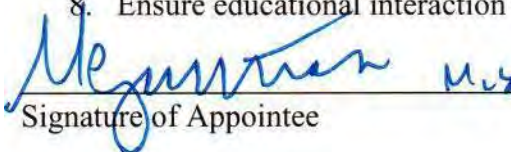
Re: MD Appointment/Acceptance

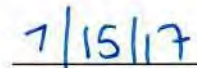
Dear Mr. Babb:

I, **Megan Carter** attest that I do meet or exceed the above listed qualification for the position of **Medical Director** and do hereby accept this appointment to perform the responsibilities of the position as described in the *CAAHEP Standards and Guidelines* (Standards III.B.2).



Responsibilities: The medical director must be responsible for medical oversight of the program and must:

1. Review and approve the educational content of the program curriculum for appropriateness, medical accuracy, and reflection of current evidence-informed prehospital or emergency care practice.
2. Review and approve the required minimum numbers for each of the required patient contacts and procedures listed in these standards.
3. Review and approve the instruments and processes used to evaluate students in didactic, laboratory, clinical, and field internship.
4. Review the progress of each student throughout the paramedic program, and assist in the determination of appropriate corrective measures, when necessary.
5. Ensure the competence of each graduate of the paramedic program in the cognitive, psychomotor, and affective domains.
6. Engage in cooperative involvement with the program director.
7. Ensure the effectiveness and quality of any Medical Director responsibilities delegated to another qualified physician.
8. Ensure educational interaction of physicians with paramedic students.

  
Signature of Appointee

  
Date

**1.600.70 - CoAEMSP Change in Medical Director Form**

 <b>CoAEMSP</b> Accreditation is <i>credible</i> education		<b>Committee on Accreditation</b> of Educational Programs for the Emergency Medical Services Professions					
<b>CHANGE IN MEDICAL DIRECTOR / ASSOCIATE MEDICAL DIRECTOR</b>							
CoAEMSP Program Number: <b>600874</b>							
Sponsoring Institution/ <b>Citizens Memorial Hospital</b>							
Consortium Name:							
City: <b>Bolivar</b>		State: <b>MO</b>		Zip: <b>65613</b>			
<b>MEDICAL DIRECTOR STATUS</b>							
<input checked="" type="radio"/> Medical Director		<input type="radio"/> Associate Medical Director		Please keep in mind, the same individual cannot simultaneously hold the position of Program Director and the position of Medical Director [Policy XVB].			
<input checked="" type="checkbox"/> Permanent		<input type="checkbox"/> Temporary				<input type="checkbox"/> Acting	
Effective Date: <b>07/15/2017</b>							
*Explanation of status is located in Accreditation Policies XV Personnel Changes							
<b>FORMER MEDICAL DIRECTOR / ASSOCIATE MEDICAL DIRECTOR</b>							
Name: <b>Roger Merk</b>			Credentials: <b>MD</b>				
<b>NEW MEDICAL DIRECTOR / ASSOCIATE MEDICAL DIRECTOR (Office Contact Only)</b>							
Name: <b>Megan Carter</b>			Credentials: <b>MD</b>				
Address: <b>1500 N Oakland Ave</b>							
City: <b>Bolivar</b>		State: <b>MO</b>		Zip: <b>65613</b>			
Email: <b>megan.carter@citizensmemorial.com</b>		Phone: <b>(417) 326-6000</b> Fax: <b>(417) 328-7209</b>					
State License Number:		<b>115508</b>		Expiration Date: <b>01/31/2018</b>			
Add'l State License Number (if applicable):		Expiration Date:					
Add'l State License Number (if applicable):		Expiration Date:					
Add'l State License Number (if applicable):		Expiration Date:					
<b>Please Note:</b> The Medical Director / Associate Medical Director must 1) be a physician currently licensed and authorized to practice in the location of the program, with experience and current knowledge of emergency care of acutely ill and injured patients; 2) have adequate training or experience in the delivery of out-of-hospital emergency care, including the proper care and transport of patients, medical direction, and quality improvement in out-of-hospital care; 3) be an active member of the local medical community and participate in professional activities related to out-of-hospital care; 4) be knowledgeable about the education of the Emergency Medical Services Professions, including professional, legislative and regulatory issues regarding the education of the Emergency Medical Services Professions. <b>[Standard IIIB2b / IIIB3b] [see also Accreditation Policies XV]</b>							
<b>REQUIRED DOCUMENTATION (Submit All Items Together)</b>							
<input checked="" type="checkbox"/> 1. This completed form		<input checked="" type="checkbox"/> 4. CV with formal education/degrees & related exp.					
<input checked="" type="checkbox"/> 2. Signed/dated Letter of Appointment		<input checked="" type="checkbox"/> 5. Signed/dated Letter of Acceptance					
<input checked="" type="checkbox"/> 3. Copy of the State License for <b>EACH</b> State the MD is licensed							
<b>SUBMISSION OF ALL REQUIRED DOCUMENTATION</b>							
Email all items above to: <b>Lynn Caruthers at <a href="mailto:lynn@coaemsp.org">lynn@coaemsp.org</a></b>							
8301 Lakeview Pkwy, Suite 111-312   Rowlett, TX 75088   Main 214-703-8445   Fax 214-703-8992   <a href="http://coaemsp.org">coaemsp.org</a>							

### **1.600.80 - Medical Director Curriculum Vitae**

A separate document is maintained by the program director containing all curriculum vitae.

### **1.600.90 - Medical Director Credentials**

A file is maintained by the program director containing all current licenses, certifications, and credentials.

## **Section 1.625 - Faculty, General**

### **1.625.33 - Faculty Purpose**

Provide instruction, supervision, and timely assessments of student progress in meeting program requirements. Work with advisory committee (if applicable), administration, clinical and field internship affiliates and communities of interest to enhance the program.

### **1.625.66 - Support Personnel Purpose**

Provide support personnel and services to ensure achievement of program goals and outcomes (i.e. admissions, registrar, advising, tutoring, and clerical).

## **Section 1.650 - Faculty, Program Director**

### **1.650.09 - Program Director Requirements**

Primary faculty must have certifications on file that indicate they have the education and experience on file to be a professional educator. Examples might include, but not limited to: Over 40 hours of instructor education (Emergency Services Instructor II, EMS Instructor/Coordinator, or Teacher/Educator College Degree).

### **1.650.18 - Program Director Minimum Qualifications**

- Possess a minimum of a Bachelor's degree to direct a paramedic program and a minimum of an Associate's degree to direct an advanced emergency medical technician program from an accredited institution of higher education. Preferred to have a minimum of a Master's degree.
- Have appropriate medical or allied health education, training, and experience. Have field experience in the delivery of out-of-hospital emergency care. Have academic training and preparation related to emergency medical services at least equivalent to that of the level of program graduates. Current licensure and at least two years clinical experience in the level of program graduates.
- Be knowledgeable about methods of instruction, testing, and evaluation of students. Should be able to demonstrate knowledge gained in the following classes:
  - NFPA 1041 - Professional Qualifications for Fire Department Instructor (level III).
  - OR Emergency Medical Services Instructor/Coordinator.
- Be knowledgeable about the current versions of the National EMS Scope of Practice, National EMS Education Standards, and about evidenced-informed clinical practice.
- Must have the ability to supervise and evaluate all students in the classroom and training evolutions.
- Primary faculty must also have enough education and experience in the field of the program they are managing to qualify them to instruct others. This qualification is at the discretion of the EMS Director.
- Experience as an instructor.

### **1.650.27 - Program Director Responsibilities**

The program director must be responsible for all aspects of the program, including, but not limited to:

- The administration, organization, and supervision of the educational program.
- The continuous quality review and improvement of the educational program.
- Long range planning and ongoing development of the program.
- The effectiveness of the program, including instruction and faculty, with systems in place to demonstrate the effectiveness of the program.
- Cooperative involvement with the medical director.
- The orientation, training, and supervision of clinical and field internship preceptors.

**1.650.36 - Program Director Description of Duties**

- Identifies or develops lesson plans for programs and education events.
- Identifies or develops lesson plans.
- Organizes the learning environment so that learning is maximized.
- Develops record-keeping requirements to meet applicable licensure, state, and accreditation requirements.



## **1.650.45 - EMS Education Director Job Description**

The official document can be found on the CMH Intranet at:

F:\Depts\Pre-Hospital\Clinical\Professional Development\job descriptions

### **DEPARTMENT:**

Pre-Hospital Services

### **STATUS:**

Non-Exempt

### **REPORTS TO:**

EMS Director

### **EDUCATION & TRAINING**

- High school diploma or equivalent.
- Graduate of an accredited paramedic school (paramedic).
- Bachelors Degree.
- (Preferred) Masters Degree. Equivalent experience may be considered.
- Must pass annual competencies.
- NIMS 100 (ICS Intro) within 12 months.
- NIMS 200 (ICS Single) within 12 months.
- NIMS 300 (ICS Intermediate) within 12 months.
- NIMS 400 (ICS Advanced) within 24 months.
- NIMS 700 (NIMS Intro) within 12 months.
- NIMS 800 (National Framework) within 12 months.
- Hazardous Materials Operations within 6 months.
- (Preferred) CDP 900 (Healthcare Emergency Management) within 36 months.
- (Preferred) CDP 901 (Mass Casualty) within 36 months.
- NFA 139 (EMS Research) within 36 months.
- NFA 147 (EMS Operations) within 12 months.
- NFA 150 (EMS Management) within 24 months.
- NFA 151 (Advanced EMS Leadership) within 36 months.
- (Preferred) NFA 152 (EMS Special Operations) within 36 months.
- (Preferred) NFA 154 (Safety Program Operations) within 36 months.
- NFA 158 (EMS Quality) within 36 months.
- (Preferred) NFA 342 (Training Management) within 36 months.
- (Preferred) NFA 513 (Emergency Services Technology) within 36 months.

### **LICENSURE & CERTIFICATIONS**

- Missouri Class E Driver License.
- Missouri Licensed Paramedic.
- (Preferred) National Registry Paramedic.



**LIFE SUPPORT CERTIFICATIONS**

- AHA Basic Life Support (BLS) within 1 month.
- AHA Advanced Cardiac Life Support (ACLS) within 3 months.
- AHA Pediatric Advanced Life Support (PALS) within 3 months.
- International Trauma Life Support (ITLS / PHTLS) or equivalent within 12 months.
- Tactical Emergency Casualty Care (TECC) or equivalent within 12 months.
- Defensive Tactics for EMS (DT4EMS) or equivalent within 12 months.
- (Preferred) AHA Neonatal Resuscitation Program.

**EXPERIENCE**

- Paramedic Experience: 5 Years.
- Supervisor Experience: 3 Years.
- CMH Experience: 4 Years.
- Exceptional pre-hospital ALS clinical skills.
- Exceptional pre-hospital BLS clinical skills.
- Exceptional organizational skills.
- Excellent presentation skills.
- Knowledgeable about methods of instruction, testing, and evaluation of students. (CAAHEP)
- Knowledgeable about the current versions of the National EMS Scope of Practice, the National EMS Educational Standards, and about evidence-informed clinical practice. (CAAHEP)
- Proficient in Microsoft Office software.

**JOB SUMMARY:**

Percent of scheduled time on ambulance: 5%. Serves as the manager of all clinical activities of the department. Also serves as program director for EMS Academy and Paramedic Program and as lead instructor for Paramedic Program. Primarily responsible for clinical activities and programs (including quality, education, and protocols). Responsibilities also include program director and lead instructor for paramedic education program and program director and manager of field training officers and preceptor programs. In a disaster, responds to department operations center and serves as planning chief. Serves as role model displaying an approachable, nonjudgmental attitude. Maintains professional behavior and behaves in a manner consistent with the mission, vision, and values of CMH. Performs other duties as requested.

**FUNCTIONAL REQUIREMENTS:**

See appropriate physical requirements sheet for this position.

**JOB SPECIFIC REQUIREMENTS:**

- Supervises EMS Education Officer
- Supervises EMS Advanced EMS Clinical Education Specialist
- Other duties as assigned
- Budget: Assist in development of department budget.
- Budget: Implement and adhere to department budget.
- Buildings: Clean buildings according to policy while on duty.
- Buildings: Maintain buildings and grounds according to policy while on duty.
- Communicate with dispatch center directors in an administrative capacity.

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***Mission:** Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

- Communicate with dispatchers via radio and telephone while responding, on scene, and transporting.
- Communicate with first responder chiefs in an administrative capacity.
- Communicate with first responders via radio and in person while responding, on scene, and transporting.
- Communicate with on-coming and off-going crews to provide and receive information about station, vehicle, and community status.
- Communicate with patients to perform a thorough assessment, inform them of treatment options, and alleviate their fears.
- Communicate with peers and partners.
- Communicate with students to facilitate their learning.
- Communicate with subordinates through email, messaging, phone, radio, and in person.
- Communicate with supervisors through email, messaging, phone, radio, and in person.
- Documentation - EPCR: Complete patient care reports on provided computer equipment for each run number issued to you. EPCRs are to be completed before the end of your shift.
- Documentation - EPCR: Implement EPCR tools and address issues brought to you by staff.
- Documentation - EPCR: Learn how to successfully utilize patient care reports.
- Documentation - Miscellaneous forms: Complete forms as necessary and required by supervisors, polices, and/or procedures. Forms may be paper, electronic, or other format.
- Documentation - Miscellaneous forms: Develop forms as necessary to track actions or events.
- Documentation - Miscellaneous forms: Implement and support department form completion through staff education and enforcement.
- Documentation - Miscellaneous forms: Learn how to successfully utilize department forms.
- Documentation - Training: Complete required documentation of training events and staff licensure/certifications.
- Documentation - Training: Develop documentation tools to record training events, staff licensures, and staff certifications. Documentation may take the form of paper folders, electronic databases, or other formats.
- Documentation - Training: Implement and support training records collection and maintenance.
- Documentation - Training: Learn how to successfully utilize training records.
- Education - CEUs: Assist in instructing CEU classes.
- Education - CEUs: Attend CEU classes as required to maintain your licensure.
- Education - Competencies: Successfully complete at least 90% of required competencies each year (usually five competencies per year).
- Education - EMS Academy: Assist in instructing modules for EMS Academy.
- Education - FTO class: Assist in instructing FTO class annually.
- Education - FTO class: Deliver a quality FTO class annually for all staff that may have a new hire, student, or job shadow rider.
- Education - FTO class: Develop an annual FTO class that addresses current needs for ambulance preceptors.
- Education - FTO class: Successfully complete FTO class annually.
- Education - Hazmat class: Assist in instructing annual hazmat operations class as needed.
- Education - Hazmat class: Successfully complete hazmat operations class annually.

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*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

- Education - New hire orientation: Assist in instructing new hires according to the current orientation packet to ensure their success as an employee.
- Education - New hire orientation: Develop the new-hire orientation packet and process to successfully integrate new hires to be successful EMTs, RNs, and paramedics.
- Education - On-ambulance students: Ensure the success of students riding with you. Teach them tricks of the trade and encourage their growth and love of the job.
- Education - Paramedic class: Assist in instructing modules of paramedic class, as needed.
- Education - Paramedic class: Deliver a paramedic class as needed in coordination with Bolivar Technical College. Act as the lead instructor and program director for the paramedic instruction program and be responsible for all aspects of the program.
- Education - Paramedic class: As program director, be responsible for the administration, organization, and supervision of the educational program. (CAAHEP)
- Education - Paramedic class: As program director, be responsible for the continuous quality review and improvement of the educational program. (CAAHEP)
- Education - Paramedic class: As program director, be responsible for long range planning and ongoing development of the program. (CAAHEP)
- Education - Paramedic class: As program director, be responsible for the effectiveness of the program, including instruction and faculty, with systems in place to demonstrate the effectiveness of the program. (CAAHEP)
- Education - Paramedic class: As program director, be responsible for cooperative involvement with the medical director. (CAAHEP)
- Education - Paramedic class: As program director, be responsible for the orientation/training and supervision of clinical and field internship preceptors. (CAAHEP)
- Education - Paramedic class: As program director, be responsible for the effectiveness and quality fulfillment of responsibilities delegated to another qualified individual. (CAAHEP)
- Education - Paramedic class: Develop a successful paramedic curriculum through coordination with Bolivar Technical College.
- Education - Paramedic class: Facilitate paramedic advisory board meetings at least once per semester.
- Education - Refresher class: Assist in instructing modules of refresher class, as needed.
- Education - Safety class: Assist in instructing a safety class for employees.
- Education - Technical rescue class: Assist in instructing technical rescue classes as needed.
- Education - Technology classes: Assist in instructing technology classes to employees as needed.
- Education - On-ambulance students: Develop student clinicals and internship process.
- Equipment: Clean all ambulance and station equipment according to policy.
- Equipment: Ensure the proper operation of equipment at the beginning of each shift.
- Equipment: Learn the locations of equipment and how to operate equipment safely, properly, and efficiently.
- Equipment: Maintain equipment as needed. Maintenance may include preventative measures according to manufacturer recommendations and policies or may include contacting other departments for maintenance or repair.
- Equipment: Operate all equipment in a safe and proper manner.
- Equipment: Seek approval from medical director when identifying new equipment needs. Simulations and testing of new equipment may also be prudent prior to implementation of new processes or equipment.

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*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

- Leadership: Assist with employee coaching.
- Leadership: Be a role model.
- Leadership: In the absence of employee's direct supervisor, take a leadership role over paramedics, RNs, and EMTs.
- Leadership: When the situation and circumstances arise, be prepared to successfully serve as a member of the command or general staff on emergency scenes. This may include incident commander or other role assigned by the incident commander.
- Leadership: ""I expect you to lead at the upper levels of you knowledge, skill and authority. Be a teammate. What's good for the team has priority over what is good for you. Demonstrate professionalism in all that you do. Be sharp, look sharp. Teach coach, guide, and mentor your force, but do not claim experience you don't have. Never sacrifice what you know is right for what is convenient or expedient. Live the life of a leader – one of value, charter, courage and commitment. What you do and what you tolerate in your presence best demonstrates your standard. Empower your subordinate's leaders to work at the full level of their authority. Encourage your subordinate's leaders: train them, trust them, and hold them to standard. Remember – the prime measure of your performance is the performance of your men."" --Rear Admiral Eric Olson NSW
- Meetings: Assist in facilitating EMS staff meetings.
- Meetings: Assist in facilitating EMS supervisor and leadership meetings.
- Meetings: Attend area, regional, and state EMS meetings as available.
- Meetings: Attend EMS staff meetings as available.
- Meetings: Attend EMS supervisor and leadership meetings.
- Meetings: Attend hospital meetings as available and applicable.
- Meetings: Attend the monthly quality review meetings.
- Meetings: Chair the monthly quality review meetings.
- Patient care: Function as a team leader on the scene and during transport of ill and injured patients.
- Patient care: Provide safe, exceptional, and compassionate care following ALS protocols and medical direction.
- Patient care: Provide safe, exceptional, and compassionate care following BLS protocols.
- Policies and procedures: Follow applicable EMS department and hospital policies and procedures.
- Policies and procedures: Implement and enforce EMS department and hospital policies and procedures.
- Policies and procedures: Learn all applicable EMS department and hospital policies and procedures.
- Policies and procedures: Maintain EMS department policies and procedure documents.
- Program - Fitness: Assist in implementing the employee health and fitness program for the EMS department.
- Program - FTO: Assist in implementing the field training officer program for the EMS department to facilitate educating new hires, students, and job shadows.
- Program - FTO: Develop a field training officer program for the EMS department to facilitate educating new hires, students, and job shadows.
- Program - FTO: Maintain the field training officer program for the EMS department to facilitate educating new hires, students, and job shadows.

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*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

- Program - Hazmat: Assist in implementing the hazardous materials education and response program for the EMS department.
- Program - Quality: Assist in implementing the quality improvement, quality assurance, and performance improvement program for the EMS department.
- Program - Quality: Develop a quality improvement, quality assurance, and performance improvement program for the EMS department.
- Program - Quality: Maintain the quality improvement, quality assurance, and performance improvement program for the EMS department.
- Program - Quality: Participate in the quality improvement, quality assurance, and performance improvement program as applicable.
- Program - Safety: Assist in implementing the occupational and incident safety program for the EMS department.
- Program - Technical rescue: Assist in implementing the technical rescue education and response program for the EMS department.
- Protocols: Assist in implementing medical and trauma protocols for the EMS department and partner agencies as needed.
- Protocols: Develop medical and trauma protocols for the EMS department and partner agencies as needed.
- Protocols: Learn the EMS department medical and trauma protocols.
- Protocols: Maintain the medical and trauma protocols for the EMS department and partner agencies as needed.
- Protocols: Seek approval from medical director on at least a quarterly basis for medical and trauma protocol changes.
- Protocols: Utilize EMS protocols appropriately and effectively.
- Vehicles: Clean the vehicle you are assigned according to policy at the end of every shift or as needed.
- Vehicles: Ensure the proper operation of the vehicle you are assigned at the beginning of shift.
- Vehicles: Operate vehicles in a safe and legal manner at all times.
- In the absence of your supervisor, performs your supervisor's duties as needed.
- Performs other duties as assigned.

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**1.650.54 - Program Director Appointment Letter**Date: February 1<sup>st</sup>, 2017Theron Becker  
1500 N Oakland Ave.  
Bolivar, MO 65613

Re: PD Appointment/Acceptance

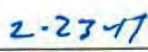
Dear Mr. Becker:

**Citizens Memorial Hospital** is delighted to appoint **Theron Becker, MMPA, BS-FPE, NRP** to serve as **Program Director** effective **February 1<sup>st</sup>, 2017**.

**Mr. Becker** appears to meet the following **Program Director** qualifications as validated by their current Curriculum Vitae, State and National Registry licensing, and official transcript:

**Qualifications - The Program Director must:**

1. Possess a minimum of a Bachelor's degree.
2. Have appropriate medical or allied health education, training, and experience.
3. Be knowledgeable about methods of instruction, testing, and evaluation of students.
4. Have field experience in the delivery of out-of-hospital emergency care.
5. Have academic training and preparation related to emergency medical services at least equivalent to that of a paramedic.
6. Be knowledgeable about the current versions of the *National EMS Scope of Practice* and *National EMS Education Standards*, and about evidenced-informed clinical practice.

  
\_\_\_\_\_  
Signature of Chief Executive Officer  
\_\_\_\_\_  
Date

## 1.650.63 - Program Director Acceptance Letter

Date: February 1<sup>st</sup>, 2017

Donald Babb  
1500 N Oakland Ave.  
Bolivar, MO 65613

Re: PD Appointment/Acceptance

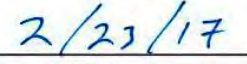
Dear Mr. Babb:

I, **Theron Becker** attest that I do meet or exceed the above listed qualification for the position of **Program Director** and do hereby accept this appointment to perform the responsibilities of the position as described in the *CAAHEP Standards and Guidelines* (Standards III.B.1).

Responsibilities: The program director must be responsible for all aspects of the program, including, but not limited to:



1. The administration, organization, and supervision of the education program.
2. The continuous quality review and improvement of the education program.
3. Long-range planning and ongoing development of the program.
4. The effectiveness of the program, including instruction and faculty, with systems in place to demonstrate the effectiveness of the program.
5. Cooperative involvement with the medical director.
6. The orientation, training, and supervision of clinical and field internship preceptors.
7. The effectiveness and quality of fulfillment of responsibilities delegated to another qualified individual.

  
Signature of Appointee

  
Date



**1.650.72 - CoAEMSP Change in Program Director Form**

 <b>CoAEMSP</b> Accreditation is <i>credible</i> education		<b>Committee on Accreditation</b> of Educational Programs for the Emergency Medical Services Professions			
<b>CHANGE IN PROGRAM DIRECTOR</b>					
CoAEMSP Program Number:					
Sponsoring Institution/ <b>Citizens Memorial Hospital</b>					
Consortium Name:					
City: <b>Bolivar</b>		State: <b>MO</b>		Zip: <b>65613</b>	
<b>PROGRAM DIRECTOR (PD) STATUS</b>					
<input checked="" type="checkbox"/> Permanent <input type="checkbox"/> Temporary <input type="checkbox"/> Acting		Effective Date: <b>02/01/2017</b>		New PD is also Billing Contact <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If No, please complete a Billing Contact Change Form	
*Explanation of status is located in Accreditation Policies XV Personnel Changes					
<b>FORMER PROGRAM DIRECTOR</b>					
Name: <b>NA</b>		Credentials: <b>NA</b>			
Reason for Change: <b>Other</b>					
<b>NEW PROGRAM DIRECTOR (Office Contact Only)</b>					
Name: <b>Theron Becker</b>		Credentials: <b>MMPA, BS-FPE, NRP</b>			
Address: <b>1500 N Oakland Ave</b>					
City: <b>Bolivar</b>		State: <b>MO</b>		Zip: <b>65613</b>	
Email: <b>theron.becker@citizensmemorial.com</b>		Phone: <b>(417) 328-6355</b> Fax: <b>(417) 328-7209</b>			
National Registry Number :		<b>M8059368</b>		Expiration Date: <b>03/31/2019</b>	
State License Number:		<b>P17622</b>		Expiration Date: <b>07/31/2021</b>	
<b>Please Note:</b> The program director must 1) possess a minimum of a Bachelor's degree to direct a Paramedic program and a minimum of an Associate's degree to direct an Advanced Emergency Medical Technician program, from an accredited institution of higher education. <i>Program Directors should have a minimum of a Master's degree;</i> 2) have appropriate medical or allied health education, training, and experience; 3) be knowledgeable about methods of instruction, testing and evaluation of students; 4) have field experience in the delivery of out-of-hospital emergency care; 5) have academic training and preparation related to emergency medical services at least equivalent to that of a paramedic; 6) be knowledgeable about the current versions of the <i>National EMS Scope of Practice</i> and <i>National EMS Education Standards</i> , and about evidenced-informed clinical practice. <i>For most programs, the program director should be a full-time position.</i> <b>[Standard IIIB1b] [see also Accreditation Policies XV]</b>					
<b>REQUIRED DOCUMENTATION (Submit Items 1-5 Together)</b>					
<input checked="" type="checkbox"/> 1. Completed PD Change Form <input checked="" type="checkbox"/> 3. Signed/dated Letter of Appointment <input checked="" type="checkbox"/> 5. Copy of the National Registry or State License <input checked="" type="checkbox"/> 6. Official Transcript*		<input checked="" type="checkbox"/> 2. CV with formal education/degrees & related exp. <input checked="" type="checkbox"/> 4. Signed/dated Letter of Acceptance <input type="checkbox"/> E-Transcript from college or <input type="checkbox"/> sealed envelope by mail]			
*Transcript must document the award of a minimum of an earned baccalaureate degree from an accredited academic institution must be sent <b>directly from the awarding college to CoAEMSP in either a sealed envelope or via e-transcript.</b> If the new hire holds a Master's or doctorate, a transcript for the highest degree is all that is required. Unofficial or scanned copies are not acceptable. Failure to do so may result in recommendation for Administrative Probation or Probationary Accreditation.					
<b>SUBMISSION OF ALL REQUIRED DOCUMENTATION</b>					
Email items 1-5 above: (+ Item 6 if sent e-transcript)		Lynn Caruthers <a href="mailto:lynn@coaemsp.org">lynn@coaemsp.org</a>		If sent by Mail: Item 6 (only)	
				CoAEMSP 8301 Lakeview Pkwy, Suite 111-312 Rowlett, TX 75088	
8301 Lakeview Pkwy, Suite 111-312   Rowlett, TX 75088   Main 214-703-8445   Fax 214-703-8992   <a href="http://coaemsp.org">coaemsp.org</a>					

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**1.650.81 - Program Director Curriculum Vitae**

A separate document is maintained by the program director containing all curriculum vitae.

**1.650.90 - Program Director Credentials**

A file is maintained by the program director containing all current licenses, certifications, and credentials.

## **Section 1.675 - Faculty, EMT Academy Lead Instructor**

### **1.675.16 - EMT Lead Instructor Requirements**

Primary faculty must have certifications on file that indicate they have the education and experience on file to be a professional educator. Examples might include, but not limited to: Over 40 hours of instructor education (Emergency Services Instructor II, EMS Instructor/Coordinator, or Teacher/Educator College Degree).

### **1.675.32 - EMT Lead Instructor Minimum Qualifications**

- Professional healthcare credential(s) and experience in emergency medicine and pre-hospital care. Current licensure and at least two years clinical experience in the level of course.
- Knowledge of instructional methods. Have teaching experience to deliver content, skills instruction, and remediation. Should be able to demonstrate knowledge gained in the following classes:
  - NFPA 1041 - Professional Qualifications for Fire Department Instructor (level II).
  - OR Emergency Medical Services Instructor/Coordinator.
- Must have the ability to supervise and evaluate all students in the classroom and training evolutions.
- Primary faculty must also have enough education and experience in the field of the program they are managing to qualify them to instruct others. This qualification is at the discretion of the EMS Director.
- Experience as an instructor.

**1.675.48 - EMT Lead Instructor Description of Duties**

- Perform duties assigned under the direction and delegation of the program director.
- Delivers instruction effectively from a prepared lesson plan, including instructional aides and evaluation instruments.
- Adapts lesson plans to the unique requirements of the students.
- Organizes the learning environment so that learning is maximized.
- Meets the record-keeping requirements of the EMS Education Director.
- Assembles course materials, given a specific topic, so that the lesson plan, all materials, resources, and equipment needed to deliver the lesson are obtained.
- Operates audiovisual equipment, and demonstration devices, given a learning environment and equipment, so that the equipment functions properly.
- Utilizes audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media is returned to storage.
- Administers oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained.
- Grades student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.
- Reports test results, given a set of test answer sheets or skills checklists, a report form and policies and procedures for reporting so that the results are accurately recorded, the forms are forwarded according to the procedure, and unusual circumstances are reported.
- Provides evaluation feedback to students, given evaluation data, so that the feedback is timely, specific enough for the student to make efforts to modify behavior, objective, clear, and relevant; include suggestions based on the data.
- May develop individual lesson plans for a specific topic including learning objectives, instructional aids, and evaluation instruments to be approved by the EMS Education Director.

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**1.675.64 - EMT Academy Lead Instructor Appointment/Acceptance Letter**Date: June 8<sup>th</sup>, 2018Ryan McDonald  
1500 N Oakland Ave.  
Bolivar, MO 65613

Re: EMT Lead Instructor Appointment/Acceptance

Dear Mr. McDonald:

**Citizens Memorial Hospital** is delighted to appoint **Ryan McDonald, Paramedic** to serve as **EMT Lead Instructor** effective **August 7<sup>th</sup>, 2018**.

**Mr. McDonald** appears to meet the following **EMT Lead Instructor** qualifications as validated by their current Curriculum Vitae, State or National Registry licensing, and official transcript:

**Qualifications - The EMT Lead Instructor must possess:**

1. Professional healthcare credential(s).
2. Experience in emergency medicine and prehospital care.
3. Knowledge of instructional methods.
4. Teaching experience to deliver content, skills instruction, and remediation.

Theron Becker  
Signature of Director of EMS Education

6/8/18  
Date

I, **Ryan McDonald** attest that I do meet or exceed the above listed qualification for the position of **EMT Lead Instructor** and do hereby accept this appointment to perform the responsibilities of the position as described in the *CAAHEP Standards and Guidelines* (Standards III.B.6).

Ryan McDonald  
Signature of Appointee

6/8/18  
Date



## 1.675.65 - EMT Academy Lead Instructor Appointment/Acceptance Letter

Date: June 8<sup>th</sup>, 2018

Bobby OKeefe  
1500 N Oakland Ave.  
Bolivar, MO 65613

Re: EMT Lead Instructor Appointment/Acceptance

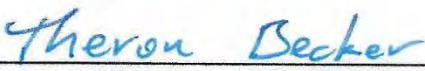
Dear Mr. OKeefe:

**Citizens Memorial Hospital** is delighted to appoint **Bobby OKeefe, Paramedic** to serve as **EMT Lead Instructor** effective **August 7<sup>th</sup>, 2018**.

**Mr. OKeefe** appears to meet the following **EMT Lead Instructor** qualifications as validated by their current Curriculum Vitae, State or National Registry licensing, and official transcript:

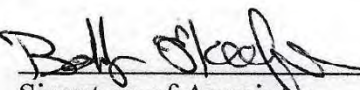
### Qualifications - The EMT Lead Instructor must possess:


1. Professional healthcare credential(s).
2. Experience in emergency medicine and prehospital care.
3. Knowledge of instructional methods.
4. Teaching experience to deliver content, skills instruction, and remediation.

  
\_\_\_\_\_  
Signature of Director of EMS Education

  
\_\_\_\_\_  
Date

I, **Bobby OKeefe** attest that I do meet or exceed the above listed qualification for the position of **EMT Lead Instructor** and do hereby accept this appointment to perform the responsibilities of the position as described in the *CAAHEP Standards and Guidelines* (Standards III.B.6).

  
\_\_\_\_\_  
Signature of Appointee

  
\_\_\_\_\_  
Date



**1.675.72 - EMT Lead Instructor Curriculum Vitae**

A separate document is maintained by the program director containing all curriculum vitae.

**1.675.80 - EMT Lead Instructor Credentials**

A file is maintained by the program director containing all current licenses, certifications, and credentials.

## **Section 1.700 - Faculty, Paramedic Academy Lead Instructor**

### **1.700.12 - Paramedic Lead Instructor Requirements**

Primary faculty must have certifications on file that indicate they have the education and experience on file to be a professional educator. Examples might include, but not limited to: Over 40 hours of instructor education (Emergency Services Instructor II, EMS Instructor/Coordinator, or Teacher/Educator College Degree).

### **1.700.24 - Paramedic Lead Instructor Minimum Qualifications**

- Must possess a minimum of an Associate's degree for paramedic lead instructor - Bachelor's degree is preferred.
- Professional healthcare credential(s) and experience in emergency medicine and pre-hospital care. Current licensure and at least two years clinical experience in the level of course.
- Knowledge of instructional methods. Have teaching experience to deliver content, skills instruction, and remediation. Should be able to demonstrate knowledge gained in the following classes:
  - NFPA 1041 - Professional Qualifications for Fire Department Instructor (level II).
  - OR Emergency Medical Services Instructor/Coordinator.
- Must have the ability to supervise and evaluate all students in the classroom and training evolutions.
- Primary faculty must also have enough education and experience in the field of the program they are managing to qualify them to instruct others. This qualification is at the discretion of the EMS Director.
- Experience as an instructor.

**1.700.36 - Paramedic Lead Instructor Description of Duties**

- Perform duties assigned under the direction and delegation of the program director.
- Delivers instruction effectively from a prepared lesson plan, including instructional aides and evaluation instruments.
- Adapts lesson plans to the unique requirements of the students.
- Organizes the learning environment so that learning is maximized.
- Meets the record-keeping requirements of the EMS Education Director.
- Assembles course materials, given a specific topic, so that the lesson plan, all materials, resources, and equipment needed to deliver the lesson are obtained.
- Operates audiovisual equipment, and demonstration devices, given a learning environment and equipment, so that the equipment functions properly.
- Utilizes audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media is returned to storage.
- Administers oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained.
- Grades student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.
- Reports test results, given a set of test answer sheets or skills checklists, a report form and policies and procedures for reporting so that the results are accurately recorded, the forms are forwarded according to the procedure, and unusual circumstances are reported.
- Provides evaluation feedback to students, given evaluation data, so that the feedback is timely, specific enough for the student to make efforts to modify behavior, objective, clear, and relevant; include suggestions based on the data.
- May develop individual lesson plans for a specific topic including learning objectives, instructional aids, and evaluation instruments to be approved by the EMS Education Director.

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**1.700.48 - Paramedic Academy Lead Instructor Appointment/Acceptance Letter**Date: February 1<sup>st</sup>, 2017Theron Becker  
1500 N Oakland Ave.  
Bolivar, MO 65613

Re: Paramedic Lead Instructor Appointment/Acceptance

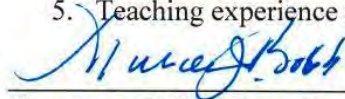
Dear Mr. Becker:

**Citizens Memorial Hospital** is delighted to appoint **Theron Becker, MMPA, BS-FPE, NRP** to serve as **Paramedic Lead Instructor** effective **February 1<sup>st</sup>, 2017**.

**Mr. Becker** appears to meet the following **Paramedic Lead Instructor** qualifications as validated by their current Curriculum Vitae, State or National Registry licensing, and official transcript:

**Qualifications - The Paramedic Lead Instructor must possess:**

1. A minimum of an associate degree.
2. Professional healthcare credential(s).
3. Experience in emergency medicine and prehospital care.
4. Knowledge of instructional methods.
5. Teaching experience to deliver content, skills instruction, and remediation.



Signature of Chief Executive Officer

2-23-17

Date

I, **Theron Becker** attest that I do meet or exceed the above listed qualification for the position of **Paramedic Lead Instructor** and do hereby accept this appointment to perform the responsibilities of the position as described in the *CAAHEP Standards and Guidelines* (Standards III.B.6).






Signature of Appointee

2/23/17

Date

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**1.700.60 - CoAEMSP Change in Paramedic Lead Instructor Form**

 <b>CoAEMSP</b> Accreditation is credible education		Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions			
<b>CHANGE IN LEAD INSTRUCTOR</b>					
CoAEMSP Program Number:					
Sponsoring Institution/ <b>Citizens Memorial Hospital</b>					
Consortium Name:					
City: <b>Bolivar</b>		State: <b>MO</b>		Zip: <b>65613</b>	
<b>FORMER LEAD INSTRUCTOR</b>					
Name: <b>NA</b>		Credentials: <b>NA</b>			
Reason for Change: <b>Other</b>					
<b>NEW LEAD INSTRUCTOR (Office Contact Only)</b>					
Effective Date: <b>02/01/2017</b>					
Name: <b>Theron Becker</b>		Credentials: <b>MMPA, BS-FPE, NRP</b>			
Address: <b>1500 N Oakland Ave</b>					
City: <b>Bolivar</b>		State: <b>MO</b>		Zip: <b>65613</b>	
Email: <b>theron.becker@citizensmemorial.com</b>		Phone: <b>(417) 328-6355</b> Fax: <b>(417) 328-7209</b>			
National Registry Number :		<b>M8059368</b>		Expiration Date: <b>03/31/2019</b>	
State License Number:		<b>P17622</b>		Expiration Date: <b>07/31/2021</b>	
<p><b>Please Note:</b> When the Program Director delegates specified responsibilities to a lead instructor, that individual must possess: 1) a minimum of an associate degree; 2) professional healthcare credential(s); 3) experience in emergency medicine / prehospital care; 4) knowledge of instructional methods, and; 5) teaching experience to deliver content, skills instruction, and remediation. [Standard IIIB6b] [see also Accreditation Policies XV]</p> <p><i>Guidelines/Suggestions to the actual Standard. Lead Instructors should have a bachelor's degree. The Lead Instructor role may also include providing leadership for course coordination and supervision of adjunct faculty/instructors.</i></p> <p><i>The program director may serve as the lead instructor. (Keep in mind, while the program director may serve as the lead instructor, all Standards requirements for the program director position must be met.)</i></p>					
<b>REQUIRED DOCUMENTATION (Submit Items 1-5 Together)</b>					
<input checked="" type="checkbox"/> 1. Completed Lead Instructor Change Form		<input checked="" type="checkbox"/> 2. CV with formal education/degrees & related exp.			
<input checked="" type="checkbox"/> 3. Signed/dated Letter of Appointment		<input checked="" type="checkbox"/> 4. Signed/dated Letter of Acceptance			
<input checked="" type="checkbox"/> 5. Copy of the National Registry or State License					
<input checked="" type="checkbox"/> 6. Official Transcript*		[Transcript sent via <input type="checkbox"/> E-Transcript from college or <input type="checkbox"/> sealed envelope by mail]			
<p>*Transcript must document the award of a minimum of an earned associate degree from an accredited academic institution must be sent <b>directly from the awarding college to CoAEMSP in either a sealed envelope or via e-transcript</b>. If the new hire holds a baccalaureate, Master's or, doctorate, a transcript for the highest degree is all that is required. Unofficial or scanned copies are not acceptable. Failure to do so may result in recommendation for Administrative Probation or Probationary Accreditation.</p>					
<b>SUBMISSION OF ALL REQUIRED DOCUMENTATION</b>					
Email items 1-5 above: (+ Item 6 if sent e-transcript)		Lynn Caruthers <a href="mailto:lynn@coaemsp.org">lynn@coaemsp.org</a>		If sent by Mail: Item 6 (only) CoAEMSP 8301 Lakeview Pkwy, Suite 111-312 Rowlett, TX 75088	
8301 Lakeview Pkwy, Suite 111-312   Rowlett, TX 75088   Main 214-703-8445   Fax 214-703-8992   <a href="http://coaemsp.org">coaemsp.org</a> 					

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**1.700.72 - Paramedic Lead Instructor Curriculum Vitae**

A separate document is maintained by the program director containing all curriculum vitae.

**1.700.84 - Paramedic Lead Instructor Credentials**

A file is maintained by the program director containing all current licenses, certifications, and credentials.

## **Section 1.725 - Faculty, Clinical Education Specialists**

Clinical Education Specialists (CES) serve as field training officers and preceptors.

- Advanced Clinical Education Specialists (ACES) are ALS-level providers and educators. Paramedic students and Paramedic new-hires are assigned shifts with ACES.
- Clinical Education Specialists (CES) are BLS-level educators who may be BLS-level or ALS-level providers. EMT students, EMT new-hires, and job shadows are assigned shifts with CES.

### **1.725.16 - Clinical Educator Requirements**

Clinical Education Specialists have been an EMT for at least two years, CMH employee for at least one year, and have been recommended by their direct supervisor.

### **1.725.32 - Clinical Educator Minimum Qualifications**

- Eighteen years of age or older.
- Must be currently certified and licensed at least at the level of course being taught.
- Must have the ability to supervise and evaluate students in the clinical environment.
- Advanced Clinical Education Specialists have been a Paramedic for at least two years, CMH employee for at least one year, and have been recommended by their direct supervisor.
- Basic Clinical Education Specialists have been an EMT for at least two years, CMH employee for at least one year, and have been recommended by their direct supervisor.

### **1.725.48 - Clinical Educator Description of Duties**

- Organizes the learning environment so that learning is maximized.
- Meets the record-keeping requirements of the EMS Education Director.
- Provides evaluation feedback to students, given evaluation data, so that the feedback is timely, specific enough for the student to make efforts to modify behavior, objective, clear, and relevant; include suggestions based on the data.

**1.725.53 - Clinical Educator Training Curriculum**

Total of eight (8) hours of classroom time to be completed annually.

**SECTION 1 - PROGRAM ADMINISTRATION**

Objectives:

- Understand the Clinical Education program at CMH EMS.
- Be familiar with CMH EMS Education Department Program Administration Manual
- Discuss options to improve the quarterly employee competency program.

**SECTION 2 - QUALITY IMPROVEMENT**

Objectives:

- Be able to perform peer quality review of HealthEMS reports.

**SECTION 3 - RIDER ORIENTATION**

Objectives:

- Be able to apply adult education concepts.
- Be able to manage ambulance riders (new hires and students).
- Be able to utilize CMH EMS New Hire Orientation Packet and HealthStreams Checklists.
- Be able to evaluate student riders.

**SECTION 4 - SIMULATION MANAGEMENT**

Objectives:

- Be familiar with simulation programs and equipment at CMH and BTC.
- Be able to manage a pre-made simulation scenario.

## **1.725.64 - Advanced EMS Clinical Education Specialist Job Description**

This document can be found on CMH Intranet at F:\Depts\Pre-Hospital\Clinical\Professional Development\job descriptions

### **DEPARTMENT:**

Pre-Hospital Services

### **STATUS:**

Non-Exempt

### **REPORTS TO:**

EMS Clinical Chief

### **JOB SPECIFICATIONS:**

#### Education & training

- High school diploma or equivalent.
- Graduate of an accredited paramedic school (paramedic).
- (Preferred) Associates Degree. Equivalent experience may be considered.
- Must pass annual competencies.
- NIMS 100 (ICS Intro) within 12 months.
- NIMS 200 (ICS Single) within 12 months.
- NIMS 700 (NIMS Intro) within 12 months.
- Hazardous Materials Operations within 6 months.

#### Licensure & certifications

- Missouri Class E Driver License.
- Missouri Licensed Paramedic.
- (Preferred) National Registry Paramedic.

#### Life support certifications

- AHA Basic Life Support (BLS) within 1 month.
- AHA Advanced Cardiac Life Support (ACLS) within 3 months.
- AHA Pediatric Advanced Life Support (PALS) within 3 months.
- International Trauma Life Support (ITLS / PHTLS) or equivalent within 12 months.
- Tactical Emergency Casualty Care (TECC) or equivalent within 12 months.
- Defensive Tactics for EMS (DT4EMS) or equivalent within 12 months.
- (Preferred) AHA Neonatal Resuscitation Program.

#### Experience

- Paramedic Experience: 2 Years.
- CMH Experience: 1 Year.
- Exceptional pre-hospital ALS clinical skills.
- Exceptional pre-hospital BLS clinical skills.
- Proficient in Microsoft Office software.

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*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

**JOB SUMMARY:**

Percent of scheduled time on ambulance: 95%. Serves as the preceptor for ALS or BLS students and new hires assigned during the shift. Primarily responsible for ensuring the success of ALS or BLS new-hires in orientation, students, and job shadows that are assigned to the shift. Serves as a subject matter expert for specific ALS skills and/or equipment of his/her choosing. In a disaster, responds to staging or assigned station. Serves as role model displaying an approachable, nonjudgmental attitude. Maintains professional behavior and behaves in a manner consistent with the mission, vision, and values of CMH. Performs other duties as requested.

**FUNCTIONAL REQUIREMENTS:**

See appropriate physical requirements sheet for this position.

**JOB SPECIFIC REQUIREMENTS:**

- Buildings: Clean buildings according to policy while on duty.
- Communicate with dispatchers via radio and telephone while responding, on scene, and transporting.
- Communicate with first responders via radio and in person while responding, on scene, and transporting.
- Communicate with on-coming and off-going crews to provide and receive information about station, vehicle, and community status.
- Communicate with patients to perform a thorough assessment, inform them of treatment options, and alleviate their fears.
- Communicate with peers and partners.
- Communicate with students to facilitate their learning.
- Communicate with supervisors through email, messaging, phone, radio, and in person.
- Documentation - EPCR: Complete patient care reports on provided computer equipment for each run number issued to you. EPCRs are to be completed before the end of your shift.
- Documentation - EPCR: Learn how to successfully utilize patient care reports.
- Documentation - Miscellaneous forms: Complete forms as necessary and required by supervisors, policies, and/or procedures. Forms may be paper, electronic, or other format.
- Documentation - Miscellaneous forms: Learn how to successfully utilize department forms.
- Documentation - Training: Implement and support training records collection and maintenance.
- Documentation - Training: Learn how to successfully utilize training records.
- Education - CEUs: Assist in instructing CEU classes.
- Education - CEUs: Attend CEU classes as required to maintain your licensure.
- Education - Competencies: Assist in delivering competencies at your assigned station to ensure all personnel have the opportunity to attend.
- Education - Competencies: Successfully complete at least 90% of required competencies each year (usually five competencies per year).
- Education - EMS Academy: Assist in instructing modules for EMS Academy.
- Education - FTO class: Successfully complete FTO class annually.
- Education - Hazmat class: Successfully complete hazmat operations class annually.
- Education - New hire orientation: Assist in instructing new hires according to the current orientation packet to ensure their success as an employee.

---

*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

- Education - On-ambulance students: Ensure the success of students riding with you. Teach them tricks of the trade and encourage their growth and love of the job.
- Education - Paramedic class: Assist in instructing modules of paramedic class, as needed.
- Education - Refresher class: Assist in instructing modules of refresher class, as needed.
- Education - Safety class: Assist in instructing a safety class for employees.
- Education - Technical rescue class: Assist in instructing technical rescue classes as needed.
- Education - Technology classes: Assist in instructing technology classes to employees as needed.
- Equipment: Clean all ambulance and station equipment according to policy.
- Equipment: Ensure the proper operation of equipment at the beginning of each shift.
- Equipment: Learn the locations of equipment and how to operate equipment safely, properly, and efficiently.
- Equipment: Maintain equipment as needed. Maintenance may include preventative measures according to manufacturer recommendations and policies or may include contacting other departments for maintenance or repair.
- Equipment: Operate all equipment in a safe and proper manner.
- Leadership: Be a role model.
- Meetings: Attend EMS staff meetings as available.
- Patient care: Function as a team leader on the scene and during transport of ill and injured patients.
- Patient care: Provide safe, exceptional, and compassionate care following ALS protocols and medical direction.
- Patient care: Provide safe, exceptional, and compassionate care following BLS protocols.
- Policies and procedures: Follow applicable EMS department and hospital policies and procedures.
- Policies and procedures: Learn all applicable EMS department and hospital policies and procedures.
- Program - FTO: Assist in implementing the field training officer program for the EMS department to facilitate educating new hires, students, and job shadows.
- Program - Quality: Participate in the quality improvement, quality assurance, and performance improvement program as applicable.
- Protocols: Learn the EMS department medical and trauma protocols.
- Protocols: Utilize EMS protocols appropriately and effectively.
- Vehicles: Clean the vehicle you are assigned according to policy at the end of every shift or as needed.
- Vehicles: Ensure the proper operation of the vehicle you are assigned at the beginning of shift.
- Vehicles: Operate vehicles in a safe and legal manner at all times.
- In the absence of your supervisor, performs your supervisor's duties as needed.
- Performs other duties as assigned.

**1.725.80 - EMS Clinical Education Specialist Job Description**

This document can be found on CMH Intranet at F:\Depts\Pre-Hospital\Clinical\Professional Development\job descriptions

**DEPARTMENT:**

Pre-Hospital Services

**STATUS:**

Non-Exempt

**REPORTS TO:**

EMS Clinical Chief

**JOB SPECIFICATIONS:**

Education & training

- High school diploma or equivalent.
- Emergency medical technician technical school (EMT).
- Must pass annual competencies.
- NIMS 100 (ICS Intro) within 12 months.
- NIMS 200 (ICS Single) within 12 months.
- NIMS 700 (NIMS Intro) within 12 months.
- Hazardous Materials Operations within 6 months.

Licensure & certifications

- Missouri Class E Driver License.
- Missouri Licensed EMT.
- (Preferred) National Registry EMT.

Life support certifications

- AHA Basic Life Support (BLS) within 1 month.
- International Trauma Life Support (ITLS / PHTLS) or equivalent within 12 months.
- Tactical Emergency Casualty Care (TECC) or equivalent within 12 months.
- Defensive Tactics for EMS (DT4EMS) or equivalent within 12 months.

Experience

- EMT Experience: 2 Years.
- CMH Experience: 1 Year.
- Exceptional pre-hospital BLS clinical skills.
- Proficient in Microsoft Office software.

### JOB SUMMARY:

Percent of scheduled time on ambulance: 95%. Serves as the preceptor for BLS students and new hires assigned during the shift. Primarily responsible for ensuring the success of BLS new-hires in orientation, students, and job shadows that are assigned to the shift. Serves as a subject matter expert for specific BLS skills and/or equipment of his/her choosing. In a disaster, responds to staging or assigned station. Serves as role model displaying an approachable, nonjudgmental attitude. Maintains professional behavior and behaves in a manner consistent with the mission, vision, and values of CMH. Performs other duties as requested.

### FUNCTIONAL REQUIREMENTS:

See appropriate physical requirements sheet for this position.

### JOB SPECIFIC REQUIREMENTS:

- Buildings: Clean buildings according to policy while on duty.
- Communicate with dispatchers via radio and telephone while responding, on scene, and transporting.
- Communicate with first responders via radio and in person while responding, on scene, and transporting.
- Communicate with on-coming and off-going crews to provide and receive information about station, vehicle, and community status.
- Communicate with patients to perform a thorough assessment, inform them of treatment options, and alleviate their fears.
- Communicate with peers and partners.
- Communicate with students to facilitate their learning.
- Communicate with supervisors through email, messaging, phone, radio, and in person.
- Documentation - EPCR: Complete patient care reports on provided computer equipment for each run number issued to you. EPCRs are to be completed before the end of your shift.
- Documentation - EPCR: Learn how to successfully utilize patient care reports.
- Documentation - Miscellaneous forms: Complete forms as necessary and required by supervisors, policies, and/or procedures. Forms may be paper, electronic, or other format.
- Documentation - Miscellaneous forms: Learn how to successfully utilize department forms.
- Documentation - Training: Implement and support training records collection and maintenance.
- Documentation - Training: Learn how to successfully utilize training records.
- Education - CEUs: Assist in instructing CEU classes.
- Education - CEUs: Attend CEU classes as required to maintain your licensure.
- Education - Competencies: Assist in delivering competencies at your assigned station to ensure all personnel have the opportunity to attend.
- Education - Competencies: Successfully complete at least 90% of required competencies each year (usually five competencies per year).
- Education - EMS Academy: Assist in instructing modules for EMS Academy.
- Education - FTO class: Successfully complete FTO class annually.
- Education - Hazmat class: Successfully complete hazmat operations class annually.
- Education - New hire orientation: Assist in instructing new hires according to the current orientation packet to ensure their success as an employee.



- Education - On-ambulance students: Ensure the success of students riding with you. Teach them tricks of the trade and encourage their growth and love of the job.
- Education - Refresher class: Assist in instructing modules of refresher class, as needed.
- Education - Safety class: Assist in instructing a safety class for employees.
- Education - Technical rescue class: Assist in instructing technical rescue classes as needed.
- Education - Technology classes: Assist in instructing technology classes to employees as needed.
- Equipment: Clean all ambulance and station equipment according to policy.
- Equipment: Ensure the proper operation of equipment at the beginning of each shift.
- Equipment: Learn the locations of equipment and how to operate equipment safely, properly, and efficiently.
- Equipment: Maintain equipment as needed. Maintenance may include preventative measures according to manufacturer recommendations and policies or may include contacting other departments for maintenance or repair.
- Equipment: Operate all equipment in a safe and proper manner.
- Leadership: Be a role model.
- Meetings: Attend EMS staff meetings as available.
- Patient care: Function as a team leader on the scene and during transport of ill and injured patients.
- Patient care: Provide safe, exceptional, and compassionate care following ALS protocols and medical direction.
- Patient care: Provide safe, exceptional, and compassionate care following BLS protocols.
- Policies and procedures: Follow applicable EMS department and hospital policies and procedures.
- Policies and procedures: Learn all applicable EMS department and hospital policies and procedures.
- Program - FTO: Assist in implementing the field training officer program for the EMS department to facilitate educating new hires, students, and job shadows.
- Program - Quality: Participate in the quality improvement, quality assurance, and performance improvement program as applicable.
- Protocols: Learn the EMS department medical and trauma protocols.
- Protocols: Utilize EMS protocols appropriately and effectively.
- Vehicles: Clean the vehicle you are assigned according to policy at the end of every shift or as needed.
- Vehicles: Ensure the proper operation of the vehicle you are assigned at the beginning of shift.
- Vehicles: Operate vehicles in a safe and legal manner at all times.
- In the absence of your supervisor, performs your supervisor's duties as needed.
- Performs other duties as assigned.

## **Section 1.750 - Faculty, Guest Instructors**

### **1.750.25 - Guest Instructor Requirements**

Guest instructors must also enough education and experience in the field of the course they are instructing to qualify them to instruct others. This qualification is at the discretion of the EMS Education Director. In the case where the guest instructor is not an experienced and qualified instructor, the course will be supervised by a lead instructor that meets the requirements of Primary Faculty.

### **1.750.50 - Guest Instructor Minimum Qualifications**

- Eighteen years of age or older.
- Must be knowledgeable in course content and effective in teaching their assigned subjects, and capable through academic preparation, training, and experience to teach the courses or topic to which they are assigned.
- Current licensure and at least two years clinical experience in the level of course.
- Should be able to demonstrate knowledge gained in the following classes:
  - NFPA 1041 - Professional Qualifications for Fire Department Instructor (level I).
  - OR Emergency Medical Services Instructor/Coordinator.
- Must have the ability to supervise and evaluate all students in the classroom and training evolutions.

**1.750.75 - Guest Instructor Description of Duties**

- Delivers instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments.
- Adapts lesson plans to the unique requirements of the students.
- Organizes the learning environment so that learning is maximized.
- Meets the record-keeping requirements of the EMS Education Director.
- Assembles course materials, given a specific topic, so that the lesson plan, all materials, resources, and equipment needed to deliver the lesson are obtained.
- Operates audiovisual equipment, and demonstration devices, given a learning environment and equipment, so that the equipment functions properly.
- Utilizes audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media is returned to storage.
- Administers oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained.
- Grades student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.
- Reports test results, given a set of test answer sheets or skills checklists, a report form and policies and procedures for reporting so that the results are accurately recorded, the forms are forwarded according to the procedure, and unusual circumstances are reported.
- Provides evaluation feedback to students, given evaluation data, so that the feedback is timely, specific enough for the student to make efforts to modify behavior, objective, clear, and relevant; include suggestions based on the data.
- May develop individual lesson plans for a specific topic including learning objectives, instructional aids, and evaluation instruments to be approved by the EMS Education Director.

**1.750.87 - Guest Instructor Curriculum Vitae**

A separate document is maintained by the program director containing all curriculum vitae.

## **Section 1.900 EMS Education Advisory Board**

### **1.900.33 - Advisory Board Standard Meeting Agenda**

The advisory board usually meets once per semester (three times per year) at 7 A.M. at CMH EMS Headquarters.

- Welcoming comments by Program Director.
- Previous semester's accomplishments.
  - Presentation of graphs.
  - Community / first responder education overview.
  - CMH EMS employee education overview.
  - EMT Academy overview.
  - Paramedic Academy overview.
  - New training equipment.
- Projected accomplishments for next semester.
  - Community / first responder education.
  - CMH EMS employee education.
  - EMT Academy.
  - Paramedic Academy.
- Open discussion and questions from the board.

**1.900.66 - Advisory Board Members**

Category	Title	Name	Email
EMS Employers	CMH EMS Director	Neal Taylor	<a href="mailto:neal.taylor@citizensmemorial.com">neal.taylor@citizensmemorial.com</a> ;
EMS Student - Current	CMH Paramedic Student	Albert Sherrer	<a href="mailto:ajsherrer44@gmail.com">ajsherrer44@gmail.com</a> ;
	CMH Paramedic Student	Dawn Sloan	<a href="mailto:dawn.sloan@citizensmemorial.com">dawn.sloan@citizensmemorial.com</a> ;
EMS Student - Past	Jackson County Paramedic Graduate	Allison Young	<a href="mailto:ayoung5@gmail.com">ayoung5@gmail.com</a> ;
	Mercy Paramedic Graduate	Brice Flynn	<a href="mailto:brice.flynn@citizensmemorial.com">brice.flynn@citizensmemorial.com</a> ;
	OTC Paramedic Graduate	Cody Liccardi	<a href="mailto:cody.liccardi@citizensmemorial.com">cody.liccardi@citizensmemorial.com</a> ;
Faculty	Program Director	Theron Becker	<a href="mailto:theron.becker@citizensmemorial.com">theron.becker@citizensmemorial.com</a> ;
Governmental Officials	EMA Director	Robert Dickson	<a href="mailto:emadirector@polkcountymmo.org">emadirector@polkcountymmo.org</a> ;
Hospital Administration	CMH Chief Nursing Officer	Sarah Hanak	<a href="mailto:sarah.hanak@citizensmemorial.com">sarah.hanak@citizensmemorial.com</a> ;
	CMH ER Director	Open	
	CMH ER Education Coordinator	Alicia Zacher	<a href="mailto:alicia.zacher@citizensmemorial.com">alicia.zacher@citizensmemorial.com</a> ;
Physicians	CMH Medical Director	Dr. Megan Carter	<a href="mailto:megan.carter@citizensmemorial.com">megan.carter@citizensmemorial.com</a> ;
Police and Fire Services	Bolivar Fire Chief	Jim Ludden	<a href="mailto:jludden@bolivar.mo.us">jludden@bolivar.mo.us</a> ;
Public		Kermit Hargis	<a href="mailto:pocoe@windstream.net">pocoe@windstream.net</a> ;
Sponsor Administration	BTC President	Charlotte Gray	<a href="mailto:cgray@texascountytech.edu">cgray@texascountytech.edu</a> ;
	SBU Provost	Dr. Lee Skinkle	<a href="mailto:lskinkle@sbuniv.edu">lskinkle@sbuniv.edu</a> ;

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## **Part 2 - Physical Facilities**

### **Section 2.330 - Classroom Descriptions**

#### **2.330.20 - CMH EMS Classrooms Description - Bolivar**

Available for use are two classrooms at EMS Headquarters in Bolivar. Classroom A has computer equipment, overhead projector, dry erase boards, and desks and chairs for approximately 20 students. Classroom B has computer equipment, dry erase boards, and desks and chairs for approximately 20 students. All classrooms and facilities are wheelchair user accessible.

#### **2.330.40 - CMH EMS Classroom Description - Eldorado**

Available for use is one classroom at the EMS station in El Dorado Springs. This classroom has desks and chairs for approximately 20 students. The classroom is wheelchair user accessible.

#### **2.330.60 - CMH Community Rooms Description - Bolivar**

Available for use are three community rooms in the Hospital, three education rooms in the Douglas Building, and two education rooms in the Nursing College Building. Each has overhead projectors, sound system, and tables and chairs for approximately 30-50 students. The three community rooms in the Hospital and the three in the Douglas Building may be joined into one large room for approximately 200 students. Adjacent to the community rooms in the Hospital is a kitchen with the availability of refreshments and food. All community rooms and facilities are wheelchair accessible.

#### **2.330.80 - Bolivar Technical College (BTC) Description**

Informal agreements also exist with Bolivar Technical College (classroom for approximately 50 and simulation lab), Polk County Central Dispatch (classroom for approximately 20), and Bolivar City Fire Department (BCFD) (classroom for approximately 30) for the use of their facilities.

## **Section 2.660 - Available Equipment and Supplies**

### **2.660.20 - Equipment Purpose**

To provide a variety of equipment and supplies to prepare students for clinical and field internship experiences and to support student learning and faculty instruction.

All equipment is maintained in proper working order by instructors before and after each class.



## 2.660.40 - Equipment Dedicated to EMS Education Department

The following resources are available to all CMH employees, students of CMH EMS programs, and emergency responders within CMH's service area.

### SIMULATION AMBULANCE

A fully-functional retired ambulance has been converted for use by the EMS Education Department. The ambulance is equipped with wireless audio and video feeds to allow instructors to observe students without distraction. Expired and replacement equipment and supplies from the EMS service keeps this training ambulance fully stocked for students to simulate any type of medical or trauma emergency.



### MID-FIDELITY MANIKIN

A Laerdal Nursing Anne manikin is dedicated to the EMS Education Department for scenario-based training. This manikin features the ability to place an advanced or emergency airway, start IVs and IOs, and may be configured in either gender.

This manikin has been upgraded with the SimPad Plus device to remotely control and simulate patient scenarios. From a wireless position, an instructor can control vitals, activate speech interactions, and recording of the simulation for playback or saving.



### TRAINING LIBRARY

A library of more than 700 reference books are available to all students. The majority of these books are EMS-oriented, but several fire service, law enforcement, management, and general healthcare topics are included.

The library can be browsed and materials checked out by visiting [https://www.librarycat.org/lib/cmh\\_ems](https://www.librarycat.org/lib/cmh_ems)



### OTHER EQUIPMENT

- Projectors, Data (2)
- Numerous expired and otherwise out of service equipment and supplies

### **Android tablet devices for students (12)**

### **2.660.60 - Equipment Dedicated to Training (Not Dedicated to EMS)**

- High-fidelity manikins (various ages) and simulation labs
- ACLS training equipment (setup for 15 students)
- CPR training equipment (setup for 30 students)
- ITLS training equipment (setup for 15 students)
- Manikin, Airway (2)
- Manikin, Anatomical (2)
- Manikin, CPR, Adult (10)
- Manikin, CPR, Infant (10)
- Manikin, CPR, Pediatric (10)
- Manikin, OB (1)
- PALS training equipment (setup for 15 students)
- Projectors, Data (multiple)
- Training library of medical subjects

### **2.660.80 - Equipment Available (Not Dedicated to Training)**

- Computers, Laptop (15)
- Fully equipped ALS ambulances (15)
- Fully stocked ALS supply rooms (5)

## **Part 3 - Program Evaluations**

### **Section 3.330 - Student evaluations**

Each course administered shall have a written record of student performance. This record may include, but not limited to written tests, practical skill evaluations, or other written evidence of test or exam. Individual records such as tests and skill sheets shall be maintained as a hard-copy or electronic copy in the student's file at EMS Headquarters. Class rosters shall be scanned in or otherwise electronically maintained on CMH's file server network. Student transcripts shall be maintained electronically and be available to students upon request from the CMH file server network.

Copies of completed evaluations will be maintained in student records at CMH Headquarters. Students may request a copy or to review their file or any portion thereof at any time and will be granted access within three business days.

Reasonable accommodations will be made for individuals with disabilities at their request.

#### **3.330.16 - Written and Electronic Tests (Cognitive Assessments)**

Written exams will be developed by the administrative agency (i.e. American Heart Association, International Trauma Life Support, etc.) or developed by the instructor to evaluate established lesson objectives.

All written tests will be reviewed and approved by the medical director as needed. Annually, testing instruments will be evaluated for poorly written questions. Each question is given a difficulty score (percentage of correct answers). The ideal difficulty score for a four-response multiple-choice question is 74. Difficulty scores significantly higher than 74 will be assessed to make them more difficult. Difficulty scores significantly lower than 74 will be assess to make them easier.

#### **3.330.32 - Practical Tests (Psychomotor Assessments)**

Practical skill evaluations will be developed by the administrative agency (i.e. American Heart Association, International Trauma Life Support, etc.) or developed by the instructor to evaluate established lesson objectives.

All practical tests will be reviewed and approved by the medical director as needed.

#### **3.330.24 - Behavioral Tests (Affective Assessments)**

Professional behavior evaluations will be developed by the program director to evaluate the student's conduct and motivations in both the classroom and during clinicals. These evaluations may be imbedded in other assessment tools or stand-alone instruments.

Refer to 3.330.83 - Student Behavior Evaluation Form (page 75).

### **3.330.48 - Clinical Evaluations**

Students performing clinical rotations will be evaluated using an online form. Students will not receive credit for attending clinicals until the evaluation by their preceptor is completed. Students must present their preceptor a link to the evaluation form (cards below). A copy of the most recent form is attached on subsequent pages as well.

Refer to 3.330.80 - Clinical Student Evaluation Form (page 69).

Refer to 3.330.86 - Paramedic Clinical Student Team Lead Evaluation Form (page 77).

Refer to 3.330.92 - Paramedic Clinical Student Mentor Final Approval Form (page 79).

Refer to 6.120.81 - EMR Student Clinical Evaluation Cards (page 133).

Refer to 6.240.78 - EMD Student Clinical Evaluation Cards (page 139).

Refer to 6.360.58 - EMT Student Clinical Evaluation Cards (page 157).

Refer to 6.600.61 - First Semester Paramedic Clinical Evaluation Cards (page 221).

Refer to 6.600.64 - Second Semester Paramedic Clinical Evaluation Cards (page 237).

Refer to 6.600.67 - Third Semester Paramedic Clinical Evaluation Cards (page 249).

Refer to 6.600.70 - Fourth Semester Paramedic Clinical Evaluation Cards (page 257).

**3.330.80 - Clinical Student Evaluation Form**

The electronic form can be found at: <http://ozarksems.com/eval-clinical.php>



A current copy of the form as of January 16th, 2019 is attached below.

Thank you for being a preceptor for a CMH EMS clinical student. For the student to get credit for completing this clinical, an evaluation must be completed by the preceptor.

\* Required

**I. CLINICAL SITE: \***

- 9-1-1 Dispatch
- Ambulance
- Anesthesia
- Cardiology
- Emergency Room
- Geriatric Psychiatric
- Infusion Center
- Intensive Care
- Labor and Delivery
- Laboratory
- Pediatric Clinic
- Public Health
- Respiratory Therapy
- Surgery Recovery

**PLEASE REVIEW THE FOLLOWING PRECEPTOR TRAINING TOPICS:**

Evaluation tools and evaluation criteria:

- This form is the evaluation tool and criteria are based on a scale of one (1) to five (5).
- Please score the lowest performance observed throughout the shift.
- All evaluations are averaged together for each student and they are presented with their average score and the average score of the entire class.

Coaching and mentorship techniques:

- Begin each shift with a pre-briefing on expectations from both the preceptor and the student. Set the stage for learning.
- Your job as preceptor is to create space and time for the student to perform. Allow the student to succeed or fail on their own without interrupting his/her flow (except in the case of safety or patient care issues).
- Adults must have meaning behind what they learn - Tell students "why" there is a right way to do something.
- Adults learn one step at a time and in an orderly - Allow students time to master the previous step before introducing the next. The next step should logically follow the previous.
- Adults must be an active participant in learning - Ensure students have hands-on time with each skill.
- "TELLING" or "SHOWING" is only the beginning. Real learning happens when the student can "DO."
- Feedback is critical - There should not be any surprises at the end of the shift. If the student has performed well, you should give them encouragement and positive feedback throughout the shift. If the student has performed poorly, you should have been coaching them and indicating their performance is not adequate throughout the shift.
- Perform a post-event critique after each call, patient, or significant event. Give the student time to identify their own strengths and weaknesses.

Contact information:

- If you have any questions or comments, please contact the CMH EMS Education Director:  
Theron
- Becker
- [theron.becker@citizensmemorial.com](mailto:theron.becker@citizensmemorial.com)
- 417-597-3688 (cell)

### **9-1-1 DISPATCH PRECEPTOR ORIENTATION**

Purpose of the student rotation:

- The purpose of student rotation in a dispatch center is to have a basic understanding of emergency medical dispatch operations and be exposed to call taking and ambulance dispatching. EMR, EMD, and EMT students are expected to shadow call takers and dispatchers and act as their extensions.

Skip to question 2.

### **AMBULANCE PRECEPTOR ORIENTATION**

Purpose of the student rotation:

- The purpose of EMR and EMD student rotation on an ambulance is to have a basic understanding of ambulance operations and be exposed to patient assessments and treatments. These students should act similar to job shadow with the added ability to perform basic assessments and vitals taking.
- The purpose of EMT student rotation on an ambulance is to have intermediate understanding of ambulance operations and perform basic patient assessments and treatments. These students should be exposed to the basics of scene management.

- EMR, EMD, and EMT students are to shadow ambulance EMTs and act as their extensions.
- The purpose of Paramedic student rotation on an ambulance is to have advanced understanding of ambulance operations and perform advanced patient assessments and treatments. During the first phase of ride time, paramedic students should be exposed to the advanced methods of scene management.
- During third semester Field Experience Clinicals, Paramedic students are to shadow ambulance paramedics and act as their extensions.
- During fourth semester Field Internship Clinicals, Paramedic students are to act as team leader (managing all aspects of the scene and directing the actions of responders and their EMT partner). Objective of team leader clinical experience: The student has successfully led the team if he or she has conducted a comprehensive assessment (not necessarily performed the entire interview or physical exam, but rather been in charge of the assessment), as well as formulated and implemented a treatment plan for the patient. This means that most (if not all) of the decisions have been made by the student, especially formulating a field impression, directing the treatment, determining patient acuity, disposition and packaging/moving the patient (if applicable). Minimal to no prompting was needed by the preceptor. No action was initiated or performed that endangered the physical or psychological safety of the patient(s), bystanders, other responders, or crew.

Skip to question 2.

### **ANESTHESIA PRECEPTOR ORIENTATION**

Purpose of the student rotation:

- The purpose of Paramedic student rotation in anesthesia is to perform airway assessments and endotracheal intubations. Students are to shadow CRNAs and act as their extensions.

Skip to question 2.

### **CARDIOLOGY PRECEPTOR ORIENTATION**

- The purpose of Paramedic student rotation in the cath lab is to observe cardiac catheterization procedures and have a general understanding of cath lab operations so they can better prepare STEMI patients. Students are to shadow cath lab RNs and act as their extensions.

Skip to question 2.

### **EMERGENCY ROOM PRECEPTOR ORIENTATION**

- The purpose of EMR and EMT student rotation in the emergency room is to improve medical and trauma patient assessments and have a basic understanding of emergency room operations. EMR and EMT students are to shadow ER techs and act as their extensions.
- The purpose of Paramedic student rotation in emergency room triage is to improve medical and trauma patient assessments and prioritization. Paramedic students are to shadow triage RNs and act as their extensions.
- The purpose of Paramedic student rotation in the emergency room is to improve medical and trauma patient assessments and advanced treatments. Paramedic students are to shadow ER RNs and act as their extensions.

Skip to question 2.

### **GERIATRIC PSYCHIATRIC PRECEPTOR ORIENTATION**

- The purpose of Paramedic student rotation in geriatric psych is to improve geriatric and psychiatric patient assessments and management. Students are to shadow geriatric psych RNs and act as their extensions.

Skip to question 2.

### **INTENSIVE CARE PRECEPTOR ORIENTATION**

- The purpose of Paramedic student rotation in ICU to improve critical care skills. Students are to shadow ICU nurses and act as their extensions.

Skip to question 2.

### **LABOR AND DELIVERY PRECEPTOR ORIENTATION**

The purpose of Paramedic student rotation in labor and delivery is to improve obstetric patient

- assessments and management. Students are to shadow L&D RNs and act as their extensions.

Skip to question 2.

### **LABORATORY PRECEPTOR ORIENTATION**

- The purpose of Paramedic student rotation in the lab is to improve IV access skills and perform blood draws. Students are to shadow lab techs and act as their extensions.

Skip to question 2.

### **PEDIATRIC CLINIC PRECEPTOR ORIENTATION**

The purpose of Paramedic student rotation in the pediatric clinic is to improve pediatric patient

- assessments and management. Students are to shadow Pediatric Clinic RNs and act as their extensions.

Skip to question 2.

### **PUBLIC HEALTH PRECEPTOR ORIENTAION**

- The purpose of student rotation in a local public health department is to have a basic understanding of all aspects of public health operations and be exposed to environmental health, community health, and family health services. EMT students are expected to shadow public health clinic staff and act as their extensions.

Skip to question 2.

### **RESPIRATORY THERAPY PRECEPTOR ORIENTATION**

- The purpose of Paramedic student rotation in respiratory therapy is to improve respiratory patient assessments and treatments. Students are to shadow RTs and act as their extensions.

Skip to question 2.



**SURGERY RECOVERY PRECEPTOR ORIENTATION**

- The purpose of Paramedic student rotation in surgery recovery to improve medication administration skills. Students are to shadow recovery room nurses and act as their extensions. Skip to question 2.

**PRECEPTOR TRAINING ACKNOWLEDGEMENT**

**2. TO DEMONSTRATE PRECEPTOR ORIENTATION, PLEASE ENTER YOUR NAME (FIRST AND LAST) TO INDICATE YOU HAVE READ AND UNDERSTOOD THE PRECEPTOR TRAINING INFORMATION. YOUR NAME WILL NOT BE SHARED WITH THE CLINICAL STUDENT YOU ARE EVALUATING. \***

**3. STUDENT NAME: \***

Current students are listed here

**4. CLINICAL DATE: \***

Example: December 15, 2012

**5. STUDENT ARRIVAL TIME: \***

Example: 8:30 AM

**6. STUDENT DEPARTURE TIME: \***

Example: 8:30 AM

**STUDENT EVALUATION - RATE THE STUDENT'S RESULTS, NOT HIS/HER EFFORT.**

Please rate the student according to the statements below. WHILE SCORING, PLEASE KEEP IN MIND THE STUDENT'S WORST PERFORMANCE, not the average or best performance.

**7. STUDENT PROVIDED A GOOD FIRST IMPRESSION. \***

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

**8. STUDENT ACTED SAFELY AND APPROPRIATELY. \***

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

**9. STUDENT INTERACTED WELL WITH STAFF AND PATIENTS. \***

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

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**10. STUDENT HAS APPLICABLE KNOWLEDGE FOR CURRENT LEVEL. \***

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

**11. COMMENTS ABOUT THE STUDENT:**

For more information or comments, please feel free to contact the CMH EMS Education Director.  
Theron Becker (theron.becker@citizensmemorial.com) 417-597-6488

**3.330.83 - Student Behavior Evaluation Form**

This electronic form can be found at: <http://ozarksems.com/eval-behavior.php>



A current copy of the form as of January 16th, 2019 is attached below.

Please rate the student according to the statements below. WHILE SCORING, PLEASE KEEP IN MIND THE STUDENT'S WORST PERFORMANCE, not the average or best performance.

\* Required

1. ASSESSOR'S NAME: \*

Mark only one oval.

List of current instructors here

2. STUDENT'S NAME: \*

Mark only one oval.

List of current students here

3. ASSESSMENT DATE: \*

Example: December 15, 2012

4. THE STUDENT IS POSITIVE. \*

POSITIVE is being proud of who we are and proud of what we do by communicating with key words at key times (i.e. AIDET), taking pride in personal and facility appearance, and interacting with others professionally with smiles and kind words.

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

5. THE STUDENT IS RESPECTFUL. \*

RESPECTFUL is treating everyone as a friend or family by respecting other's time, being sensitive to emotions, and communicating respectfully with words, tone, and body language.

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

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*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

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**6. THE STUDENT IS INNOVATIVE. \***

INNOVATIVE is encouraging new ideas and embracing change by seeking opportunities to be effective, efficient, and safe in providing high quality care, supporting advanced technology, and taking ownership of the team approach.

1 2 3 4 5

Strongly disagree Strongly agree

**7. THE STUDENT IS DEDICATED. \***

DEDICATED is committing ourselves to improving the quality of life by taking personal responsibility and accountability, being fully engaged, and being determined to exceed expectations.

1 2 3 4 5

Strongly disagree Strongly agree

**8. THE STUDENT IS EMPOWERED. \***

EMPOWERED is taking pride in knowing what to do and how it makes a difference by just fixing it or making it better, being proactive on behalf of others, and encouraging our peers to be accountable.

1 2 3 4 5

Strongly disagree Strongly agree

**3.330.86 - Paramedic Clinical Student Team Lead Evaluation Form**

The electronic form can be found at: <http://ozarksems.com/eval-clinical-team-lead.php>



A current copy of the form as of January 16th, 2019 is attached below.

Thank you for being a preceptor for a CMH EMS paramedic field internship student. Please conduct an evaluation after each team lead. In order for the student to get credit for this call, an evaluation must be completed.

Please rate the student according to the statements below. WHILE SCORING, PLEASE KEEP IN MIND THE STUDENT'S WORST PERFORMANCE, not the average or best performance. Score only the outcome, not the attempt.

\* Required

1. STUDENT NAME: \*

Mark only one oval.

List of current students here

2. CLINICAL DATE: \*

Example: December 15, 2012

3. APPROXIMATE PATIENT CONTACT TIME: \*

Example: 8:30 AM

4. THE STUDENT'S ACTIONS WERE CORRECT AND TIMELY ACCORDING TO PATIENT CONDITION AND PROTOCOLS. \*

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

5. THE PATIENT APPEARED INFORMED AND COMFORTABLE WITH THE STUDENT'S CARE. \*

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

6. AS PRECEPTOR, I WAS INFORMED AND COMFORTABLE WITH THE STUDENT'S CARE. \*

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

7. WHAT WENT WELL DURING THIS CALL? \*

8. WHAT ONE THING SHOULD THE STUDENT WORK ON TO IMPROVE ON THE NEXT CALL? \*

For more information or comments, please feel free to contact the CMH EMS Education Director.  
Theron Becker (theron.becker@citizensmemorial.com) 417-597-6488

**3.330.92 - Paramedic Clinical Student Mentor Final Approval Form**

The electronic form can be found at: <http://ozarksems.com/eval-clinical-mentor-final.php>



A current copy of the form as of January 16th, 2019 is attached below.

Thank you for being a mentor for a CMH EMS paramedic student. Please use this form as the final approval documentation for your student.

\* Required

1. STUDENT NAME: \*

Mark only one oval.

Current students are listed here

2. MENTOR NAME: \*

Mark only one oval.

Current ALS preceptors are listed here

3. BY CHECKING "YES" BELOW, I ACKNOWLEDGE THIS STUDENT HAS COMPLETED HIS OR HER FIELD INTERNSHIP REQUIREMENTS TO THE BEST OF MY KNOWLEDGE. (150 HOURS, 50 ALS TEAM LEADS, 2 PEDIATRIC ALS TEAM LEADS, 2 UNCONSCIOUS ALS TEAM LEADS, AND 2 CRITICAL ALS TEAM LEADS) \*

Mark only one oval.

Yes

No

4. BY CHECKING "YES" BELOW, I ACKNOWLEDGE THIS STUDENT HAS DEMONSTRATED BASIC, ENTRY-LEVEL KNOWLEDGE, SKILLS, AND ABILITIES TO BECOME A PARAMEDIC. \*

Mark only one oval.

Yes

No

5. BY CHECKING "YES" BELOW, I INDICATE THAT I WOULD BE COMFORTABLE WITH THIS STUDENT TAKING CARE OF MY FAMILY IF THEY WERE HAVING A MEDICAL EMERGENCY. \*

Mark only one oval.

Yes

No

**ALL QUESTIONS ABOVE MUST BE ANSWERED "YES" TO BE ABLE TO ANSWER "YES" ON THE FOLLOWING QUESTION.**

**6. BY CHECKING "YES" BELOW, I RECOMMEND PASSING THIS STUDENT AND ALLOWING HIM OR HER TO TEST FOR STATE AND NATIONAL REGISTRY PARAMEDIC LICENSURE. \***

Mark only one oval.

Yes

No

**7. IF YOU MARKED "NO" ON ANY OF THE QUESTIONS ABOVE, PLEASE DOCUMENT WHAT, SPECIFICALLY, THEY MUST DO TO IMPROVE.**

For more information or comments, please feel free to contact the CMH EMS Education Director.  
Theron Becker (theron.becker@citizensmemorial.com) 417-597-6488



## **Section 3.660 - Instructor and Course Evaluations**

Instructor and course evaluations will be emailed to students at the completion of each course. The evaluation is online and results are available to instructors and program directors.

The electronic form can be found at: <http://ozarksems.com/eval-instructor.php>



A current copy of the form as of January 16th, 2019 is attached on subsequent pages.

### **1. COURSE COMPLETION DATE: \***

Example: December 15, 2012

### **2. COURSE TITLE: \***

## **COURSE EVALUATION**

### **3. COURSE LOCATION: \***

Mark only one oval.

- Bolivar Public Safety Building
- Bolivar Technical College
- CMH Douglas Building
- CMH EMS - Bolivar
- CMH EMS - El Dorado Springs
- CMH EMS - Hermitage
- CMH EMS - Osceola
- CMH EMS - Simulation Ambulance
- CMH EMS - Stockton
- CMH Hospital

### **4. CLASSROOM PROVIDED A LEARNING ENVIRONMENT. \***

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

**5. HANDS-ON ACTIVITIES WERE AN EFFECTIVE LEARNING TOOL. \***

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

**6. AUDIO/VISUALS WERE AN EFFECTIVE LEARNING TOOL. \***

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

**7. PRINTED MATERIALS WERE AN EFFECTIVE LEARNING TOOL. \***

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

**8. ONLINE MATERIALS AND ACTIVITIES WERE AN EFFECTIVE LEARNING TOOL. \***

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

**9. COMMENTS ABOUT THE COURSE:**

**10. PLEASE LIST ANY OTHER COURSES YOU WOULD BE INTERESTED IN ATTENDING:**

**INSTRUCTOR EVALUATION**

If you would like to evaluate multiple instructors, please complete multiple forms.

**11. INSTRUCTOR NAME: \***

Mark only one oval.

List of all possible instructors here.

**12. INSTRUCTOR IS KNOWLEDGEABLE AND EXPERIENCED IN SUBJECT MATTER. \***

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

**13. INSTRUCTOR FACILITATED YOUR LEARNING. \***

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

**14. COMMENTS ABOUT THE INSTRUCTOR:**

## **Section 3.770 - Program Resource Survey Completed by Students**

At the prescribed times listed below, this survey is sent to the applicable students for the purpose of evaluating our program resources. The data from the survey is evaluated at advisory meetings and will aid the program in ongoing program improvement.

This survey is distributed at these times:

- At the completion of each EMT Academy to EMT students.
- At the completion of each Paramedic Academy Semester to Paramedic students.

The electronic form can be found at: <http://ozarksems.com/eval-resource-student.php>



A current copy of the form as of January 16th, 2019 is attached on subsequent pages.

### **PURPOSE:**

The purpose of this survey instrument is to evaluate our program resources. The data will aid the program in ongoing program improvement.

### **DEFINITIONS:**

- Classroom - The location where lectures are typically held.
- Laboratory - The location where skills are practiced on manikins or fellow students.
- Clinical - The non-ambulance location where skills are performed on live patients.
- Field Internship - The location where skills are performed on live patients in an emergency medical services setting (on the ambulance).
- Ancillary Facilities - Locations available for students not defined above for restrooms, staging, studying, etc.

### **INSTRUCTIONS:**

Consider each item separately and rate each item independently to all others. Check the rating that indicates the extent of your agreement with each statement. Please do not skip any rating. If you do not know about a particular area, please check "NA."

1. FACULTY TEACH EFFECTIVELY... \*

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- In the classroom
- In the laboratory
- In the hospital clinical area (not ambulance)
- In the field internship clinical area (ambulance)

2. FACULTY NUMBER IS ADEQUATE... \*

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- In the classroom
- In the laboratory
- In the hospital clinical area (not ambulance)
- In the field internship clinical area (ambulance)

3. FACULTY... \*

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Have a good rapport with students
- Help me with academic needs
- Ensure student representation on the program advisory committee

4. MEDICAL DIRECTOR: \*

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- I know who the Medical Director is
- The Medical Director has provided instruction

5. SUPPORT PERSONNEL: \*

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Tutors assist me as needed
- The admissions personnel assist me as needed
- The financial aid personnel assist me as needed
- The academic advisers assist me as needed
- The librarians assist me as needed

**6. CURRICULUM:** \*

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- The curriculum covers the necessary lecture content for the entry-level EMT or paramedic
- The curriculum covers the necessary laboratory activities for the entry-level EMT or paramedic
- The curriculum includes necessary hospital and field internship experience for the entry-level EMT or paramedic
- The curriculum includes the necessary content in support courses (i.e. science, general education)
- The curriculum is an appropriate sequence of classroom, laboratory, clinical, and field internship activities

**7. FINANCIAL RESOURCES:** \*

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- There is financial support for special student instructional activities (i.e. field trips, meetings, etc.)

**8. FACILITIES - CLASSROOM...** \*

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Are adequate in size
- Have adequate lighting
- Contain adequate seating
- Have adequate ventilation (i.e. A/C, Heat)
- Have adequate instructional equipment (i.e. boards, projectors)

**9. FACILITIES - LABORATORY... \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Is adequate in size
- Has adequate lighting
- Contains adequate seating
- Has adequate ventilation (i.e. A/C, Heat)
- Activities prepare me to perform effectively in the hospital and field internship settings
- Is accessible to students outside of regularly scheduled class times
- Is equipped with the amount of equipment necessary for student performance of required laboratory exercises
- Is equipped with the variety of equipment necessary for student performance of required laboratory exercises
- Is equipped with the amount of supplies necessary for student performance of required laboratory exercises
- Is equipped with the variety of supplies necessary for student performance of required laboratory exercises

**10. FACILITIES - ANCILLARY FACILITIES... \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
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- Provide adequate quiet study area
- Provide adequate secure storage for student personal items

**11. CLINICAL RESOURCES - ROTATIONS - FACILITIES: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- The hospital and field internship facilities offer an adequate number of procedures for me to meet clinical objectives
- The hospital and field internship facilities offer an adequate variety of procedures for me to meet clinical objectives
- The hospital and field internship facilities provide a variety of current equipment

**12. CLINICAL RESOURCES - ROTATIONS - EXPERIENCES: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Each hospital and field internship rotation is of sufficient length to enable me to complete clinical objectives
- Overall, the hospital and field internship rotations provide similar competencies to all students

**13. CLINICAL RESOURCES - INSTRUCTION: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- I receive adequate orientation to assigned hospital and field internship areas and procedures
- Hospital and field internship instructors are sufficiently knowledgeable to provide instruction to me
- Hospital and field internship instructors direct me in completing the assigned objective
- Clinical instructors are consistent in their evaluation of student performance
- Hospital and field internship instructors are available to assist me, when needed
- There are sufficient numbers of instructors for the number of assigned students

**14. LEARNING RESOURCES: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Reference texts are adequate to support assignments
- Journals are adequate to support assignments
- Computer resources are adequate to support the curriculum
- Internet access is adequate to support assignments
- Databases are adequate to support assignments

**15. PHYSICIAN INTERACTION: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Physician/student interaction facilitates the development of effective communication skills between me and physicians
- Physician contact is sufficient to provide me with a physician perspective of patient care
- Overall, my exposure to physicians in the program is adequate

**16. OVERALL QUALITY: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree
--------------------	---------------------	--------------------------	------------------------	-----------------------

- OVERALL quality of the resources supporting the program

**17. WHICH RESOURCES ARE THE STRONGEST CONTRIBUTORS TO YOUR LEARNING AND WHY?****18. WHICH RESOURCES NEED IMPROVEMENT AND WHY?****19. COMMENTS AND SUGGESTIONS TO IMPROVE THE PROGRAM'S OVERALL RESOURCES?**

## **Section 3.880 - Program Resource Survey Completed by Program Personnel**

At the prescribed times listed below, this survey is sent to the applicable guest instructors, preceptors, instructors, medical director, advisory committee members, and other program personnel for the purpose of evaluating our program resources. The data from the survey is evaluated at advisory meetings and will aid the program in ongoing planning, appropriate change, and development of action plans to address deficiencies.

This survey is distributed at these times:

- At the completion of each EMT Academy to EMT instructors and program personnel listed above.
- At the completion of each Paramedic Academy Semester to Paramedic instructors and program personnel listed above.

The electronic form can be found at: <http://ozarksems.com/eval-resource-program.php>



A current copy of the form as of January 16th, 2019 is attached on subsequent pages.

### **PURPOSE:**

The purpose of this survey instrument is to evaluate our program resources. The data will aid the program in ongoing planning, appropriate change, and development of action plans to address deficiencies. Unless specified, all sections should be completed by program faculty, Medical Director, and Advisory Committee members.

### **DEFINITIONS:**

- Classroom - The location where lectures are typically held.
- Laboratory - The location where skills are practiced on manikins or fellow students.
- Clinical - The non-ambulance location where skills are performed on live patients.
- Field Internship - The location where skills are performed on live patients in an emergency medical services setting (on the ambulance).
- Ancillary Facilities - Locations available for students not defined above for restrooms, staging, studying, etc.



**INSTRUCTIONS:**

Consider each item separately and rate each item independently to all others. Check the rating that indicates the extent of your agreement with each statement. Please do not skip any rating. If you do not know about a particular area, please check "NA."

**1. SELECT YOUR TYPE OF PROGRAM PERSONNEL \***

Mark only one oval.

- Advisory Committee Member Skip to question 2.
- Medical Director Skip to question 4.
- Instructor, Preceptor, or Support Personnel Skip to question 5.

**ADVISORY COMMITTEE QUESTIONS****2. PROGRAM FACULTY: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Faculty keep the Advisory Committee informed of program status
- Faculty respond to changes in the needs and expectations of the communities of interest
- Faculty foster positive relations with hospitals and field internships
- Faculty encourage student participation in professional activities

**3. MEDICAL DIRECTORS: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Medical Director reviews and approves educational content of the curriculum for appropriateness and medical accuracy
- Medical Director reviews and approves the quality of medical instruction, supervision, and evaluation of students in all program areas
- Medical Director reviews and approves the progress of each student throughout the program and assist with corrective measures
- Medical Director assures the competence of each graduate in the cognitive, psychomotor, and affective learning domains
- Medical Director has cooperative involvement with the program director
- Medical Director assures the quality of delegated responsibilities

Skip to question 6.

**MEDICAL DIRECTOR QUESTIONS****4. PROGRAM FACULTY: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Faculty keep the Advisory Committee informed of program status
- Faculty respond to changes in the needs and expectations of the communities of interest
- Faculty foster positive relations with hospitals and field internships
- Faculty encourage student participation in professional activities

Skip to question 6.

**PROGRAM PERSONNEL QUESTIONS****5. MEDICAL DIRECTORS: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Medical Director reviews and approves educational content of the curriculum for appropriateness and medical accuracy
- Medical Director reviews and approves the quality of medical instruction, supervision, and evaluation of students in all program areas
- Medical Director reviews and approves the progress of each student throughout the program and assist with corrective measures
- Medical Director assures the competence of each graduate in the cognitive, psychomotor, and affective learning domains
- Medical Director has cooperative involvement with the program director
- Medical Director assures the quality of delegated responsibilities

Skip to question 6.

**GENERAL QUESTIONS****6. SUPPORT PERSONNEL: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- The clerical support is adequate to meet the needs of the program
- The admissions personnel are adequate to meet the needs of the program
- The financial aid personnel are adequate to meet the needs of the program
- The academic advisers are adequate to meet the needs of the program
- The tutors are adequate to meet the needs of the program

**7. CURRICULUM \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- The curriculum covers the necessary didactic content for the entry-level EMT or paramedic
- The curriculum includes necessary clinical experience for the entry-level EMT or paramedic
- The curriculum covers the necessary content for success on the National Registry of EMTs exam.
- The curriculum is an appropriate sequence of classroom, laboratory, clinical, and field internship activities
- The curriculum provides for students to successfully complete each of the competencies by patient age, pathologies, complain, gender, and intervention
- PARAMEDIC PROGRAM ONLY: The field internship provides the student with an opportunity to serve as team leader in a variety of pre-hospital advanced life support emergency medical situations

**8. FINANCIAL RESOURCES \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- The institutional budget provides the program with sufficient financial resources to meet the goals and outcomes
- The program budget provides sufficient functioning and up-to-date equipment to achieve classroom and laboratory competencies
- The program budget provides sufficient supplies to achieve classroom and laboratory competencies
- The program budget provides for a sufficient number of faculty for didactic (classroom) instruction
- The program budget provides for a sufficient number of faculty for laboratory instruction
- The program budget provides for a sufficient number of faculty for clinical instruction
- The program budget provides for a sufficient number of faculty for field internship instruction
- The program budget provides for adequate faculty and staff continuing education and professional development

**9. FACILITIES, EQUIPMENT, AND SUPPLIES - CLASSROOMS... \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Are adequate in size
- Have adequate lighting
- Contain adequate seating
- Have adequate ventilation (i.e. A/C, Heat)
- Have adequate instructional equipment (i.e. boards, projectors)

**10. FACILITIES, EQUIPMENT, AND SUPPLIES - LABORATORY... \***

Mark only one oval per row.

*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Is adequate in size
- Has adequate lighting
- Contains adequate seating
- Has adequate ventilation (i.e. A/C, Heat)
- Activities prepare the student to perform effectively in the hospital and field internship setting
- Is accessible to students outside regularly scheduled class time
- Is equipped with the amount of equipment necessary for student performance of required laboratory exercises
- Is equipped with the variety of equipment necessary for student performance of required laboratory exercises
- Is equipped with the amount of supplies necessary for student performance of required laboratory exercises
- Is equipped with the variety of supplies necessary for student performance of required laboratory exercises

#### 11. FACILITIES, EQUIPMENT, AND SUPPLIES - ANCILLARY FACILITIES... \*

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
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- Provide adequate quiet study area Provide adequate secure storage for student personal items

#### 12. CLINICAL RESOURCES - ROTATIONS: \*

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- The hospital and field internship facilities offer an adequate number of procedures for the student to meet clinical objectives
- The hospital and field internship facilities offer an adequate variety of procedures for the student to meet clinical objectives
- The hospital and field internship facilities provide a variety of current equipment
- Each hospital and field internship rotation is of sufficient length to enable the student to complete clinical objectives

**13. CLINICAL RESOURCES - INSTRUCTION: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Students receive adequate orientation to assigned hospital and field internship areas and procedures
- Hospital and field internship instructors are sufficiently knowledgeable to provide student instruction
- Hospital and field internship instructors direct the students in completing the assigned objective
- Hospital and field internship instructors are consistent in their evaluation of student performance
- Hospital and field internship instructors are available to assist students when needed
- There are sufficient numbers of instructors for the number of assigned students

**14. LEARNING RESOURCES: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Reference texts are adequate to support assignments
- Journals are adequate to support assignments
- Computer resources are adequate to support the curriculum
- Internet access is adequate to support assignments
- Databases are adequate to support assignments

**15. FACULTY AND STAFF CONTINUING EDUCATION: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Faculty are given time to participate in continuing education and professional development
- Faculty are given funding to participate in continuing education and professional development

**16. PHYSICIAN INTERACTION: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree	NA - Not Applicable
--------------------	---------------------	--------------------------	------------------------	-----------------------	---------------------

- Physician/student interaction facilitates the development of effective communication skills between physicians and students
- Physician contact is sufficient to provide the student with a physician perspective of patient care
- Overall, student exposure to physicians in the program is adequate

**17. OVERALL QUALITY: \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree
-----------------------	------------------------	-----------------------------	---------------------------	--------------------------

- Please rate the OVERALL quality of the resources supporting the program

**18. WHICH RESOURCES ARE THE STRONGEST CONTRIBUTORS TO THE PROGRAM AND WHY?****19. WHICH RESOURCES NEED IMPROVEMENT AND WHY?****20. COMMENTS AND SUGGESTIONS TO IMPROVE THE PROGRAM'S OVERALL RESOURCES?**

## **Section 3.990 - Employer Survey**

This survey is distributed at these times:

- Six months after EMT hired after completing the EMT Academy.
- Six months after Paramedic hired after completing the Paramedic Academy.

The electronic form can be found at: <http://ozarksems.com/eval-employer.php>



A current copy of the form as of January 16th, 2019 is attached on subsequent pages.

The primary goal of CMH EMS Education Department programs is to equip students with all the education needed to be a high performing EMT or Paramedic in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains and a desirable candidate for employment.

We need your feedback and candid responses to fully evaluate if we are meeting the needs of our communities of interest. This survey is designed to help the program faculty determine the strengths and areas for improvement for our EMT and Paramedic programs. All data will be kept confidential and will be used for program evaluation purposes only. Thank you in advance for your valuable feedback regarding the educational process.

Your name and the graduate name are requested below for tracking purposes; however, you can choose to remain anonymous.

**1. RATER INFORMATION. PLEASE TYPE YOUR FIRST AND LAST NAME.**

**2. GRADUATE INFORMATION. PLEASE TYPE THE FIRST AND LAST NAME OF THE EMT OR PARAMEDIC GRADUATE.**

**3. IN WHAT MONTH AND YEAR DID THE EMPLOYEE GRADUATE?**

**4. HOW LONG HAS THE GRADUATE BEEN EMPLOYED FOR YOU (MONTHS)? \***

**5. LICENSURE LEVEL OF THE GRADUATE: \***

Mark only one oval.

- EMT
- Paramedic

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*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

**6. KNOWLEDGE BASE (COGNITIVE): THE GRADUATE... \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree
--------------------	---------------------	--------------------------	------------------------	-----------------------

- Has the EMS knowledge necessary to function in a healthcare/EMS environment.
- Has the general medical knowledge necessary to function in a healthcare/EMS environment.
- Has the ability to rapidly assess patient acuity.
- Is able to collect relevant information from patients.
- Is able to evaluate relevant patient information.
- Is able to formulate an appropriate treatment plan.
- Uses sound judgment while functioning in a healthcare/EMS environment.

**7. CLINICAL PROFICIENCY (PSYCHOMOTOR): THE GRADUATE... \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree
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- Effectively performs a broad range of skills.
- Possesses the skills to perform thorough patient assessments.
- Is able to perform approved procedures.
- Is able to interpret diagnostic information.

**8. BEHAVIORAL SKILLS (AFFECTIVE): THE GRADUATE... \***

Mark only one oval per row.

5 - Strongly Agree	4 - Generally Agree	3 - Neutral (Acceptable)	2 - Generally Disagree	1 - Strongly Disagree
--------------------	---------------------	--------------------------	------------------------	-----------------------

- Communicates effectively.
- Conducts himself or herself in an ethical manner.
- Conducts himself or herself in a professional manner.
- Functions effectively as a member of the healthcare/EMS team.
- Accepts supervision and feedback and works effectively with supervisory personnel.
- Is self directed and responsible for his or her actions.
- Arrives to work prepared and on time.
- Contributes to a positive work environment.

**9. PLEASE RATE AND COMMENT ON THE OVERALL QUALITY OF THIS PROGRAM'S GRADUATE.**

**10. WHAT QUALITIES OR SKILLS DID YOU EXPECT OF THE GRADUATE UPON EMPLOYMENT THAT HE OR SHE DID NOT POSSESS?**

**11. PLEASE PROVIDE COMMENTS AND SUGGESTIONS THAT WOULD HELP THIS PROGRAM TO BETTER PREPARE FUTURE GRADUATES.**

**12. WHAT ARE THE STRENGTHS OF THE GRADUATES OF THIS PROGRAM?**

Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.



## Part 4 - Policy Manual

This policy manual will be made available to all students in all courses taught.

The current class schedule and calendar are available at [www.citizensmemorial.com](http://www.citizensmemorial.com). This calendar is subject to change without notice. Changes to ongoing courses will be announced to the affected students.

### **Section 4.080 - Admission Criteria**

Some exceptions may apply. Please contact the EMS Education Director with specific questions.

1. Complete Registration Form (form varies from course-to-course and is usually in an online format).
2. Applicant shall be at least **18 years of age** at the completion of EMS and rescue courses and before any clinical time. Fourteen years of age is acceptable for community courses.
3. Applicant must have a **High School Diploma or GED** for EMS courses.
4. Applicant must have a current **Missouri Drivers License** for EMS and rescue courses.
5. Space may be limited and could be on a first-come, first-serve basis. A point system could be utilized for student selection and include such criteria as CMH employment status, answers to questions on the registration form, and residency within EMS response area. Further considerations may be at the discretion of the EMS Education Director.
6. Applicants may be required to attend an interview with the EMS Education Director, and/or Lead Instructor.
7. Applicants may be required to successfully complete an entrance exam.
8. Students performing skills or clinical time on actual patients will be required to obtain a **student ID** at CMH Human Resources Department. HR department will conduct a criminal background check to ensure no felonies and no drug convictions before issuing ID.

Students who require special assistance should contact the EMS Education Director and/or Lead Instructor as soon as possible. All efforts will be made to accommodate the special needs of students.

## **Section 4.100 - Fair Practices**

According to CAAHEP Standard V.A.2, at least the following must be made known to all applicants and students:

<b>Requirement</b>	<b>Program</b>	<b>Section</b>	<b>Page</b>
The sponsor's institutional and programmatic accreditation status as well as the name, mailing address, web site address, and phone number of the accrediting agencies.	EMT, and Paramedic	6.600.06 - Paramedic Academy Accreditation	178
Admission policies and practices.	EMT	6.360.32 - EMT Academy Application and Selection Process	151
	Paramedic	6.600.27 - Paramedic Academy Application and Selection Process	191
Policies on advanced placement.	EMT	Not allowed.	
	Paramedic	6.600.30 - Paramedic Academy Military Advanced Placement	192
	Paramedic	6.600.31 - Paramedic Academy Registered Nurse Advanced Placement	194
Policies on transfer of credits.	EMT	Not allowed.	
	Paramedic	6.600.33 - Anatomy and Physiology Transfer Credit	194
Policies on credits for experiential learning.	EMT	Not allowed.	
	Paramedic	6.600.29 - Paramedic Academy Experiential Learning	191
Number of credits required for completion of the program.	EMT	6.360.52 - EMT Academy Examination and Graduation Requirements	153
	Paramedic		
Tuition/fees and other costs required to complete the program.	EMT	6.360.28 - EMT Academy Tuition Details	147
	Paramedic		
Policies and processes for withdrawal.	EMT, and Paramedic	Section 4.280 - Student Withdrawal Policy	102
Policies for refunds of tuition/fees.	EMT, and Paramedic	Section 4.240 - Refund Policy	101

## **Section 4.120 - Non-Discrimination**

CMH makes all decisions regarding student recruitment, selection, retention, and grading practices without discrimination on grounds of race, color, creed, religion, sex, sexual orientation, ancestry, national origin, age, genetic marker, disability, or any other characteristic which lawfully cannot be the basis for an employment decision by state, local, or federal law.

CMH affirms a policy of equal employment opportunity and nondiscrimination in the provision of education services to the public. CMH makes all decisions regarding recruitment, hiring, promotion, and all other terms and conditions of employment without discrimination on the grounds of race, color, creed, religion, sex, sexual orientation, ancestry, national origin, age, genetic marker, disability, or any other characteristic which lawfully cannot be the basis for an employment by state, local, or federal law.

CMH EMS Education Department is obligated by and adheres to the provisions of:

- Section 493A, Title IV, Higher Education Act of 1965 as amended.
- Title 38, United States Code, Veteran's Benefits.
- Title IX, Education Amendments of 1972.
- Section 504, Rehabilitation Act of 1973.
- Family Education Rights and Privacy Act of 1974 as amended.
- Drug-Free Schools and Communities Act Amendments of 1989.

Inquiries concerning the application of these laws and their implementing regulations may be referred to the CMH EMS Education Director.

CMH EMS Education Department complies with Section 504 of the Rehabilitation Act of 1973 and makes every effort to ensure that disabled persons admitted as students or employed by the college are afforded all of the rights and privileges provided to them by this state and federal laws. CMH EMS Education Department is committed to providing a sound learning environment to academically qualified students with disabilities. Students must provide complete current documentation to the EMS Education Director prior to beginning a program, and accommodations will be determined based on documentation, then communicated to the instructor with consent of the student.

## Section 4.160 - Course Fees

Course fees will be established and published with course announcements. At a minimum, 50% of course fees will be due by the first day of class. Volunteer fire and rescue members that have primary or mutual aid responsibilities in CMH EMS districts or to CMH facilities qualify for the “**volunteer**” discounts below. Career employees working for agencies with primary or mutual aid responsibilities in CMH EMS districts or to CMH facilities qualify for the “**partner**” discounts below.

Course Name		Application Fee	Tuition (in addition to application fee)			
			Regular	Partner	Volunteer	CMH
Academy	EMR (student-supplied book: Jones & Bartlett)	\$0	\$0	\$0	\$0	NA
	EMR (CMH-supplied book)	\$10	\$120	\$120	\$120	NA
	EMT	\$50 (non-refundable)	\$750 - See 6.360.28 - EMT Academy Tuition Details (page 147) for details.			
	Paramedic	\$100 (non-refundable)	\$7,500 - See 6.600.24 - Paramedic Academy Tuition Details (page 185) for details.			
Course Name		Application Fee	Tuition (in addition to application fee)			
			Regular	Partner	Volunteer	CMH, Cox, or Ellett
NAEMT	AHDR	\$30	\$90	\$80	\$60	\$60
	EVOS	\$5 (CMH: \$0)	\$10	\$10	\$10	\$0
	GEMS	\$30	\$90	\$80	\$60	\$60
	LEFR-TCC	\$40	\$240	\$180	\$120	\$120
	PHTLS	\$30 (CMH: \$0)	\$180	\$120	\$60	\$0
	PHTLS Refresher	\$30 (CMH: \$0)	\$110	\$100	\$50	\$0
	PTEP	\$30	\$90	\$80	\$60	\$60
	Safety	\$5 (CMH: \$0)	\$10	\$10	\$10	\$0
	Safety Weekend (Safety, TIMS, & EVOS)	\$10 (CMH: \$0)	\$20	\$20	\$20	\$0
	TCCC	\$40	\$360	\$240	\$120	\$120
	TCCC-AC	\$40	\$240	\$180	\$120	\$120
	TCCC-MP	\$40	\$460	\$290	\$120	\$120
	TECC	\$40 (CMH: \$0)	\$360	\$240	\$120	\$0
	TFR	\$30	\$110	\$100	\$80	NA
Other	EMS Instructor	\$20	\$160	\$110	\$60	\$60
	Hazmat Medic	\$10	\$20	\$20	\$20	\$20
	TIMS	\$0	\$0	\$0	\$0	\$0
Refresher	EMT	\$10 (CMH: \$0)	\$60	\$40	\$30	\$0
	Paramedic	\$20 (CMH: \$0)	\$100	\$60	\$30	\$0

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Academy application fees and all non-academy tuition are paid to EMS Education and a receipt is provided at that time. Those funds are sent to Felicia Jump in admin to be credited to department 01.01.9035.

Once accepted into an academy, student information (name, billing address, and fees owed) are sent to Taresa Ball and Robyn Patton. Students will be billed directly and may be paid in person at the Cashier's Office. Meditech Client Desktop is used to verify payment of tuition.

## **Section 4.240 - Refund Policy**

All refund requests must be made in writing or email to the lead instructor or department director. In the case of any refund, all course materials shall be returned by the student in good working order and able to be issued to another student.

### **4.240.16 - Veterans Affairs Refund Policy**

If a student is utilizing funding from Department of Veterans Affairs, this section applies. In essence, a refund will be made using the following formula:

$$R = (A + T - U - \$10) \times (P)$$

**R = Amount of Refund**

**A = Application Fee**

**T = Tuition**

**U = Portion of application fee or tuition already used to purchase books, uniforms, etc.**

**P = (Days remaining in course) / (Total days in course)**

A refund of the unused portion of tuition, fees, and other charges will be made to veterans or eligible persons who fail to enter or fail to complete the course as required by Department of Veterans Affairs Regulations, CFR 21.4255. The refund will be within 10 percent of an exact pro rata refund. No more than \$10 of the established registration fee will be retained if a veteran or eligible person fails to enter the course. Prompt Refund: The refunded amount shall be paid within 40 days.

### **4.240.33 - Application Fee Refund Policy**

EMT and Paramedic Academy application fees are non-refundable. For all other courses, a full application fee refund will be made up to two weeks before the start date of the course. After that point and before the start date and time of the class, reimbursement will be refunded at 50%. No application fees will be returned after the start date and time of class.

### **4.240.66 - Tuition Refund Policy**

See 6.360.28 - EMT Academy Tuition Details (page 147) and 6.600.24 - Paramedic Academy Tuition Details (page 185) for tuition fee deadlines. For all other courses, the deadline for tuition payment is the start date and time of the class.

A full tuition fee refund will be made before the deadline. No tuition fees will be returned after the deadline.

## **Section 4.280 - Student Withdrawal Policy**

The student shall submit in writing with date and signature a request to withdrawal to the lead instructor. An exit interview shall be conducted with the program director.

## **Section 4.320 - Attendance Policy**

Any time a student must be absent from class, the EMS Education Director or Instructor should be contacted. Due to the compact time frame of most courses, it is important that all classes are attended. **Students must attend 80% of required course activities**, including classroom and laboratory hours. **More than 20% absence rate** may be the reason for dismissal.

Doctor's visits and other appointments should be scheduled beyond school hours. Any absence of three consecutive days or longer due to illness will require a doctor's written statement. Illness verification by a doctor may also be required at any time as deemed necessary by the EMS Education Director. Any hospitalization requires a release from the doctor to return to class and clinicals. Extenuating circumstances will be considered on a case-by-case basis. Documentation for extenuating circumstances must be submitted within seven calendar days of return to class.

Any student who is absent is responsible for any and all information, materials, and instructions given during class. The student will be held responsible for material presented and for assignments in the missed class. All missed clinical hours must be made up. Time made up for clinical rotations does not decrease the total number of hours missed. Faculty are under no obligation to offer extraordinary assistance to students who are chronically absent or tardy.

Students should realize that tardiness to class is very disruptive and that disciplinary measures may be taken for tardiness. If a student arrives to class after it has started must wait until the next break to enter to avoid causing a disturbance. Any student who is tardy more than 20% of the total contact time for that class will marked absent for the entire activity. For example, a student may not be more than 48 minutes late to a class that is to meet from 1800 hours to 2200 hours. Habitual tardiness of any period of time may be handled on a case-by-case basis to eliminate the disruption.

Children and visitors are not allowed during classroom, laboratory, or skills activities except by explicit invitation by instructor, lead instructor, program director, or EMS Education Director. Instructor, lead instructor, program director, and EMS Education Director must approve all visitors on a case-by-case basis.

Students are not permitted to leave early or interrupt class with pagers, cell phones, or radios. Students should turn them off, silence them, or not bring them into the classroom. On-duty students may, at the instructor's discretion, be allowed to respond to emergencies during class at the request of the Incident Commander.

Students will not be allowed to attend class or clinical rotations if any of the following health issues is present:

- Elevated temperature of 100.4 degrees Fahrenheit or above.
- Vomiting or diarrhea.
- Cognitive deficits.
- Signs or symptoms of communicable disease (i.e. pink eye, cold, flu, streptococcus, etc.)

## **Section 4.360 - Dress Code**

Violations of the following dress code and behavior code may be grounds for the EMS Education Director or Instructor to mark the student as absent, excuse the student from the activity, and/or dismiss the student from the program.

Students that are also **employees must not wear employee uniforms** or other apparel that might identify them as a non-student while performing as a student in the classroom or clinical rotations.

During class time, clinical rotations, or lab time, students should wear dark navy or black pants (EMT-style pants preferred), black belt, black shoes (safety boots preferred), and the issued polo-style shirt. If a polo shirt has not been issued for the class, an appropriate blank, collared shirt may be worn as long as it does not indicate the student is an employee of CMH or other organization and cannot be disruptive.

Polo shirt style will 5.11 Tactical Performance Polo

- Men's style number: 71049
- Women's style number: 61165
- EMR students shall wear Silver Tan (color code 160).
- EMD student shall wear Range Red (color code 477).
- EMT students shall wear TDU Green (color code 190).

Students not wearing the proper uniform will be sent home. Any time patient contact is made, participants with long hair should keep it pulled back; nails should be kept short; and perfume, cologne, and jewelry should be kept to a minimum. All jewelry and tattoos must adhere to CMH policies (Dress code policy HR 03-05 states personal hygiene must be maintained and any jewelry other than small stud earrings must be removed or covered. Additionally, all tattoos must be covered and beards cannot be longer than two inches.)

Student **uniforms may not be worn outside class activities**, except during travel to or travel from a class activity. The intent of this rule is to prohibit students representing CMH while doing non-class sanctioned activities. Incidental stops before and after class activities are acceptable as long as they are within social norms and will not reflect poorly on CMH.

Students are expected to display courteous and professional behavior during classroom, lab, and clinical sessions. Disruptive behavior during a lecture, practical, or clinical session may be grounds for dismissal.

## **Section 4.400 - Class Cancellation Policy**

In the event of course cancellation, for any reason, registrants will be notified immediately, and course fees will be refunded when all course materials are returned. In the event of poor weather, courses will be cancelled at the discretion of the Lead Instructor. In the event that a class is cancelled, that class will be rescheduled, and students should prepare for the next class already on the schedule.

In the event of cancellation, students will be contacted via text message and email. If students believe road conditions are unsafe near their home, they are responsible for contacting the instructor.

## **Section 4.440 - Academic Integrity**

Academic integrity is vital to the success of the student and the educational program. Quality education leads to quality care. The highest standards of ethical and professional conduct are integral to success in the EMS education. As members of the EMS profession, the student shares a commitment to adhere to the EMS Code of Ethics found at [http://www.naemt.org/about\\_us/emtoath.aspx](http://www.naemt.org/about_us/emtoath.aspx):

Professional status as an Emergency Medical Services (EMS) Practitioner is maintained and enriched by the willingness of the individual practitioner to accept and fulfill obligations to society, other medical professionals, and the EMS profession. As an EMS practitioner, I solemnly pledge myself to the following code of professional ethics:

- To conserve life, alleviate suffering, promote health, do no harm, and encourage the quality and equal availability of emergency medical care.
- To provide services based on human need, with compassion and respect for human dignity, unrestricted by consideration of nationality, race, creed, color, or status; to not judge the merits of the patient's request for service, nor allow the patient's socioeconomic status to influence our demeanor or the care that we provide.
- To not use professional knowledge and skills in any enterprise detrimental to the public well being.
- To respect and hold in confidence all information of a confidential nature obtained in the course of professional service unless required by law to divulge such information.
- To use social media in a responsible and professional manner that does not discredit, dishonor, or embarrass an EMS organization, co-workers, other health care practitioners, patients, individuals or the community at large.
- To maintain professional competence, always striving for clinical excellence in the delivery of patient care.
- To assume responsibility for upholding standards of professional practice and education.
- To assume responsibility for individual professional actions and judgment, both in dependent and independent emergency functions, and to know and uphold the laws which affect the practice of EMS.
- To be aware of and participate in matters of legislation and regulation affecting EMS.
- To work cooperatively with EMS associates and other allied healthcare professionals in the best interest of our patients.
- To refuse participation in unethical procedures, and assume the responsibility to expose incompetence or unethical conduct of others to the appropriate authority in a proper and professional manner.

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## **Section 4.480 - Student Dismissal**

Any violation of the medical ethics for patient care and patient confidentiality will result in a meeting with the Medical Director, Pre-Hospital Director, EMS Education Director, and/or Lead Instructor. The meeting will determine the proper course of discipline or dismissal. Students dismissed from a course may not re-enter the same course and must re-apply to the next course if they choose.

Infractions which may result in disciplinary action or dismissal from the class are:

- Violation of the EMS Code of Ethics;
- Dishonesty;
- Cheating in any form;
- Illegal use of controlled substances;
- Vulgarity or derogatory language;
- Harassment of instructors or fellow students;
- Inappropriate attire is worn for clinical times or field internship or wearing a name tag other than to class, clinical times, or field internship;
- Breach of patient confidentiality, giving out information, or copying trip sheets;
- Falsification of any information on student application, records, or evaluations;
- Violations of absence/tardiness policies;
- Failure to meet the minimum scholastic, clinical, or field internship requirements as listed in the policies;
- Unexcused absence from clinicals;
- Inadequate preparation for clinicals;
- Theft of any property;
- Unprofessional conduct;
- Behavior indicating drug or alcohol abuse;
- Unsafe paramedic practices: Behavior that conflicts with that of a reasonably prudent licensed paramedic and has the potential to cause physical or emotional harm. Examples include failure to follow infection control procedures, failure to follow safety policies, or failure to follow treatment protocols.

Academic dishonesty is defined as a student providing or obtaining unauthorized help in academic coursework or accepting recognition for work which is not theirs. Examples of dishonesty include, but not limited to:

- Copying from another student or allowing another student to copy work.
- Unauthorized collaboration with others on tests, quizzes, or assignments.
- Using unauthorized resources (i.e. notes or cheat sheets).
- Transmitting or receiving unauthorized communications (i.e. notes or text messages) during an exam.
- Disclosing or receiving examination questions to other students.
- Using another person's ideas, opinions, or theory without acknowledgement of the source.

Positive statements on social media regarding your experience at CMH and your clinical locations are encouraged and appreciated. If your social media profile associates you with CMH, **all of your social posts shall be positive and professional**, regardless of the topic.

## **Section 4.560 - Appeal and Grievance Procedure**

CMH EMS Education Department is responsible for managing and resolving all disputes, complaints, or problems that arise from a course offered by an instructor representing CMH. The EMS Education Director and Instructors are responsible for day-to-day operations of training programs. They will become involved in resolving any disputes, complaints, or problems arising from courses taught by CMH EMS.

Once a student has been dismissed for any of the reasons listed, he/she may seek reinstatement through a personal interview with the Medical Director, Pre-Hospital Director, and/or EMS Education Director. If all agree, the student may return for a probationary period to be determined in that meeting. After that probation, the student will be reevaluated and may be fully reinstated, dismissed, or the probationary period extended.

A line of authority shall be followed when a grievance occurs. If there are any problems, students should contact their instructor. If the problem is not resolved or the problem is with the instructor, they should contact the EMS Education Director. If the problem is still not resolved, they should contact the EMS Director. If the grievance is not resolved, the student can request an appeal with a committee comprised of EMS management, human resources, and the hospital chief operating officer.

Request for appeal must be filed in writing to the program manager with a date and signature within five (5) business days.

## **Section 4.640 - Academic Criteria: Grading and Examination Policies**

Students may be assigned homework during the course. Homework may consist of essay papers, reading assignments, take-home quizzes, practical evolutions, etc. Assignments must be turned in by the due date. **Late work will not be accepted.** Students will not be allowed to take a quiz, test, or exam early for any reason.

The grade for each course is determined by attendance, quizzes, written exams, practical exams, and/or final exams; thus reflecting mastery of the course material based on the percentage of the total points scored as being correct. All practical exams are Pass/Fail. For continuing education courses without exam or other grading mechanism, grades will be assessed by percentage of content the student was present for.

Grades will be determined as follows:

Grade	Percentage Grade	Comments
A +	96.7% - 100%	
A	93.3% - 96.6%	
A -	90.0% - 93.2%	
B +	86.7% - 89.9%	
B	83.3% - 86.6%	
B -	80.0% - 83.2%	<b>Minimum overall grade to be eligible to test for National Registry (EMR, EMT, or Paramedic).</b>
C +	76.7% - 79.9%	
C	73.3% - 76.6%	
C -	70.0% - 73.2%	<b>Minimum grade on any single test or significant course activity.</b> Minimum grade to be eligible to test for Division of Fire Safety.
F	Below 70.0%	Not a passing grade. No certificate will be given.

Grades will not be rounded. For example, 79.99% is less than 80% and is not a passing overall grade in EMT or Paramedic Academy. Each multi-day course has a course syllabus that will articulate the required course work, assignments, and specific requirements.

If the student misses an exam (practical or written), the student shall receive a score of zero unless the absence is excused by the EMS Education Director or Lead Instructor. Students will be allowed to retest two times for each practical station failed. Questions regarding test failure should be directed to the Lead Instructor.

All students will be under constant evaluation for the duration of the course. This will include the listed written testing as well as practical examinations. Students may have a practical check-off sheet that must be completed for course completion. The Medical Director may review all evaluations, written and practical test results, and skill performance sheets at his/her convenience.

Extra credit worksheets or quizzes may be given at any time during class. All extra credit work is voluntary. Any student wishing to complete extra credit work shall have it turned in on time.

## **Section 4.680 - Remedial Education**

If a student performance falls below passing criteria for a chapter or unit exam (written or practical), he or she will be given the opportunity for remedial education. The student must request remediation within 24 hours to their lead instructor.

Remediation is decided on a case-by-case basis and may include, but not limited to:

- Individual tutoring,
- Extra study and/or practice session being scheduled for the entire class,
- Assignment of extra work (in the case of extra work assignment, extra work assignments will be made available to the entire class for extra credit),
- Ability to re-take the exam (in the case of re-take, the final grade will be based on an average of the two exams),
- And/or other solutions.

## **Section 4.720 - Health and Safety Procedures**

Students shall report any dangerous environmental situations or safety hazards to their instructor, preceptor, FTO, and/or clinical educator immediately (i.e. Spills, loose wires, unsafe equipment, etc.).

While working clinical hours, students may occasionally be exposed to communicable or other medical diseases. When performing clinical rotations, students should take appropriate Body Substance Isolation (BSI) precautions. This may include (but is not limited to) gloves, eye shields, and gowns. If a student is exposed to a known case, he/she will be required to report this immediately to the instructor, preceptor, FTO, and/or clinical educator and seek necessary medical treatment.

Any participant who has a communicable disease (common cold, flu, hepatitis, herpes or cold sore, HIV-related illness, etc.) should not participate in practical skills stations or have direct patient care/contact during the clinical setting. Students must be non-febrile for 24-hours before patient contact. Participants will be expected to attend classes (unless their condition will not permit attendance) and observe others in the practical stations. The student will be expected to practice on his/her own time to maintain skill levels.

When practicing skills, students should operate all equipment appropriately and properly clean all equipment.

The clinical preceptor(s), FTO(s), and clinical educator(s) have final authority over the student during rotations. Students are not permitted to operate any vehicles while on clinical rotations. Students shall always ride in a seated position and wear a seat belt while the vehicle is in motion - this includes in the patient compartment in the back of the ambulance.

If at any time the student performs actions not approved by the preceptor(s), FTO(s), or clinical educator(s), the participant may be sent home or possibly expelled from the course.

Directions given by training personnel should be followed and if not understood, the student should ask for clarification before continuing the task.

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## **Section 4.800 - Drug and Substance Use and Abuse**

**Tobacco use is not permitted** during class, clinicals, labs, or while wearing student uniforms. Tobacco use is also not permitted on healthcare property, in healthcare vehicles, or during healthcare functions. Students under the influence of any illegal substance or alcohol during class will be dismissed and may be subject to further discipline or legal action. Students under the influence of even prescribed and legal substances that may impair judgment, impair reflexes, or cause drowsiness may have certain restrictions placed on them (i.e. cannot participate in laboratory, clinical, or evolutions). Illegal use of controlled substances outside of class can also lead to dismissal.

## **Section 4.880 - Certification Requirements**

To be eligible for National Registry testing, students must have a course grade of at least 80%. The practical exam may be taken up to three times to achieve a passing score. Once the practical exam is passed, the student will be able to take the written exam. Each student will be given a National Registry Certification Requirement Brochure at the beginning of each applicable course.

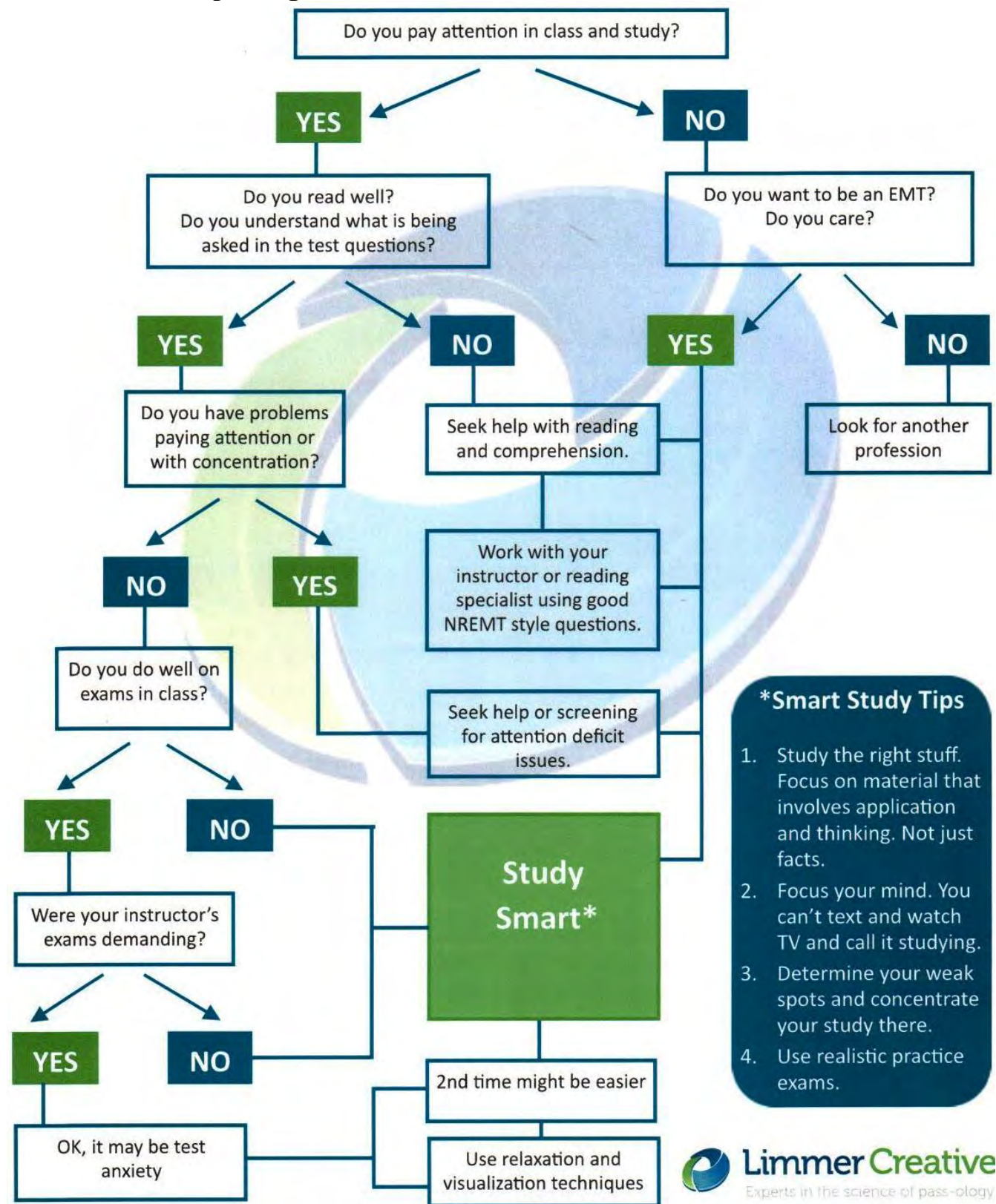
To be eligible for Missouri State Department of Public Safety - Division of Fire Safety testing, students must have a course grade of at least 70%. A terminal competency form will be completed for EMT and Paramedic programs and those links are below:

- 6.360.76 - EMT Academy Terminal Competency Form (page 171).
- 6.600.81 - Paramedic Academy Terminal Competency Form (page 265).

Refer to Missouri Bureau of Emergency Medical Services (BEMS) website (<http://health.mo.gov/safety/ems>) for information on the scope of practice and licensing requirements to practice as an EMR, EMT, AEMT, or Paramedic in the state of Missouri.

To be eligible for NREMT testing, the student must pass all practical exams by successfully completing all applicable skill checks for the level of licensure currently available on NREMT's website (<http://www.nremt.org>).

## 4.880.50 Trouble passing the NREMT?



(Limmer Creative, 2015)

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## **Section 4.920 - Photo and Video Release**

I give permission to CMH or any authorized agency, television or newspaper source to take photos or videos of me. I also give permission to have those photos and/or videos used by CMH in an appropriate manner for the promotion of CMH, CMH EMS, or CMH EMS Education Department. I release all rights to the photos and videos and the publications and media in which they are published or aired for CMH.

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

This page is left intentionally blank.



**Section 4.940 - Authorization for Release of Information**

I authorize a member of CMH EMS Education Department to release the following information to the authorized persons listed.

- ☐ My name
- ☐ My address
- ☐ My phone number
- ☐ My email address
- ☐ My student transcript
- ☐ My course grade. Specify which course: \_\_\_\_\_

List of authorized persons:

Name	Agency or relation

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## **Section 4.960 - Policy Manual Acknowledgment**

My signature below indicates that I have received, read, and understood the policy manual. I agree to follow and adhere to the guidelines set forth by the policy manual, class syllabus, and the instructors. I have received, read, and understood the clinical requirements for the course I am enrolling. I agree to follow and adhere to the guidelines set forth by each course and clinical site. I understand that my final grade will be impacted by my actions or my inactions. I understand that my success or lack thereof is solely my responsibility and not that of the faculty or staff. I take full responsibility for myself and my actions.

As a student, I understand that my performance will be evaluated by faculty, instructors, preceptors, FTOs, and clinical educators in cognitive, psychomotor, and affective domains. I will be informed of the content of these evaluations.

Safety is required of all EMS students. The following are grounds for course failure and may result in dismissal from the course:

- Preceptor, FTO, or clinical educator refusal to continue working with the student due to clinical safety issues.
- Inappropriate or unsafe behavior during educational activities that indicates impaired judgment and/or unfit condition for the learning environment.
- Abuse or inappropriate behavior.
- Patient neglect.
- Breach of patient confidentiality (HIPAA).
- Dishonesty with the patient or own actions.
- Refusal to follow directions or commands given by preceptors, FTOs, instructors, faculty, or clinical educators that are meant to ensure your safety, other responder's safety, or patient safety.
- Other unsafe clinical practice as deemed by faculty.

By signing below, I acknowledge that I have read and understood the list above and will act in a safe manner.

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## **Part 5 - Records and Reports**

### **Section 5.140 - Satellite Programs (NA)**

Currently, no satellite programs exist.

### **Section 5.280 - Use of BEMS Number**

Missouri BEMS Number will only be used on completion certificates and correspondence with BEMS.

### **Section 5.420 - Course Records**

All student and course records are kept in the student file at CMH EMS Headquarters for five years and are available to the student for review.

### **Section 5.490 - Initial Course Records**

#### **5.490.16 - EMR Initial Courses**

##### **COURSE: 2014 EMERGENCY MEDICAL RESPONDER**

Location: El Dorado Springs, MO

Primary Instructor: Donald Stockton

Beginning Enrollment: 12

Drop Out Rate: 0%

Course Fail Rate: 0%

Number of Students Successfully Completing Course: 12

##### **COURSE: 2016 EMERGENCY MEDICAL RESPONDER**

Location: Humansville, MO

Primary Instructor: Theron Becker

Beginning Enrollment: 7

Drop Out Rate: 100% (7)

Course Fail Rate: 0%

Number of Students Successfully Completing Course: 0

#### **5.490.32 - EMD Initial Courses**

None

## **5.490.48 - EMT Initial Courses**

### **COURSE: 2016 EMT ACADEMY**

Location: Bolivar, MO

Primary Instructor: Matthew DAmore

Beginning Enrollment: 11

Drop Out Rate: 9% (1)

Course Fail Rate: 18% (2)

Number of Students Successfully Completing Course: 8

### **COURSE: 2017 EMT ACADEMY**

Location: Bolivar, MO

Primary Instructor: Matthew DAmore

Beginning Enrollment: 9

Drop Out Rate: 11% (1)

Course Fail Rate: 11% (1)

Number of Students Successfully Completing Course: 7

### **COURSE: 2018 MONDAY/WEDNESDAY EMT ACADEMY**

Location: Bolivar, MO

Primary Instructor: Ryan McDonald

Beginning Enrollment: 10

Drop Out Rate: 20% (2)

Course Fail Rate: 0% (0)

Number of Students Successfully Completing Course: 8

### **COURSE: 2018 TUESDAY/THURSDAY EMT ACADEMY**

Location: Bolivar, MO

Primary Instructor: Bobby OKeefe

Beginning Enrollment: 10

Drop Out Rate: 10% (1)

Course Fail Rate: 10% (1)

Number of Students Successfully Completing Course: 8

## **5.490.64 - AEMT Initial Courses**

None

## **5.490.80 - Paramedic Initial Courses**

### **COURSE: 2018 PARAMEDIC ACADEMY**

Location: Bolivar, MO

Primary Instructor: Theron Becker

Beginning Enrollment: 16

Drop Out Rate: 6% (1)

Course Fail Rate: 6% (1)

Number of Students Successfully Completing Course: 14

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**Section 5.700 - Training Roster Form**

Gray boxes are to be completed by the lead instructor.

Course name: _____		Start time: _____ / End: _____	Date: _____
Instructor last name: _____ Instructor first name: _____ Email: _____		Agency: _____	Barcode: _____ Email billing info, if needed, to both <a href="mailto:taresa.ball@cmh">taresa.ball@cmh</a> & <a href="mailto:robyn.patton@cmh">robyn.patton@cmh</a>
1	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>
2	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>
3	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>
4	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>
5	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>
6	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>
7	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>

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8	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>
9	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>
10	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>
11	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>
12	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>
13	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>
14	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>
15	Last name: _____ First name: _____ Email: _____	Agency: _____ Billing address: _____	Barcode: _____ Tuition: \$ _____ Score: _____ % Added to DB? <input type="checkbox"/> Fully paid? <input type="checkbox"/> Cert emailed? <input type="checkbox"/>

**Section 5.770 - Student Transcripts**

Student transcripts are maintained as each course completion certificate is completed. A transcript is given to each student with each certificate. Transcripts are maintained indefinitely in an electronic format on the CMH file server network.

**Section 5.840 - Sample Certificate of Completion**

After successful completion of each course, each student will receive a certificate similar to below which also includes a transcript of courses completed to date.

<b>Citizens Memorial Hospital - Emergency Medical Services - Certificate of Completion</b>				
<b><u>Becker, Theron</u></b>				
Has successfully completed				
<b><u>PreHospital Trauma Life Support</u></b>				
Meeting the objectives and lesson requirements established by:				
<b><u>National Association of Emergency Medical Technicians</u></b>				
<b><u>Trauma</u></b>			<b><u>July 7, 2017</u></b>	
Missouri BEMS Module Category			Completion Date	
<b><u>16.0</u></b>	<b><u>0.0</u></b>	<b><u>0</u></b>	<b><u>100% (Passed with A+)</u></b>	<b><u>Bolivar, MO</u></b>
Classroom/Lab Contact Hours	Clinical Contact Hours	College Credit Unit Hours	Score (Grade)	Location
<b><u>Becker, Theron</u></b>				
Lead Instructor			Approving Signature	
		<b>CMH EMS Accreditations:</b> Missouri Bureau of EMS licensed training entity, BEMS #: <b><u>16706P</u></b> National Association of EMTs training site, NAEMT Site ID: <b><u>7119</u></b>		
				

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## Part 6 - Program Details

### **Section 6.030 - Generic Educational Calendar**

#### **6.030.25 - Spring Semester Educational Calendar**

Paramedic 1<sup>st</sup> Semester: See 6.600.60 - Paramedic Academy Courses - First Semester (page 210).

Paramedic 4<sup>th</sup> Semester: Must have completed all other paramedic coursework before beginning this semester. See 6.600.69 - Paramedic Academy Courses - Fourth Semester (page 248).

Mo	Wk	CEU
Jan		New Year's Day (Jan 1) Mandatory holiday from coursework
	1	CPR, ACLS (for medic class), PALS
	2	Advisory Board Meeting
	3	
	4	Weekend EMT Refresher
Feb	1	Weekend EMT Refresher
	2	Weekend Medic Refresher
		Washington's Birthday (Third Mon in Feb) Mandatory holiday from coursework
	3	Weekend Medic Refresher
	4	
Mar	1	PHTLS
	2	Competencies (by Polk Co FTOs)
	3	Competencies (by Polk Co FTOs)
	4	Competencies (by Polk Co FTOs)
Apr	1	FTO Meeting
	2	Telecommunicator's Week
	3	TIMS & EVOS
	4	

## 6.030.50 - Summer Semester Educational Calendar

Paramedic 2<sup>nd</sup> Semester: See 6.600.63 - Paramedic Academy Courses - Second Semester (page 220).

Mo	Wk	CEU	EMT Enrollment
May	1	CPR, ACLS, PALS (for medic class)	
	2	Advisory Board Meeting	
	3	EMS Week	
		Memorial Day (last Mon in May) Mandatory holiday from coursework	
	4		
Jun	1		Begin taking EMT Academy applications
	2	PHTLS	
	3		
	4		
Jul	1		Deadline to submit EMT Academy applications and application fee
		Independence Day (July 4) Mandatory holiday from coursework	
	2	Competencies (by Cedar Co FTOs)	
	3	Competencies (by Cedar Co FTOs)	FISDAP entrance exam due
	4	Competencies (by Cedar Co FTOs)	
Aug	1		Announce EMT Academy students
	2		
	3	TIMS & EVOS	
	4		

**6.030.75 - Fall Semester Educational Calendar**EMT Academy: See 6.360.60 - EMT Academy Courses (page 159).Paramedic 3<sup>rd</sup> Semester: See 6.600.66 - Paramedic Academy Courses - Third Semester (page 236).

Mo	Wk	CEU	Paramedic Enrollment
Sep		Labor Day (First Mon in Sept) Mandatory holiday from coursework	
	1	Weekend CPR (for EMT class), ACLS, PALS	
	2	Advisory Board Meeting	
	3	Weekend NIMS 100 & 700 (for EMT class)	
	4		
Oct	1	FTO Class	Begin taking Paramedic Academy applications
	2	Competencies (by Hickory & St Clair FTOs) ER RN's Week	
	3	Competencies (by Hickory & St Clair FTOs) Weekend PHTLS (for EMT class)	
	4	Competencies (by Hickory & St Clair FTOs)	
Nov	1		Deadline to submit Paramedic Academy applications and application fee
		Veterans Day (Nov 11) Mandatory holiday from coursework	
	2		
	3		FISDAP entrance exam due
	4		
Dec		Thanksgiving Day (Fourth Thu in Nov) Mandatory holiday from coursework	
	1		Announce Paramedic Academy students
	2	Weekend HMIRA, TIMS, & EVOS (for EMT class)	
	3		
	4		
		Christmas Day (Dec 25) Mandatory holiday from coursework	

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[illegible]

A maximum of 16 students will be accepted into each EMR Program.

Equip students with all the education needed to be a high-performing EMR in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains and an asset to the community as an Emergency Medical Responder.

The primary focus of the Emergency Medical Responder is to initiate immediate lifesaving care to critical patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional EMS response and to assist higher level personnel at the scene and during transport. Emergency Medical Responders function as part of a comprehensive EMS response, under medical oversight. Emergency Medical Responders perform basic interventions with minimal equipment.

Version: v 9 (January 16th, 2019)

### **6.120.24 - EMR Academy Faculty**

The designated director for the EMR program is the EMS Education Director. The EMR lead instructor will be selected by the EMS Education Director.

### **6.120.36 - EMR Academy Curriculum Purpose**

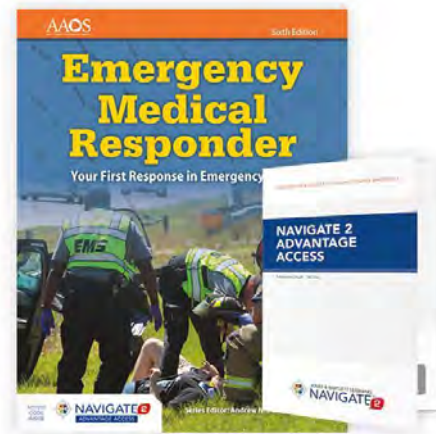
Provide specialty core and support courses to ensure the achievement of program goals and learning domains and to meet or exceed the content and competency demands of the latest edition of the NHTSA National Standard Curriculum.

### **6.120.48 - EMR Academy Curriculum**

The EMR program will use the NHTSA National Standard Curriculum. Specifically, the current edition curriculum and textbooks from AAOS (published by Jones & Bartlett) will be utilized for EMR courses.

Current edition is “Emergency Medical Responder: Your First Response in Emergency Care - 6<sup>th</sup> edition” with “Navigate 2 Advantage Package.”

ISBN: [9781284107272](https://www.jonesandbartlett.com/9781284107272)



### **6.120.72 - EMR Academy Examination Requirements**

Each student must achieve a cumulative score of no less than 80% to successfully complete the course. Additionally, each student must achieve a score of no less than 70% on each test and competency throughout the course.

**6.120.78 - EMR Academy Academic Progress**

To remain in and progress through the EMR Academy, the student must:

- Remain in compliance with policies and procedures outlined in this manual.
- Maintain 80% or higher attendance.



Students are responsible to constantly monitor his or her own learning process. Current standing and grades are available upon request. Every effort will be made to maintain grade records in an online format for instant access by students. Students are strongly encouraged to request appropriate faculty guidance and assistance with any curriculum material or any clinical objectives he or she is having difficulty mastering.

Class	Duration (hr)
Section 1 - Preparatory	
• Chapter 1 - EMS Systems	1.5
• Chapter 2 - Workforce Safety and Wellness	1.5
• Chapter 3 - Lifting and Moving Patients	2.5
• Chapter 4 - Medical, Legal, and Ethical	1
• Chapter 5 - Communication and Documentation	1.5
• Chapter 6 - Human Body	2
Section 2 - Airway	
• Basic Life Support	6
• Chapter 7 - Airway Management	2.5
• Chapter 8 - Professional Rescuer CPR	2
Section 3 - Assessment	
• Chapter 9 - Patient Assessment	2.5
MID-TERM EXAM / PRACTICAL SKILLS	4
Section 4 - Medical	
• Chapter 10 - Medical Emergencies	3
• Chapter 11 - Poisoning and Substance Abuse	2
• Chapter 12 - Behavioral Emergencies	1.5
• Chapter 13 - Environmental Emergencies	1.5
Section 5 - Trauma	
• Chapter 14 - Bleeding, Shock, and Soft-Tissue Injury	4
• Chapter 15 - Injury to Muscles and Bones	3.5
Section 6 - Special Patient Populations	
• Chapter 16 - Childbirth	2
• Chapter 17 - Pediatric Emergencies	3.5
• Chapter 18 - Geriatric Emergencies	2
Section 7 - EMS Operations	
• Chapter 19 - Transport Operations	1
• Chapter 20 - Vehicle Extrication and Special Rescue	2
• Chapter 21 - Incident Management	2
FINAL EXAM / PRACTICAL SKILLS	4
<b>TOTAL</b>	<b>59 hours</b>

*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

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**6.120.81 - EMR Student Clinical Evaluation Cards**

<p>Thank you for being a preceptor for a CMH EMR clinical student.</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>	<p>Thank you for being a preceptor for a CMH EMR clinical student.</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>
<p>Thank you for being a preceptor for a CMH EMR clinical student.</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>	<p>Thank you for being a preceptor for a CMH EMR clinical student.</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>

<p>EMR students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"><li>• Basic assessments and vitals</li><li>• Pharyngeal airways</li><li>• BVM</li><li>• Upper airway suction</li><li>• Oxygen administration</li><li>• Manual fracture stabilization and SMR</li><li>• Bleeding control</li></ul>	<p>EMR students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"><li>• Basic assessments and vitals</li><li>• Pharyngeal airways</li><li>• BVM</li><li>• Upper airway suction</li><li>• Oxygen administration</li><li>• Manual fracture stabilization and SMR</li><li>• Bleeding control</li></ul>
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## 6.120.84 - Equipment Available to EMR Students

### **SIMULATION AMBULANCE**

A fully-functional retired ambulance has been converted for use by the EMS Education Department. The ambulance is equipped with wireless audio and video feeds to allow instructors to observe students without distraction. Expired and replacement equipment and supplies from the EMS service keeps this training ambulance fully stocked for students to simulate any type of medical or trauma emergency.



### **MID-FIDELITY MANIKIN**

A Laerdal Nursing Anne manikin is dedicated to the EMS Education Department for scenario-based training. This manikin features the ability to place an advanced or emergency airway, start IVs and IOs, and may be configured in either gender.

This manikin has been upgraded with the SimPad Plus device to remotely control and simulate patient scenarios. From a wireless position, an instructor can control vitals, activate speech interactions, and recording of the simulation for playback or saving.



### **TRAINING LIBRARY**

A library of more than 700 reference books are available to all students. The majority of these books are EMS-oriented, but several fire service, law enforcement, management, and general healthcare topics are included.

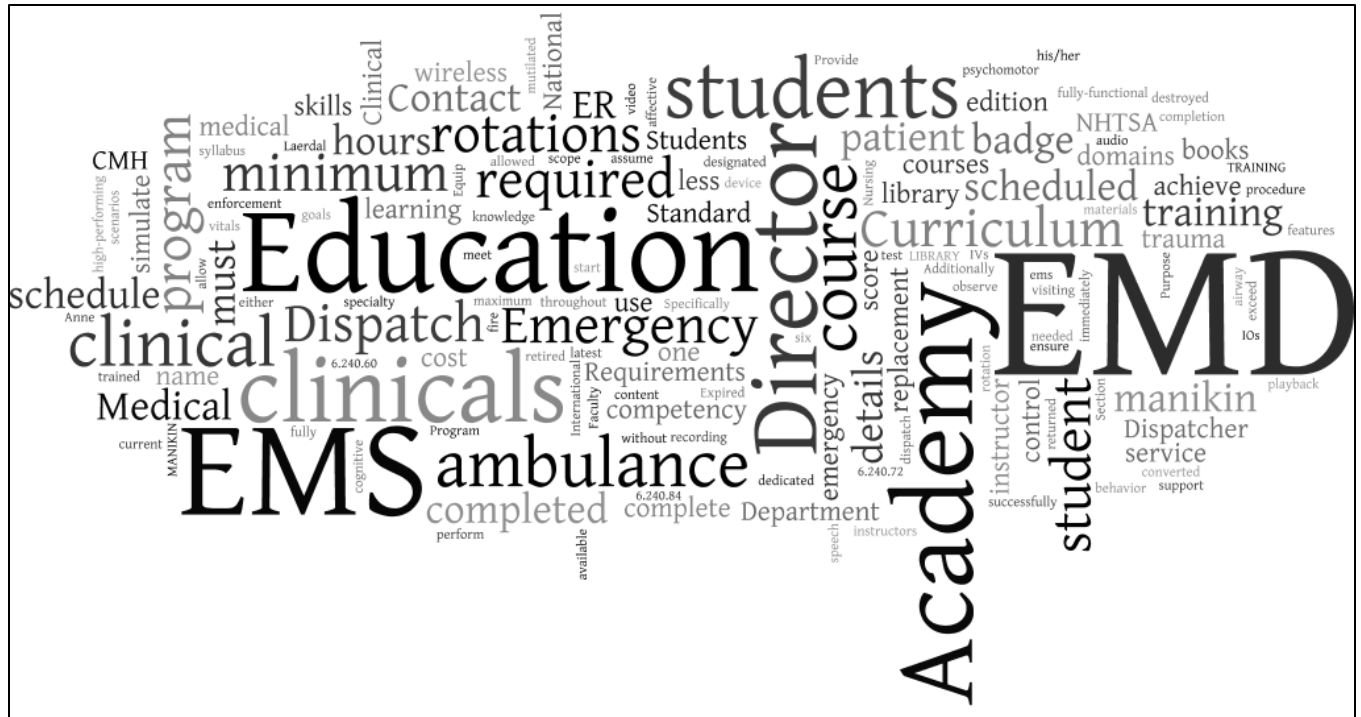
The library can be browsed and materials checked out by visiting [https://www.librarycat.org/lib/cmh\\_ems](https://www.librarycat.org/lib/cmh_ems)



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## Section 6.240 - Emergency Medical Dispatch Program [EMD Academy]



This section serves as the course syllabus for the Medical Dispatcher Academy.

A maximum of 16 students will be accepted into each EMD program.

### 6.240.12 - EMD Academy Goal

Equip students with all the education needed to be a high-performing EMD in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains and a desirable candidate for employment as an Emergency Medical Dispatcher.

### 6.240.24 - EMD Academy Faculty

The designated director for the EMD program is the EMS Education Director. The EMD lead instructor will be selected by the EMS Education Director.

### 6.240.36 - EMD Academy Curriculum Purpose

Provide specialty core and support courses to ensure the achievement of program goals and learning domains and to meet or exceed the content and competency demands of the latest edition of the NHTSA National Standard Curriculum.

### 6.240.48 - EMD Academy Curriculum

The EMD program will use the NHTSA National Standard Curriculum. Specifically, the current edition curriculum and textbooks from the International Academies of Emergency Dispatch will be utilized for EMD courses.

### **6.240.60 - EMD Academy Clinical Requirements**

If, at any time during a clinical rotation, a student is asked to perform outside his/her scope of training, that student shall immediately tell the requestor that they are not trained for that procedure and are not allowed to do it.

All students will be required to wear a CMH-issued ID badge during all classroom, skills, and clinical rotations. The name badge shall be returned upon course completion (or having dropped the course). Students will assume replacement cost if their name badge is lost, mutilated, or destroyed. Replacement cost will be \$10 each.

Emergency department clinical rotations will be completed at CMH ER and will be scheduled through the ER Clinical Coordinator. Contact EMS Education Director for details on how to schedule clinicals. A minimum of six (6) hours of ER clinicals will be required.

Ambulance clinical rotations will be completed on a CMH ambulance and will be scheduled through the EMS Education Director. Contact EMS Education Director for details on how to schedule clinicals. A minimum of 12 hours of ambulance clinicals will be required.



Dispatch clinical rotations will be completed at Polk County Central Dispatch and will be scheduled through the EMS Education Director. Contact EMS Education Director for details on how to schedule clinicals. A minimum of 24 hours of dispatch clinicals will be required.

A minimum of one (1) trauma patient and one (1) medical patient must be encountered to complete clinicals.

### **6.240.72 - EMD Academy Examination Requirements**

Each student must achieve a cumulative score of no less than 80% to successfully complete the course. Additionally, each student must achieve a score of no less than 70% on each test and competency throughout the course.

**6.240.78 - EMD Student Clinical Evaluation Cards**

<p>Thank you for being a preceptor for a CMH EMD clinical student.</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>	<p>Thank you for being a preceptor for a CMH EMD clinical student.</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>
<p>Thank you for being a preceptor for a CMH EMD clinical student.</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>	<p>Thank you for being a preceptor for a CMH EMD clinical student.</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>

<p>EMD students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"><li>• Observation only</li></ul>	<p>EMD students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"><li>• Observation only</li></ul>
<p>EMD students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"><li>• Observation only</li></ul>	<p>EMD students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"><li>• Observation only</li></ul>

## 6.240.84 - Equipment Available to EMD Students

### SIMULATION AMBULANCE

A fully-functional retired ambulance has been converted for use by the EMS Education Department. The ambulance is equipped with wireless audio and video feeds to allow instructors to observe students without distraction. Expired and replacement equipment and supplies from the EMS service keeps this training ambulance fully stocked for students to simulate any type of medical or trauma emergency.



### MID-FIDELITY MANIKIN

A Laerdal Nursing Anne manikin is dedicated to the EMS Education Department for scenario-based training. This manikin features the ability to place an advanced or emergency airway, start IVs and IOs, and may be configured in either gender.



This manikin has been upgraded with the SimPad Plus device to remotely control and simulate patient scenarios. From a wireless position, an instructor can control vitals, activate speech interactions, and recording of the simulation for playback or saving.



### TRAINING LIBRARY

A library of more than 700 reference books are available to all students. The majority of these books are EMS-oriented, but several fire service, law enforcement, management, and general healthcare topics are included.



The library can be browsed and materials checked out by visiting [https://www.librarycat.org/lib/cmh\\_ems](https://www.librarycat.org/lib/cmh_ems)



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During this academy, students are highly encouraged not to make any other large life changes (i.e. get married, get divorced, move residences, change jobs, etc.). Additionally, in order to have enough time to prepare for and complete all requirements of the academy, a maximum work load of 36 hours per week is recommended. If the student's overall score is less than 80%, the recommended work load is reduced to 24 hours and further reduced to 12 hours if the overall score is less than 70%.

According to the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), the following is the description of the Emergency Medical Technician:

The primary focus of the Emergency Medical Technician is to provide basic emergency medical care and transportation for critical and emergent patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide patient care and transportation. Emergency Medical Technicians function as part of a comprehensive EMS response, under medical oversight. Emergency Medical Technicians perform interventions with the basic equipment typically found on an ambulance. The Emergency Medical Technician is a link from the scene to the emergency health care system.

### **6.360.08 - EMT Academy Faculty**

The designated director for the EMT program is the EMS Education Director. The EMT Lead Instructor will be selected by the EMS Education Director.

### **6.360.12 - EMT Academy Curriculum Purpose**

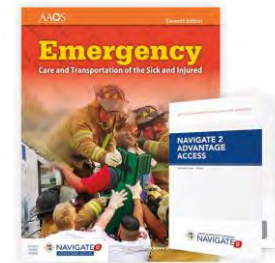
Provide specialty core and support courses to ensure the achievement of program goals and learning domains and to meet or exceed the content and competency demands of the latest edition of the NHTSA National Standard Curriculum.

### **6.360.16 - EMT Academy Curriculum**

The EMT program will use the National EMS Education Standards.

Specifically, the current edition curriculum and textbooks from AAOS (published by Jones and Bartlett) will be utilized for EMT courses.

The current edition of the textbook used is “Emergency Care and Transportation of the Sick and Injured - 11<sup>th</sup> edition” with “Navigate 2 Advantage Package.”



ISBN: [9781284106909](https://www.jonesandbartlett.com/9781284106909)



### 6.360.20 - EMT Academy Prerequisites

Students must complete the following before completing the first day of class:

- Have regular access to a personal computer with reliable internet access and some type of word processing software.
- Will be at least **18 years old** before scheduled clinical time.
- Complete application process (including application fee, interview, and acceptance into the program).
- Verify **vaccinations**:
  - Two-step tuberculosis (TB) screening,
  - Diphtheria and tetanus (TDAP),
  - Measles, mumps, and rubella (MMR),
  - Hepatitis B,
  - And seasonal influenza. Annual influenza vaccinations will be required throughout the Paramedic Academy.
- Ability to obtain Missouri Class E **Driver License**.
- Completion of **student ID** process at CMH HR (certification of insurance application, HIPAA video, and criminal background check).
  - Must not have a criminal background of felonies or drug-related convictions.
  - Must have the ability to pass a drug screen.
- Ability to meet functional requirements of EMT job responsibilities.

### 6.360.24 - EMT Academy Functional Abilities Required

CMH EMS Department does not discriminate against any individual with disabilities. However, there are certain technical standards, essential functions, and physical demands which are required of the EMT. The physical requirements are listed below and the student must be able to perform these requirements as well as have satisfactory physical health. NOTE: Additional requirements are often required by employers to those listed below.

Students must be able to achieve all clinical objectives, and below items in the list of functional abilities, which are an inherent part of the clinical objectives. Students returning to school following an illness or injury must submit a letter from his or her doctor indicating any restrictions. Situations with a student placed on restrictions from a doctor will be considered on a case-by-case basis. Determination will then be made after evaluation of the restriction and time frame indicated by the doctor regarding the student's ability to meet all clinical objectives and remain in the academy.

- Gross motor skills: Move within confined spaces, sit and maintain balance, stand and maintain balance, reach above shoulders (i.e. hang an IV bag), and reach below waist (i.e. plug an electrical plug into an outlet).
- Fine motor skills: Pick up objects with hands, grasp small objects with hands, write with pen or pencil, type on a computer keyboard, pinch and pick or otherwise work with fingers (i.e. manipulate a syringe), twist (i.e. turn knob), squeeze with fingers (i.e. eye dropper), and able to safely operate a motor vehicle (i.e. an ambulance).
- Physical endurance: Stand (i.e. at patient side during a procedure), sustain repetitive movements (i.e. CPR compressions), and maintain physical tolerance (i.e. assist a patient walking).

- Physical strength: Push and pull 50 pounds (i.e. position patients), support 50 pounds of weight (i.e. ambulate a patient), lift 50 pounds (i.e. pick up a child), move 50 pound objects (i.e. transfer a patient), defend against combative patient, carry equipment and supplies, use upper body strength (i.e. physically restrain a patient), and squeeze with hands (i.e. operate a fire extinguisher).
- Mobility: Twist, bend, stoop, squat, move quickly (i.e. in response to an emergency), climb (i.e. ladders), and walk.
- Hearing: Hear normal speaking levels (i.e. person-to-person report), hear faint voices, hear faint body sounds (i.e. blood pressure), hear in situations when not able to see lips, hear auditory alarms.
- Visual: See objects at arms-length (i.e. computer screen), see objects around 20 feet away (i.e. patient in a room), see objects more than 20 feet away (i.e. obstacles on the roadway), use depth perception, use peripheral vision, distinguish color (i.e. color codes on equipment), distinguish color intensity (i.e. skin color).
- Tactile: Feel vibrations (i.e. palpate pulse), detect temperature (i.e. skin), feel differences in surface characteristics (i.e. skin turgor), feel differences in sizes and shapes (i.e. palpate vein), and detect environmental temperature (i.e. check for drafts).
- Smell: Detect odors from patient (i.e. alcohol breath), detect smoke, and detect gases or noxious smells.
- Reading: Read and understand written documents (i.e. protocols).
- Arithmetic competence: Read and understand columns of writing (i.e. charts), read digital displays, read graphics (i.e. EKG), calibrate equipment, convert numbers to and from metric system, tell time, measure time (i.e. count duration of contractions), count rates (i.e. breaths per minute), use measuring tools (i.e. thermometer), read measurement marks (i.e. scales), add/subtract/multiply/divide whole numbers, compute fractions (i.e. medication dosages), use a calculator, and write numbers.
- Emotional stability: Establish therapeutic boundaries, provide patients with emotional support, adapt to changing environments and stress, deal with the unexpected (i.e. patient crisis), focus attention on task, monitor own emotions, perform multiple responsibilities concurrently, and handle strong emotions (i.e. grief).
- Analytical thinking: Transfer knowledge from one situation to another, process information, evaluate outcomes, problem solve, prioritize tasks, use long-term memory, and use short-term memory.
- Critical thinking: Identify cause and effect relationships, plan and control activities for others, synthesize knowledge and skills, and sequence information.
- Interpersonal skills: Negotiate interpersonal conflict, respect differences in patients and co-workers, and establish rapport with patients and co-workers.
- Communication skills: Teach (i.e. patient education), explain procedures, give oral reports, interact with others, communicate on the telephone, communicate on a radio, influence people, direct activities of others, convey information through writing.

**6.360.28 - EMT Academy Tuition Details**

Tuition of \$750 includes textbooks, online access codes, polo shirts (2), and testing fees (re-testing fees not included). Application deadline is at least four weeks before class start date. A non-refundable application fee of \$50 is due at time of application. Fees and tuition can be paid by check, credit card, or CMH employee payroll deduction. If paying by credit card, an additional 2.5% will be required to cover added expenses by credit card companies.

A payment schedule is available with the following amounts and deadlines:

- \$350 is due by the first day of EMS 100 - Emergency Medical Technician (page 159).
- An additional \$100 is due before the first Fisdap Unit Exam can be taken (usually during week 4).
- An additional \$100 is due before the Mid-Term Exam can be taken (usually during week 8).
- An additional \$200 is due before the Final Exam can be taken.

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**6.360.30 - Rick Seiner Memorial EMT Academy Scholarship**

Each year, each of the following individuals can sponsor one (1) scholarship to attend the EMT Academy:

- CMH EMS Director
- Each CMH EMS Manager

An official recommendation must be received by the EMS Education Director at the time of application into the Academy. All application and entrance requirements must be met by deadlines provided; however, the application fee and tuition fees will be waived.

Award selection criteria is based on a point system. The student applicants with the highest points will be awarded the scholarship.

**EMT ACADEMY SCHOLARSHIP APPLICATION:**

Student name:\_\_\_\_\_ Applying for year/semester:\_\_\_\_\_

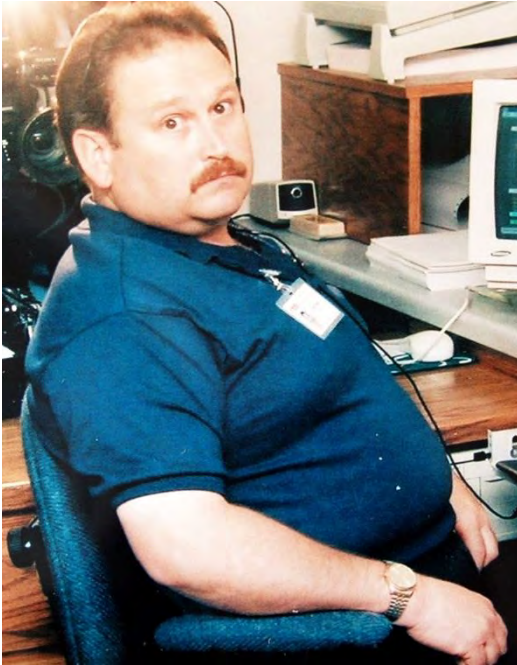
I attest that I meet the following qualifications (select all that apply):

<input type="checkbox"/> I have read the obituary for Rick Seiner and, if awarded, I agree to live up to Rick's memory through being an EMS professional and student worthy of his name.	Mandatory
<input type="checkbox"/> My household income falls within the pre-tax, gross income required to qualify for one or both of the programs below. Verification of income may be required.  Household size: _____ Monthly income: _____	
Missouri Food Stamps ( <a href="https://mydss.mo.gov/food-assistance/food-stamp-program/income-limits">https://mydss.mo.gov/food-assistance/food-stamp-program/income-limits</a> )	10 points
Missouri WIC ( <a href="https://health.mo.gov/living/families/wic/eligibility_income.php">https://health.mo.gov/living/families/wic/eligibility_income.php</a> )	5 points
<input type="checkbox"/> I am currently an active volunteer emergency responder in my community.  Chief signature / agency name: _____	2 points
<input type="checkbox"/> I am currently an employee of Citizens Memorial Hospital.	5 points
<input type="checkbox"/> I intend to work at CMH as an EMT after graduation.	1 point
<input type="checkbox"/> I intend to further my education and become a paramedic or RN within the next five years.	1 point

Student signature:\_\_\_\_\_

**RICKY A. SEINER OBITUARY:**

November 16, 1951 - September 2, 2005



Ricky Allen "Rick" Seiner, 53, of Bolivar died from injuries he received Friday evening, Sept. 2, 2005, after he was struck by an automobile while working an accident as an Emergency Medical Technician near Humansville.

Rick was born Nov. 16, 1951, in Springfield Baptist Hospital in Springfield, the son of Robert Allen "Bob" Seiner and Helen Darlene Franklin Seiner. Rick was a 1970 graduate of Bolivar High School. After graduating high school, he enlisted in the U.S. Army Reserve and trained at Fort Campbell, Ky.

Rick started working when he was 15 years old at Wood's Super Market in Bolivar and worked for 28 years. When the Polk County 911 was established, Rick was employed as a dispatcher and later he completed his training to become an EMT. Rick proudly served the community as an EMT with Citizens Memorial Hospital for the past 10 years. He also taught EMT Board Certification courses for the state of Missouri, worked for the Polk County Fire and Rescue and the Polk County Ambulance. Rick was a dedicated employee, missing only one day of work in 38 years.

Rick was a lifelong resident of Polk County. He grew up on a farm southeast of Bolivar where he helped his dad milk cows. He loved the St. Louis Cardinals baseball team and loved to hunt and fish. He also took pleasure in coaching his sons' Little League baseball teams.

Rick was united in marriage to Mary L. Caraway June 21, 2005. He was a member of the First Assembly of God Church in Bolivar where he and Mary attended.

Surviving are his wife, Mary, of the home; his three sons, Cassidy Seiner of Springfield, Tyler Seiner and Devin Seiner, both of Bolivar; a stepson, Joshua Miller of Hurst, Texas; a stepdaughter, Erin Miller of Bolivar; his parents, Bob and Darlene Seiner of Bolivar; two brothers, Brent Seiner and wife Vesta of Bolivar and Rocky Seiner and wife Patsy of Macon; and his sister, Teresa Parson and husband Mike of Bolivar.

**6.360.32 - EMT Academy Application and Selection Process**

CMH EMS Education Department will review completed student applications. Upon meeting minimum admission standards, or higher, qualified applicants will be offered a seat in the EMT Academy in the following priority:

- CMH employee.
- First responder agency within CMH's seven-county service area.
- Highest Fisdap entrance exam score.

Fisdap entrance exam is used to select and admit prospective EMT students with the best chances of success in the EMT Academy. It is also used as a diagnostic tool to assess the incoming students' strengths and weaknesses. The exam is comprised of two sections:

- The cognitive test measures student preparedness in the following subjects:
  - Anatomy and physiology,
  - Reading comprehension (at the 9<sup>th</sup> and 11<sup>th</sup> grade levels),
  - Math, and
  - EMT knowledge, application, and problem solving.
- The affective test uses 30 items from the M5-50 personality inventory. The M5-50 is a valid and reliable personality item set designed for the evaluation of law enforcement personnel in three areas:
  - Agreeableness: How well an individual gets along with others (also described as kindness, cooperativeness, or sympathy for others),
  - Conscientiousness: Attention to detail and understanding of right versus wrong, which may also have utility in predicting elements of empathetic behaviors, and
  - Neuroticism: The inability to accept failures and deal with stress, which tends to predict depressive moods.

**6.360.34 - EMT Academy Experiential Learning**

Credit for experiential learning, advanced placement, or transfer of credits from another institution will not be offered or provided.

### 6.360.36 - EMT Academy Classroom Details

The class will meet Monday and Wednesday nights from 6 pm to 10 pm at CMH EMS Headquarters Classrooms located at 1525 N Oakland Ave, Bolivar, MO. Four Saturday/Sunday 16-hour weekends will also be required to complete additional courses. Clinical activity (described below) is in addition to the classroom days described here. Coursework, classroom activities, and in-class testing will focus on personal safety, teamwork, and exceptional, compassionate patient care. Extensive use of simulation and scenario education will be included. Additionally, personal work habits and fitness activities will be included to prepare students for a life-long career in EMS.

#### GENERIC WEEKLY SCHEDULE

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Morning	Occasional EMT Class		Paramedic Class		Paramedic Class		EMT Class every other Saturday
Afternoon							
Evening		M/W EMT Class (6p- 10p)	T/T EMT Class (6p- 10p)	M/W EMT Class (6p - 10p)	T/T EMT Class (6p- 10p)		

### 6.360.40 - EMT Academy Simulation Requirements

Each student will be assigned a partner for simulation activities. A schedule will be developed where each team will be responsible for responding to simulated emergencies. These simulated emergencies may occur at any time during the EMT classroom time. If your team is “on duty” for the day, you will be expected to have the assigned response equipment checked and available before start of class and left in service and available for the next class and next “on duty” team.

Teams not “on duty” will be required to observe the simulated emergency. All teams will be required to document the activity using the provided ePCR documentation forms and/or software.

### 6.360.44 - EMT Academy Academic Progress

To remain in and progress through the EMT Academy, the student must:

- Remain in compliance with policies and procedures outlined in this administration manual.
- Submit to annual influenza immunization.

Students are responsible to constantly monitor his or her own learning process. Current standing and grades are available upon request. Every effort will be made to email grade records at the completion of each chapter.

Students are strongly encouraged to request appropriate faculty guidance and assistance with any curriculum material or any clinical objectives he or she is having difficulty mastering.



**6.360.48 - Certifications Gained After Completion of the EMT Academy**

- Prepared and eligible to test for Missouri Licensed Emergency Medical Technician
- Prepared and eligible to test for Nationally Registered Emergency Medical Technician
- Prepared and eligible to test for Missouri Class E Driver License
- American Heart Association (AHA) - Basic Life Support (BLS)
- National Association of EMTs (NAEMT) - EMS Safety
- National Association of EMTs (NAEMT) - PreHospital Trauma Life Support (PHTLS)
- Missouri University - Hazardous Materials Incident Response: Awareness
- National Incident Management System (NIMS) - 100: Introduction to the Incident Command System (self-study)
- National Incident Management System (NIMS) - 700: Introduction to National Incident Management System (self-study)
- Traffic Incident Management (TIMS)
- National Association of EMTs (NAEMT) - Emergency Vehicle Operator Safety (EVOS)

**6.360.52 - EMT Academy Examination and Graduation Requirements**

To be eligible for state and national testing, the student must meet the following requirements:

- Achieve a cumulative score of **no less than 80%**.
- Attain a “pass” grade in all clinical activities due at the end of each course.
- Attain a score of at least 70% on at least 70% of all assignments, chapter quizzes, and unit tests.
- Completion of all assigned FISDAP unit tests. FISDAP unit test scores are part of the cumulative score and are routinely used as mid-term or semester final exams. If you score less than 70% on a FISDAP unit test, you may retake it once and your final score will be the average of the two attempts. This is the only graded component that may be made up or repeated.
- Successfully complete all clinical minimum hour, patient contact, and skill requirements.
- A “pass” certification on the final psychomotor evaluation, which will include all practical skills as required by NREMT for this level of licensure.

## **TIPS TO SUCCEED ON A FISDAP EXAM**

Fisdap exams are uniquely designed to assess your knowledge and critical thinking ability. Questions are authored by instructors across the country and reviewed by subject matter experts and a board certified Emergency Physician. After you finish the exam, we hope you will come away with a good understanding of topics that you mastered along with ones that need improvement. Please take advantage of the guidelines below that outline how to succeed on a Fisdap exam.

The exams are intended to prepare you for your national or state certification exam. In addition to studying the textbook, we recommend completing the workbook that accompanies it and familiarizing yourself with current American Heart Association guidelines. We also encourage the use of Fisdap Study Tools (<https://studytools.fisdap.net/>). This product allows you to practice your test-taking and critical thinking skills, which will help you solve real life EMS problems.

Fisdap test items generally conclude with one of the following questions. Understanding how to interpret these questions will help you succeed.

- **What should you do?** These questions ask you to apply knowledge to treat a patient as you would in the field. You should select the best treatment option available. If you feel there are multiple “correct” answers then pick the BEST option by imagining that there is a “next” or “first” at the end. E.g. “What should you do next ?” or “What should you do first ?”
- **What should you suspect?** These questions ask you to diagnose patients by suspecting underlying comorbidities or pathophysiologies that are described in the question. If more than one answer seems “correct,” think of the condition that is the most life-threatening. You should suspect the most lethal diagnosis given the signs and symptoms.
- **What is the most likely cause?** These questions are asking you to think about the most probable cause or condition based on the signs and symptoms. This type of question asks about what is most likely, NOT the most lethal.

Test-taking tips:

1. Read the question completely. Before looking at the possible answers imagine what you should do to take care of the patient.
2. Read all possible answers completely and consider the BEST answer.
3. During the exam, if your instructor allows, we encourage you to write down (on a blank piece of paper) words or topics you want to review afterwards.
4. All questions are randomized, so don’t get discouraged if you get difficult ones right away.

We wish you the best on this exam, on your certification exam, and ultimately in your new career as an EMS professional!

### 6.360.56 - EMT Academy Clinical Requirements

Clinical experience is defined as a planned and scheduled educational student experience with live patient contact activities in settings, such as hospitals, clinics, free-standing emergency centers, and may include field experience.

Field experience is defined as planned and scheduled educational student time spent on an EMS unit, which may include observation and skill development, but which does not include team leading and does not contribute to the CoAEMSP definition of field internship.

**To be eligible to attend clinical rotations, the student must maintain passing status (70% overall grade) in the EMT Academy.**

At no time may an EMT student be substituted for EMT staff. If the EMT student is also an employee of the clinical site:

- When functioning as an EMT student:
  - Must wear student uniform.
  - Must not perform normal work duties that are outside the scope of the clinical objectives.
- When functioning as staff:
  - Must not wear student uniform.
  - Must not perform clinical student activities outside the scope of employed job description.

Students are required to participate and be eligible to participate at all clinical sites without exception. Students must also comply with the facilities' policies and procedures. CMH is not obligated to locate an additional clinical site to accommodate a student for any reason.

Courses with a clinical component require mastery of the clinical objectives in order to successfully complete the course. The clinical component of any course is an integral portion of that course. Clinical experiences are graded on a pass/fail basis. **If a student fails in clinical, he or she will fail the course.** Students will be sent home from the clinical setting for unsafe or unprofessional behavior and may be grounds from dismissal from the course.

If, at any time during a clinical rotation, a student is asked to perform outside his/her scope of training, that student shall immediately tell the requestor that they are not trained for that procedure and are not allowed to do it.

All students will be required to wear a CMH-issued ID badge during all classroom, skills, and clinical rotations. The name badge shall be returned upon course completion (or having dropped the course). Students will assume replacement cost if their name badge is lost, mutilated, or destroyed. Replacement cost will be \$10 each.

FISDAP ([www.fisdap.net](http://www.fisdap.net)) will be used to schedule clinicals and track skills.

- FISDAP Scheduler gets students' clinical internship schedules online where educators, clinicians, preceptors, and students can all view and interact with the live calendar. Students pick and sign up for their own shifts from what is available.
- FISDAP Skills Tracker documents learning, reports achievements and growth, and aids program accreditation and self-study. After each patient contact, students document their experience on the FISDAP website.

When documenting live patient contacts and skills in FISDAP, the first line in the narrative must contain a medical record number trackable to the patient. This could be a hospital number off a face sheet or an EMS run number. Spot checks will be done to ensure accurate documentation.

Required basic laboratory competencies are listed below. These requirements must be completed prior to any live patient encounters. At least one (1) evaluation must be completed on you by an instructor or preceptor while you complete the following skills:

- 12-lead ECG placement (NREMT skill).
- Automated external defibrillator (AHA skill)
- CPR for adults, children, and infants with both one- and two-rescuer (AHA skill)
- Glucometer (NREMT skill)
- Hemorrhage control (NREMT skill)
- Intranasal medication administration (NREMT skill)
- Joint splinting (NREMT skill)
- Long bone splinting (NREMT skill)
- Relief of choking in infants and children (AHA skill)
- Rescue breathing for adults and children with bag-mask (AHA skill)
- Spinal immobilization - Adult seated patient (NREMT skill)
- Spinal immobilization - Adult supine patient (NREMT skill)
- Traction splinting (NREMT skill)

Specific clinical requirements to be completed by the end of all clinical hours are listed below. These requirements can be worked on throughout all clinical sites.

- Within six (6) months of the final exam, the student must have successfully documented an assessment on six (6) medical patients.
- Within six (6) months of the final exam, the student must have successfully documented an assessment on six (6) trauma patients.

**6.360.58 - EMT Student Clinical Evaluation Cards**

<p>Thank you for being a preceptor for a CMH EMT clinical student.</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p>Student name: _____  Clinical date: _____  Time in: _____ Time out: _____</p>	<p>Thank you for being a preceptor for a CMH EMT clinical student.</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p>Student name: _____  Clinical date: _____  Time in: _____ Time out: _____</p>
<p>Thank you for being a preceptor for a CMH EMT clinical student.</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p>Student name: _____  Clinical date: _____  Time in: _____ Time out: _____</p>	<p>Thank you for being a preceptor for a CMH EMT clinical student.</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p>Student name: _____  Clinical date: _____  Time in: _____ Time out: _____</p>

<p>EMT students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Basic assessments and vitals</li> <li>• 12-lead acquisition and transmission</li> <li>• Pharyngeal and blind-insertion airways</li> <li>• BVM</li> <li>• Assist with CPAP/BiPAP</li> <li>• Upper airway suction</li> <li>• Blood glucose monitoring</li> <li>• Oxygen, oral glucose, and aspirin administration</li> <li>• Manual fracture stabilization and SMR</li> <li>• Bleeding control</li> </ul>	<p>EMT students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Basic assessments and vitals</li> <li>• 12-lead acquisition and transmission</li> <li>• Pharyngeal and blind-insertion airways</li> <li>• BVM</li> <li>• Assist with CPAP/BiPAP</li> <li>• Upper airway suction</li> <li>• Blood glucose monitoring</li> <li>• Oxygen, oral glucose, and aspirin administration</li> <li>• Manual fracture stabilization and SMR</li> <li>• Bleeding control</li> </ul>
<p>EMT students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Basic assessments and vitals</li> <li>• 12-lead acquisition and transmission</li> <li>• Pharyngeal and blind-insertion airways</li> <li>• BVM</li> <li>• Assist with CPAP/BiPAP</li> <li>• Upper airway suction</li> <li>• Blood glucose monitoring</li> <li>• Oxygen, oral glucose, aspirin, and IN narkan administration</li> <li>• Manual fracture stabilization and SMR</li> <li>• Bleeding control</li> </ul>	<p>EMT students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Basic assessments and vitals</li> <li>• 12-lead acquisition and transmission</li> <li>• Pharyngeal and blind-insertion airways</li> <li>• BVM</li> <li>• Assist with CPAP/BiPAP</li> <li>• Upper airway suction</li> <li>• Blood glucose monitoring</li> <li>• Oxygen, oral glucose, aspirin, and IN narkan administration</li> <li>• Manual fracture stabilization and SMR</li> <li>• Bleeding control</li> </ul>

**6.360.60 - EMT Academy Courses**

Total of 17 semester hours - 278 contact hours.

**EMS 100 - EMERGENCY MEDICAL TECHNICIAN**

Thirteen (13) semester hours - 206 contact hours.

**PREREQUISITES:**

Enrollment in the EMT Academy.

This course includes all the classroom and laboratory activities to prepare students for a career as an Emergency Medical Technician.

Refer to Section 6.030 - Generic Educational Calendar (page 125) for when in the calendar year, this course falls.

**COURSE INSTRUCTOR:**

Monday/Wednesday course: Ryan McDonald. Email: [ryan.mcdonald@citizensmemorial.com](mailto:ryan.mcdonald@citizensmemorial.com).

Tuesday/Thursday course: Bobby OKeefe. Email: [bobby.okeefe@citizensmemorial.com](mailto:bobby.okeefe@citizensmemorial.com).

Office hours by appointment.

Week	Date	Description	Instructor(s)	Tests and Exams
1	Mon 9/3/18	No class (Labor Day)		
	Tue 9/4/18	Study and Test Skills Ch 1 - EMS Systems	Bobby OKeefe	
	Wed 9/5/18	Study and Test Skills Ch 1 - EMS Systems	Ryan McDonald	
	Thu 9/6/18	Ch 2 - Workforce Safety and Wellness Ch 3 - Medical, Legal, and Ethical Issues	Bobby OKeefe	Ch 1 Quiz
	Sat 9/8/18	NAEMT EMS Safety Course	Morgan Young, Theron Becker	EMS Safety Test
2	Mon 9/10/18	Ch 2 - Workforce Safety and Wellness Ch 3 - Medical, Legal, and Ethical Issues	Ryan McDonald	Ch 1 Quiz
	Tue 9/11/18	Ch 4 - Communications and Documentation Ch 5 - Medical Terminology	Bobby OKeefe	Ch 2 Quiz Ch 3 Quiz
	Wed 9/12/18	Ch 4 - Communications and Documentation Ch 5 - Medical Terminology	Ryan McDonald	Ch 2 Quiz Ch 3 Quiz
	Thu 9/13/18	Ch 6 - Human Body Ch 7 - Life Span Development	Bobby OKeefe	Ch 4 Quiz Ch 5 Quiz

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Week	Date	Description	Instructor(s)	Tests and Exams
3	Mon 9/17/18	Ch 6 - Human Body Ch 7 - Life Span Development	Ryan McDonald	Ch 4 Quiz Ch 5 Quiz
	Tue 9/18/18	Ch 8 - Lifting and Moving Patients Ch 9 - Patient Assessment	Bobby O'Keefe	Ch 6 Quiz Ch 7 Quiz
	Wed 9/19/18	Ch 8 - Lifting and Moving Patients Ch 9 - Patient Assessment	Ryan McDonald	Ch 6 Quiz Ch 7 Quiz
	Thu 9/20/18	Ch 10 - Airway Management Ch 11 - Principles of Pharmacology	Bobby O'Keefe	Ch 8 Quiz Ch 9 Quiz
	Sat 9/22/18	AHA Basic Life Support CPR Course	Brianna Becker	BLS Test
	Sun 9/23/18			
4	Mon 9/24/18	Ch 10 - Airway Management Ch 11 - Principles of Pharmacology	Ryan McDonald	Ch 8 Quiz Ch 9 Quiz
	Tue 9/25/18	Ch 12 - Shock Ch 13 - BLS Resuscitation	Bobby O'Keefe	Ch 10 Quiz Ch 11 Quiz
	Wed 9/26/18	Ch 12 - Shock Ch 13 - BLS Resuscitation	Ryan McDonald	Ch 10 Quiz Ch 11 Quiz
	Thu 9/27/18	Ch 14 - Medical Overview Ch 15 - Respiratory Emergencies	Bobby O'Keefe	Ch 12 Quiz Ch 13 Quiz
5	Mon 10/1/18	Ch 14 - Medical Overview Ch 15 - Respiratory Emergencies	Ryan McDonald	Ch 12 Quiz Ch 13 Quiz
	Tue 10/2/18	Skills practice Routine individual academic counseling with all students to evaluate affective domain	Bobby O'Keefe	Ch 14 Quiz Ch 15 Quiz FISDAP Airway Unit Exam
	Wed 10/3/18	Skills practice Routine individual academic counseling with all students to evaluate affective domain	Ryan McDonald	Ch 14 Quiz Ch 15 Quiz FISDAP Airway Unit Exam
	Thu 10/4/18	Ch 16 - Cardiovascular Emergencies Ch 17 - Neurologic Emergencies	Bobby O'Keefe	
	Sat 10/6/18	NAEMT - Psychological Trauma in EMS Patients (PTEP)	Morgan Young	PTEP Test
6	Mon 10/8/18	Ch 16 - Cardiovascular Emergencies Ch 17 - Neurologic Emergencies	Ryan McDonald	
	Tue 10/9/18	Skills practice Routine individual academic counseling with all students to evaluate affective domain	Bobby O'Keefe	Ch 16 Quiz Ch 17 Quiz FISDAP Cardiology Unit Exam
	Wed 10/10/18	Skills practice Routine individual academic counseling with all students to evaluate affective domain	Ryan McDonald	Ch 16 Quiz Ch 17 Quiz FISDAP Cardiology Unit Exam

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Week	Date	Description	Instructor(s)	Tests and Exams
	Thu 10/11/18	Ch 18 - Gastrointestinal and Urologic Emergencies Ch 19 - Endocrine and Hematologic Emergencies	Bobby OKeefe	
7	Mon 10/15/18	Ch 18 - Gastrointestinal and Urologic Emergencies Ch 19 - Endocrine and Hematologic Emergencies	Ryan McDonald	
	Tue 10/16/18	Ch 20 - Immunologic Emergencies Ch 21 - Toxicology	Bobby OKeefe	Ch 18 Quiz Ch 19 Quiz
	Wed 10/17/18	Ch 20 - Immunologic Emergencies Ch 21 - Toxicology	Ryan McDonald	Ch 18 Quiz Ch 19 Quiz
	Thu 10/18/18	Ch 22 - Psychiatric Emergencies Ch 23 - Gynecologic Emergencies	Bobby OKeefe	Ch 20 Quiz Ch 21 Quiz
	Sat 10/20/18		Ryan McDonald, Bobby OKeefe	Mid-Term Practical Exam
8	Mon 10/22/18	Ch 22 - Psychiatric Emergencies Ch 23 - Gynecologic Emergencies	Ryan McDonald	Ch 20 Quiz Ch 21 Quiz
	Tue 10/23/18	Skills practice Routine individual academic counseling with all students to evaluate affective domain	Bobby OKeefe	Ch 22 Quiz Ch 23 Quiz FISDAP Medical Unit Exam
	Wed 10/24/18	Skills practice Routine individual academic counseling with all students to evaluate affective domain	Ryan McDonald	Ch 22 Quiz Ch 23 Quiz FISDAP Medical Unit Exam
	Thu 10/25/18	Ch 24 - Trauma Overview Ch 25 - Bleeding	Bobby OKeefe	
9	Mon 10/29/18	Ch 24 - Trauma Overview Ch 25 - Bleeding	Ryan McDonald	
	Tue 10/30/18	Ch 26 - Soft-Tissue Injuries Ch 27 - Face and Neck Injuries	Bobby OKeefe	Ch 24 Quiz Ch 25 Quiz
	Wed 10/31/18	Ch 26 - Soft-Tissue Injuries Ch 27 - Face and Neck Injuries	Ryan McDonald	Ch 24 Quiz Ch 25 Quiz
	Thu 11/1/18	Ch 28 - Head and Spine Injuries	Bobby OKeefe	Ch 26 Quiz Ch 27 Quiz
	Sat 11/3/18	NAEMT PreHospital Trauma Life Support Course	Theron Becker, Morgan Young, Jason Stroud	
10	Sun 11/4/18			PHTLS Test
	Mon 11/5/18	Ch 28 - Head and Spine Injuries	Ryan McDonald	Ch 26 Quiz Ch 27 Quiz

***Mission:** Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

Week	Date	Description	Instructor(s)	Tests and Exams
	Tue 11/6/18	Ch 29 - Chest Injuries Ch 30 - Abdominal and Genitourinary Injuries	Bobby OKeefe	Ch 28 Quiz
	Wed 11/7/18	Ch 29 - Chest Injuries Ch 30 - Abdominal and Genitourinary Injuries	Ryan McDonald	Ch 28 Quiz
	Thu 11/8/18	Ch 31 - Orthopaedic Injuries Ch 32 - Environmental Emergencies	Bobby OKeefe	Ch 29 Quiz Ch 30 Quiz
11	Mon 11/12/18	No class (Veteran's Day)		
	Tue 11/13/18	Skills practice Routine individual academic counseling with all students to evaluate affective domain	Bobby OKeefe	Ch 31 Quiz Ch 32 Quiz FISDAP Trauma Unit Exam
	Wed 11/14/18	Ch 31 - Orthopaedic Injuries Ch 32 - Environmental Emergencies	Ryan McDonald	Ch 29 Quiz Ch 30 Quiz
	Thu 11/15/18	Ch 33 - Obstetrics and Neonatal Care	Bobby OKeefe	
	Sat 11/17/18	Cox Air Care Landing Zone Class Missouri Class E Driver MUFRTI Hazardous Materials Awareness Course	Shelly Elsey Theron Becker	HMIRA Test
12	Mon 11/19/18	Skills practice Routine individual academic counseling with all students to evaluate affective domain	Ryan McDonald	Ch 31 Quiz Ch 32 Quiz FISDAP Trauma Unit Exam
	Tue 11/20/18	Ch 34 - Pediatric Emergencies	Bobby OKeefe	Ch 33 Quiz
	Wed 11/21/18	Ch 33 - Obstetrics and Neonatal Care	Ryan McDonald	
	Thu 11/22/18	No class (Thanksgiving)		
13	Mon 11/26/18	Ch 34 - Pediatric Emergencies	Ryan McDonald	Ch 33 Quiz
	Tue 11/27/18	Ch 35 - Geriatric Emergencies Ch 36 - Patients With Special Challenges	Bobby OKeefe	Ch 34 Quiz
	Wed 11/28/18	Ch 35 - Geriatric Emergencies Ch 36 - Patients With Special Challenges	Ryan McDonald	Ch 34 Quiz
	Thu 11/29/18	Skills practice Routine individual academic counseling with all students to evaluate affective domain	Bobby OKeefe	Ch 35 Quiz Ch 36 Quiz FISDAP OB-Peds Unit Exam

*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

Week	Date	Description	Instructor(s)	Tests and Exams
	Sat 12/1/18	Traffic Incident Management NAEMT Emergency Vehicle Operator Safety Course (Day 1)	Brice Flynn, Theron Becker, Jason Stroud	
14	Sun 12/2/18	NAEMT Emergency Vehicle Operator Safety Course (Day 2)	Theron Becker, Jason Stroud	EVOS Test
	Mon 12/3/18	Skills practice Routine individual academic counseling with all students to evaluate affective domain	Ryan McDonald	Ch 35 Quiz Ch 36 Quiz FISDAP OB-Peds Unit Exam
	Tue 12/4/18	FEMA NIMS 100 Course FEMA NIMS 700 Course	Theron Becker	NIMS 100 Test NIMS 700 Test
	Wed 12/5/18	FEMA NIMS 100 Course FEMA NIMS 700 Course	Theron Becker	NIMS 100 Test NIMS 700 Test
	Thu 12/6/18	Ch 37 - Transport Operations Ch 38 - Vehicle Extrication and Special Rescue	Bobby O'Keefe	
15	Mon 12/10/18	Ch 37 - Transport Operations Ch 38 - Vehicle Extrication and Special Rescue	Ryan McDonald	
	Tue 12/11/18	Ch 39 - Incident Management Ch 40 - Terrorism Response and Disaster Management Ch 41 - A Team Approach to Health Care	Bobby O'Keefe	Ch 37 Quiz Ch 38 Quiz
	Wed 12/12/18	Ch 39 - Incident Management Ch 40 - Terrorism Response and Disaster Management Ch 41 - A Team Approach to Health Care	Ryan McDonald	Ch 37 Quiz Ch 38 Quiz
	Thu 12/13/18	Routine individual academic counseling with all students to evaluate affective domain	Bobby O'Keefe	Ch 39 Quiz Ch 40 Quiz Ch 41 Quiz FISDAP Operations Unit Exam
	Sat 12/15/18		Ryan McDonald, Bobby O'Keefe	Final Practical Exam
16	Mon 12/17/18	Routine individual academic counseling with all students to evaluate affective domain	Ryan McDonald	Ch 39 Quiz Ch 40 Quiz Ch 41 Quiz FISDAP Operations Unit Exam

***Mission:** Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

Week	Date	Description	Instructor(s)	Tests and Exams
	Tue 12/18/18	Routine individual academic counseling with all students to evaluate affective domain	Bobby OKeefe	FISDAP Comprehensive EMT Exam
	Wed 12/19/18	Routine individual academic counseling with all students to evaluate affective domain	Ryan McDonald	FISDAP Comprehensive EMT Exam
	Fri 12/21/18	EMT and Paramedic graduation dinner and ceremony		

**EMS 102 - EMT FIELD EXPERIENCE**

Five (5) semester hours - 72 contact hours.

This course provides an opportunity for students to apply classroom knowledge to real-life situations and patients. Included in this course are all the components of the EMT curriculum as applied to 9-1-1 callers, ambulance patients, and hospital patients.

Refer to Section 6.030 - Generic Educational Calendar (page 125) for when in the calendar year, this course falls.

If the minimum number of patient contacts listed in 6.360.56 - EMT Academy Clinical Requirements (page 155) are not completed by the end of the minimum hours required, additional hours must be scheduled to meet the contact requirements. A deadline of six (6) months after the end of the classroom portion of the course must be met for all hour and patient contact requirements.

**CMH EMERGENCY ROOM:**

- **Prerequisites:**
  - Successful completion of AHA BLS CPR and
  - Completion of Patient Assessment lecture and quiz.
- EMT students will shadow ER Tech.
- Complete a minimum of 24 hours.

**CMH AMBULANCE:**

- **Prerequisites:**
  - Completion of all emergency room clinicals and
  - Completion of FISDAP Airway Unit Exam.
- EMT students will shadow ambulance EMT.
- Complete a minimum of 48 hours by the final exam.

## 6.360.64 - Equipment Available to EMT Students

### **SIMULATION AMBULANCE**

A fully-functional retired ambulance has been converted for use by the EMS Education Department. The ambulance is equipped with wireless audio and video feeds to allow instructors to observe students without distraction. Expired and replacement equipment and supplies from the EMS service keeps this training ambulance fully stocked for students to simulate any type of medical or trauma emergency.



### **MID-FIDELITY MANIKIN**

A Laerdal Nursing Anne manikin is dedicated to the EMS Education Department for scenario-based training. This manikin features the ability to place an advanced or emergency airway, start IVs and IOs, and may be configured in either gender.

This manikin has been upgraded with the SimPad Plus device to remotely control and simulate patient scenarios. From a wireless position, an instructor can control vitals, activate speech interactions, and recording of the simulation for playback or saving.



### **TRAINING LIBRARY**

A library of more than 700 reference books are available to all students. The majority of these books are EMS-oriented, but several fire service, law enforcement, management, and general healthcare topics are included.

The library can be browsed and materials checked out by visiting [https://www.librarycat.org/lib/cmh\\_ems](https://www.librarycat.org/lib/cmh_ems)



**6.360.68 - CMH EMT Academy Application Form**

First name: \_\_\_\_\_ Last name: \_\_\_\_\_

Email address: \_\_\_\_\_

(This is our primary means of communication with students.)

Cell phone number with text messaging: \_\_\_\_\_

(This is our secondary means of communication with students.)

Mailing address: \_\_\_\_\_

Current employer: \_\_\_\_\_

List your volunteer and employment history:

---

---

Why do you want to be an EMT?

---

---

What are your professional goals in five years?

---

What size polo shirt to do you wear? Gender: \_\_\_\_\_ Size: \_\_\_\_\_

How did you hear about the EMT Academy? \_\_\_\_\_

A nonrefundable \$50 application fee is due at time of application. We will contact you by email to schedule an interview and entrance exam. Class size is limited to 16 students. If you are selected, the first tuition payment of \$350 will be required before the first day of class.

Application fee and tuition fees can be paid by credit card, check, cash, or CMH payroll deduct. If paying by credit card, an additional 2.5% will be added to offset fees.

In addition to tuition fees, the following costs may be required:

- Re-testing fees (usually \$70) if you do not pass the first time.
- You will be required to have your own stethoscope. A quality stethoscope that costs at least \$50 is recommended (Littmann Class II, for example).
- You will be required to have a wristwatch with a second hand.
- You will be required to wear the class uniform to all class activities. Polo shirts will be provided. Dark navy EMT-style pants, black boots, and black belt are your responsibility.

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## 6.360.72 - Criminal History Records Disclosure Consent Form

Please complete the TOP HALF of the following form. The section of the form you need to complete is in the thick black border. The part of the form below your signature will be completed by CMH Human Resources Department.

Once complete, please return it to the CMH EMS Education Director using one of the following methods:

- Scan and email to [theron.becker@citizensmemorial.com](mailto:theron.becker@citizensmemorial.com)
- Fax to 417-328-7209
- Hand deliver to Theron Becker at CMH EMS Headquarters in Bolivar.
- Mail to CMH EMS Education, 1500 N Oakland Ave, Bolivar, MO 65613

**AUTHORIZATION FORM - backgroundcheckadvantage.com (based on 11/16/2016 form)**

		Citizens Memorial Hospital 417-326-6000	
First Name		Middle Name	
Last Name			
Alias / Maiden Name(s)		Will Employee's Salary Exceed \$75,000? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	
Social Security Number	Date of Birth	Race	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Mailing Address (NO P.O. Boxes)	City	State	Zip
As part of the <input checked="" type="checkbox"/> employment <input type="checkbox"/> volunteer <input checked="" type="checkbox"/> student <input type="checkbox"/> credentialing process, I consent to the release of my criminal background records and motor vehicle driving records or a search listed below by any and all states or agencies holding such records. I also agree to an investigation and the obtaining of a consumer report solely for <input checked="" type="checkbox"/> employment <input type="checkbox"/> volunteer <input checked="" type="checkbox"/> student <input type="checkbox"/> credentialing purposes. I understand that the company named above may use this consent on multiple occasions to request such consumer reports. This consent will remain effective until I have affirmatively revoked it.			
Signature of Applicant		Date	
<b>BACKGROUND SEARCHES</b>			
<input type="checkbox"/> <b>OIG</b> (Medicare/Medicaid Fraud & Abuse) <input type="checkbox"/> <b>GSA</b> (Federal Procurement Fraud) <input type="checkbox"/> <b>**FCSR</b> <input type="checkbox"/> <b>SSN Plus</b> (Address & Alias name are included) <input type="checkbox"/> <b>Address Verification</b> <input type="checkbox"/> <b>Alias Name Search</b>			
<input type="checkbox"/> <b>Government Watch List</b> (includes DOC Entity List & Denied Persons List, DOT Specially Designated nationals & Blocked Persons List, DOS Proliferation List & more) <input type="checkbox"/> <b>Wants &amp; Warrants</b> (Nationwide - extraditable only) <input type="checkbox"/> <b>OFAC</b> (Specially Designated Nationals and Blocked Persons List)			
<input type="checkbox"/> <b>Child Abuse/Neglect</b> - <input type="checkbox"/> IL** <input type="checkbox"/> IA** <input type="checkbox"/> IN** <input type="checkbox"/> KS** <input checked="" type="checkbox"/> MO* <input type="checkbox"/> NE** <input type="checkbox"/> TN <b>Adult Abuse/Neglect</b> - <input type="checkbox"/> KS <input type="checkbox"/> <b>*MO Mental Health Employee Disqualification Registry</b> <input type="checkbox"/> <b>MO EDL</b> (Employee Disqualification List)			
<input type="checkbox"/> <b>FEDERAL COURTS - Criminal State 1:</b> <b>2:</b> <b>SEX OFFENDER</b> <input type="checkbox"/> Nationwide or <input type="checkbox"/> State 1:			
<input type="checkbox"/> <b>DRIVING RECORD</b> State      DL#			
<input type="checkbox"/> <b>PROFESSIONAL LICENSE</b> <input type="checkbox"/> National or <input type="checkbox"/> State Type:      License #:			
<input type="checkbox"/> <b>EDUCATION</b> School Name (include campus): City/State:      /      Major:      Graduation Date:      /      Degree Type:      (BSN, BA, etc.) Name While Attending:			
If additional Verifications are needed, refer to application during data entry or document on another Background Check Request Form.			
<input type="checkbox"/> <b>CHARACTER REFERENCE</b> <input type="checkbox"/> <b>PERSONAL</b> <input type="checkbox"/> <b>PROFESSIONAL</b> : Name      Phone:      /      -      City/State:      / <input type="checkbox"/> <b>EMPLOYMENT</b> Company:      Start Date:      /      End Date:      / Title:      Starting Wage:\$      Ending Wage:\$ Duties: Reason for Leaving:			
If additional Verifications are needed, refer to application during data entry or document on another Background Check Request Form.			
<b>LIST CITY/COUNTY CRIMINAL SEARCHES NEEDED</b>			
States with county by county access only: CA, LA, MA, NV, MV, and WY			
County 1:	State:	County 2:	State:
County 3:	State:		
<b>STATEWIDE CRIMINAL - A Statewide/State Repository houses records from all jurisdictions throughout the State</b>			
<input type="checkbox"/> AL* <input type="checkbox"/> AK* <input type="checkbox"/> AZ <input type="checkbox"/> AR* <input type="checkbox"/> CO <input type="checkbox"/> CT* <input type="checkbox"/> DE <input type="checkbox"/> DC* <input type="checkbox"/> FL <input type="checkbox"/> GA* <input type="checkbox"/> HI <input type="checkbox"/> ID** <input type="checkbox"/> IN <input type="checkbox"/> IA* <input type="checkbox"/> KS <input type="checkbox"/> KY <input type="checkbox"/> ME <input type="checkbox"/> MD <input type="checkbox"/> MI <input type="checkbox"/> MN <input type="checkbox"/> MO <input type="checkbox"/> MS* <input type="checkbox"/> MT <input type="checkbox"/> NE <input type="checkbox"/> NH** <input type="checkbox"/> NJ <input type="checkbox"/> NM* <input type="checkbox"/> NY* <input type="checkbox"/> NC* <input type="checkbox"/> ND <input type="checkbox"/> OH* <input type="checkbox"/> OK <input type="checkbox"/> OR* <input type="checkbox"/> PA <input type="checkbox"/> RI* <input type="checkbox"/> SC <input type="checkbox"/> SD <input type="checkbox"/> TN <input type="checkbox"/> TX <input type="checkbox"/> UT* <input type="checkbox"/> VA* <input type="checkbox"/> VT* <input type="checkbox"/> WA <input type="checkbox"/> WI <input type="checkbox"/> U.S. Virgin Islands <input type="checkbox"/> Illinois Healthcare - compliance with IL Healthcare Worker Background Check Act (IL Police Full-State Repository Criminal) <input type="checkbox"/> International Criminal MO - includes MO Sex Offender results at no additional cost (MO State Highway Patrol Full-State Repository Criminal search)			
*Required Form(s) & ** Required Special Form(s) must be ATTACHED when ordering or faxed to 573-893-7669			

*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

**6.360.76 - EMT Academy Terminal Competency Form**

Citizens Memorial Hospital - Emergency Medical Services Education Department hereby certifies that the candidate listed below has successfully completed all the terminal competencies required for graduation from the EMT education program as a minimally competent, entry-level EMT and as such is eligible for State and National Certification written and practical examination in accordance with our published policies and procedures.

Name of graduate: \_\_\_\_\_

Graduate email: \_\_\_\_\_

☐ Completed written FISDAP examinations:

- ☐ Airway Unit Exam (score: \_\_\_\_\_)
- ☐ Cardiology Unit Exam (score: \_\_\_\_\_)
- ☐ Medical Unit Exam (score: \_\_\_\_\_)
- ☐ Trauma Unit Exam (score: \_\_\_\_\_)
- ☐ Obstetrics and Pediatrics Unit Exam (score: \_\_\_\_\_)
- ☐ Operations Unit Exam (score: \_\_\_\_\_)
- ☐ EMT Comprehensive Exam (score: \_\_\_\_\_)

☐ Passing overall score (80% min) (score: \_\_\_\_\_)

☐ Practical skill sheets (includes all required skill sheets)

☐ Clinical tracking records

- ☐ Report attached

☐ Affective learning domain evaluations

☐ Student counseling (as applicable) (Notes: \_\_\_\_\_)

☐ Required course certifications:

- ☐ AHA BLS

Program requirements successfully and fully completed on: \_\_\_\_\_

Medical Director signature: \_\_\_\_\_

Program Director signature: \_\_\_\_\_

After graduation outcomes:

- ☐ NIEMT Psychomotor Pass - # of attempts: \_\_\_\_\_ - Date: \_\_\_\_\_
- ☐ NREMT CBT Pass - # of attempts: \_\_\_\_\_ - Date: \_\_\_\_\_
- ☐ Missouri Licensure - Date: \_\_\_\_\_
- ☐ Calendar reminder set to send survey (p 83) six (6) months after state licensure.  
- Date: \_\_\_\_\_

*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

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**6.360.80 - EMT Academy BEMS Education Department Skills Verification Form**

MISSOURI DEPARTMENT OF HEALTH AND SENIOR SERVICES

BUREAU OF EMERGENCY MEDICAL SERVICES

TRAINING ENTITY EMT-B SKILLS VERIFICATION

**FOR DOH OFFICE USE ONLY - DO NOT WRITE IN THIS SPACE**

TRAINING ENTITY ACCRED NO	DATE FORM RECEIVED / /	DATE FORM RECEIVED / /
---------------------------	---------------------------	---------------------------

**APPLICANT MUST COMPLETE INFORMATION BELOW**

TRADE NAME OF TRAINING ENTITY <u>Citizens Memorial Hospital</u>	DAYTIME TELEPHONE NO. <u>417-328-6355</u>
TRAINING ENTITY BUSINESS ADDRESS (STREE, ROUTE, CITY, STATE, ZIP) <u>1500 N Oakland Ave, Bolivar, MO 65613</u>	

**2. PROGRAM DIRECTOR**

NAME (LAST, FIRST, MI) <u>Becker, Theron</u>	TELEPHONE NUMBER <u>417-328-6355</u>
MAILING ADDRESS (STREET, ROUTE, PO BOX, ETC) <u>1500 N Oakland Ave</u>	FAX NUMBER <u>417-328-7209</u>
CITY, STATE, ZIP CODE <u>Bolivar, MO 65613</u>	E-MAIL <u>theron.becker@citizensmemorial.com</u>

**3. STATEMENT OF COMPETENCY IN EMT-BASIC SKILLS**

As the EMT-Basic Training Program Director, I verify that the students listed have been examined and performed satisfactorily so as to be deemed competent in each of the following skills.

Patient Assessment/Management - Trauma	Spinal Immobilization Supine Patient
Patient Assessment/Management - Medical	Spinal Immobilization Seated Patient
Cardiac Arrest Management / AED	Long Bone Immobilization
Bleeding Control / Shock Management	Joint Dislocation Immobilization
Bag-Valve-Mask Apneic Patient	Traction Splinting
Supplement Oxygen Administration	Basic Ventilatory Management Supraglottic Airway
Upper Airway Adjuncts and Suction	

**I HEREBY CERTIFY that this application contains no misrepresentations or falsifications and that the information given by me is true and complete to the best of my knowledge. I further certify that the above named training entity has both the intention and the ability to comply with the regulations promulgated under the Comprehensive EMS Act, Chapter 190, RSMo 2000.**

<b>SIGNATURE OF PROGRAM DIRECTOR</b>	<b>DATE</b>
--------------------------------------	-------------

**WARNING:** In addition to licensure action, anyone who knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty may be guilty of a class B misdemeanor. Missouri Statutes 570.060.

**Mail form to: Bureau of Emergency Medical Services, PO Box 570, Jefferson City, MO 65102 (R 08/07)**

[illegible]

(R 08/07)

## **Section 6.480 - Advanced EMT program**

Currently, no AEMT program exists.

According to the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), the following is the description of the Advanced Emergency Medical Technician:

The primary focus of the Advanced Emergency Medical Technician is to provide basic and limited advanced emergency medical care and transportation for critical and emergent patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide patient care and transportation. Advanced Emergency Medical Technicians function as part of a comprehensive EMS response, under medical oversight. Advanced Emergency Medical Technicians perform interventions with the basic and advanced equipment typically found on an ambulance. The Advanced Emergency Medical Technician is a link from the scene to the emergency health care system.

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[illegible]

During this academy, students are highly encouraged not to make any other large life changes (i.e. get married, get divorced, move residences, change jobs, etc.). Additionally, in order to have enough time to prepare for and complete all requirements of the academy, a maximum work load of 24 hours per week is recommended. If the student's overall score is less than 80%, the recommended work load is reduced to 12 hours and further reduced to zero hours if the overall score is less than 70%.

The didactic and laboratory portions of the academy meet every Tuesday and Thursday between 0900 and 1700 hours. Clinical and internship time will be scheduled outside of that time. The academy is divided into four semesters:

- First Semester covers introductory and airway material. Paramedic curriculum is covered Tuesdays and afternoons of Thursdays. Anatomy and Physiology I curriculum is covered Thursday mornings. Clinicals include infusion center, surgery recovery, ICU, and RT.
- Second Semester covers cardiovascular and medical emergency material. Paramedic curriculum is covered Tuesdays and afternoons of Thursdays. Anatomy and Physiology II curriculum is covered Thursday mornings. Clinicals include anesthesia, geriatric psych, ER, and cath lab.
- Third Semester covers trauma and operations material. Paramedic curriculum is covered Tuesdays and Thursdays. Clinicals include air and ground ambulance, L&D, and pediatric clinic.
- Fourth Semester does not have classroom activities. Clinicals involve the student acting as team leader on the ambulance. Clinicals can be started as soon as Third Semester ambulance clinicals are completed.

According to the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), the following is the description of the Paramedic:

The Paramedic is an allied health professional whose primary focus is to provide advanced emergency medical care for critical and emergent patients who access the emergency medical system. This individual possesses the complex knowledge and skills necessary to provide patient care and transportation. Paramedics function as part of a comprehensive EMS response, under medical oversight. Paramedics perform interventions with the basic and advanced equipment typically found on an ambulance. The Paramedic is a link from the scene into the health care system.

#### **6.600.04 - Paramedic Academy Curriculum Purpose**

Provide specialty core and support courses to ensure the achievement of program goals and learning domains and to meet or exceed the content and competency demands of the latest edition of the NHTSA National Standard Curriculum.

#### **6.600.06 - Paramedic Academy Accreditation**

The following is verbatim from Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) Policies and Procedures as required:

The Citizens Memorial Hospital Paramedic Program holds a Letter of Review, which is NOT a CAAHEP accreditation status, but is a status granted by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through the Letter of Review Self Study Report (LSSR) and other documentation. However, it is NOT a guarantee of eventual accreditation.

**6.600.09 - Paramedic Academy Faculty****MEDICAL DIRECTOR**

Megan Carter, MD is a board certified emergency medicine physician. Dr. Carter is the medical director for Citizens Memorial Hospital Emergency Room, Emergency Medical Services, and several local 9-1-1 dispatch centers and first responder agencies.

Educated at University of Missouri Kansas City combined BA/MD program. Internship at St. Vincent Hospital Indianapolis, IN. Emergency medicine residency at Truman Medical Center Kansas City, MO.

Dr. Carter has a strong military background and served in the US Navy. She was EMS medical director for USNH Naples, Italy from 2001 to 2003 and Great Lakes Naval Hospital from 2003 to 2005. She was forward deployed during Operation Iraqi Freedom as Medical Director / Officer in Charge of Joint Special Operations Command (JSOC) conducting Maritime Interdiction Operations, Sixth Fleet USS La Salle (AGF-3). Dr. Carter also served as the Emergency Physician for Surgical Response Team Naples, Italy where she was tasked to prepare and respond to disasters in the European Theater.


**PROGRAM DIRECTOR AND LEAD INSTRUCTOR**

Theron Becker, MMPA, BS-FPE, NRP is a Nationally Registered Paramedic. Mr. Becker is the Director of the EMS Education Department at Citizens Memorial Hospital.

EMT education in 1995 in Stillwater, OK. Paramedic education in 2011 at St. John's EMS in Springfield, MO. Master Degree in Management - Public Administration from University of Phoenix. Bachelor of Science Degree in Engineering Technology from Oklahoma State University.

Mr. Becker has been an emergency services instructor since 2000 whose classroom manner is encourage student empowerment to become high performers though the use of technology and evidence-based practices. Prior to this position, Mr. Becker administered clinical services for Citizens Memorial Hospital's Emergency Medical Services Department through protocol development, staff education, and quality improvement.



<b><u>ANATOMY &amp; PHYSIOLOGY I INSTRUCTOR</u></b> ?	
<b><u>ANATOMY &amp; PHYSIOLOGY II INSTRUCTOR</u></b> Dr. William Gray, DVM is vice president of the board of directors for Texas County Technical Institute. He is also an educator specializing in Anatomy & Physiology, Chemistry, Pharmacology, Biology, Microbiology, and Human Nutrition.  Dr. Gray has an extensive background as faculty instructing Anatomy & Physiology for Bolivar Technical College, Texas County Technical College, Houston High School, Drury University, Missouri State University, and Southwest Baptist University.	

**6.600.15 - Paramedic Academy Curriculum**

The paramedic program will use the National EMS Education Standards.

Specifically, the current edition curriculum and textbooks from AAOS (published by Jones and Bartlett) will be utilized for paramedic courses.

The current edition of the textbook is “Nancy Caroline’s Emergency Care in the Streets - 8<sup>th</sup> Edition” with “Navigate 2 Advantage Package.”

ISBN: [9781284457025](https://www.jonesandbartlett.com/9781284457025)

Textbook for Anatomy and Physiology courses includes, “Anatomy & Physiology - 10<sup>th</sup> Edition.”

ISBN: [9780323528900](https://www.jonesandbartlett.com/9780323528900)

Textbook for Cardiology units includes, “12-Lead ECG - The Art of Interpretation - 2<sup>nd</sup> Edition.”

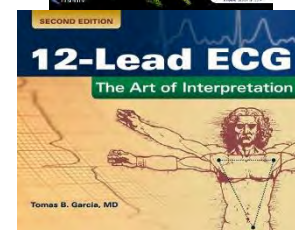
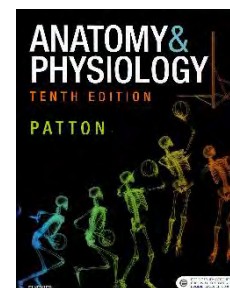
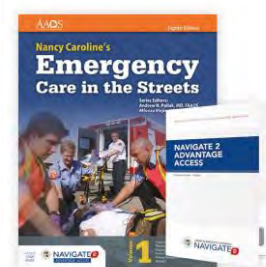
ISBN: [9780763773519](https://www.jonesandbartlett.com/9780763773519)

Reference guide for ACLS and PALS includes, “AHA 2015 Handbook of Emergency Cardiovascular Care for Healthcare Providers.”

Textbook for ACLS course includes, “AHA Advanced Cardiovascular Life Support Provider Manual.”

Textbook for PALS course includes, “AHA Pediatric Advanced Life Support Provider Manual.”

All textbooks are included with tuition payment.



## 6.600.18 - Paramedic Academy Prerequisites

Students must complete the following before completing the first day of class:

- Have regular access to a personal computer with reliable internet access and some type of word processing software.
- Must have a high school diploma, GED, or equivalent.
- Will be at least **18 years old** before scheduled clinical time.
- Complete application process (including application fee, entrance exam, and acceptance into the program).
- Verify **vaccinations**:
  - Two-step tuberculosis (TB) screening,
  - Diphtheria and tetanus (TDAP),
  - Measles, mumps, and rubella (MMR),
  - Hepatitis B,
  - And seasonal influenza. Annual influenza vaccinations will be required throughout the Paramedic Academy.
- Ability to obtain Missouri Class E **Driver License**.
- Completion of **student ID** process at CMH HR (certification of insurance application, HIPAA video, and criminal background check).
  - Must not have a criminal background of felonies or drug-related convictions.
  - Must have the ability to pass a drug screen.
- Must have completed NIMS 100 and NIMS 700.
- Must be currently certified in American Heart Association Basic Life Support CPR and maintain certification until completion of the Paramedic Academy.
- Must currently hold an undisciplined Missouri Emergency Medical Technician license and must maintain licensure until completion of the Paramedic Academy.
  - Must have one year of work experience full-time as an EMT.
  - OR must have two years of work experience part-time, PRN, or volunteer as an EMT.
  - OR must have recommendation in writing by the head of department or current employer.
- Ability to meet functional requirements of paramedic job responsibilities.

**6.600.21 - Paramedic Academy Functional Abilities Required**

CMH EMS Department does not discriminate against any individual with disabilities. However, there are certain technical standards, essential functions, and physical demands which are required of the paramedic. The physical requirements are listed below and the student must be able to perform these requirements as well as have satisfactory physical health. NOTE: Additional requirements are often required by employers to those listed below

Students must be able to achieve all clinical objectives, and below items in the list of functional abilities, which are an inherent part of the clinical objectives. Students returning to school following an illness or injury must submit a letter from his or her doctor indicating any restrictions. Situations with a student placed on restrictions from a doctor will be considered on a case-by-case basis. Determination will then be made after evaluation of the restriction and time frame indicated by the doctor regarding the student's ability to meet all clinical objectives and remain in the academy.

- Gross motor skills: Move within confined spaces, sit and maintain balance, stand and maintain balance, reach above shoulders (i.e. hang an IV bag), and reach below waist (i.e. plug an electrical plug into an outlet).
- Fine motor skills: Pick up objects with hands, grasp small objects with hands, write with pen or pencil, type on a computer keyboard, pinch and pick or otherwise work with fingers (i.e. manipulate a syringe), twist (i.e. turn knob), squeeze with fingers (i.e. eye dropper), and able to safely operate a motor vehicle (i.e. an ambulance).
- Physical endurance: Stand (i.e. at patient side during a procedure), sustain repetitive movements (i.e. CPR compressions), and maintain physical tolerance (i.e. assist a patient walking).
- Physical strength: Push and pull 50 pounds (i.e. position patients), support 50 pounds of weight (i.e. ambulate a patient), lift 50 pounds (i.e. pick up a child), move 50 pound objects (i.e. transfer a patient), defend against combative patient, carry equipment and supplies, use upper body strength (i.e. physically restrain a patient), and squeeze with hands (i.e. operate a fire extinguisher).
- Mobility: Twist, bend, stoop, squat, move quickly (i.e. in response to an emergency), climb (i.e. ladders), and walk.
- Hearing: Hear normal speaking levels (i.e. person-to-person report), hear faint voices, hear faint body sounds (i.e. blood pressure), hear in situations when not able to see lips, hear auditory alarms.
- Visual: See objects at arms-length (i.e. computer screen), see objects around 20 feet away (i.e. patient in a room), see objects more than 20 feet away (i.e. obstacles on the roadway), use depth perception, use peripheral vision, distinguish color (i.e. color codes on equipment), distinguish color intensity (i.e. skin color).
- Tactile: Feel vibrations (i.e. palpate pulse), detect temperature (i.e. skin), feel differences in surface characteristics (i.e. skin turgor), feel differences in sizes and shapes (i.e. palpate vein), and detect environmental temperature (i.e. check for drafts).
- Smell: Detect odors from patient (i.e. alcohol breath), detect smoke, and detect gases or noxious smells.
- Reading: Read and understand written documents (i.e. protocols).

- Arithmetic competence: Read and understand columns of writing (i.e. charts), read digital displays, read graphics (i.e. EKG), calibrate equipment, convert numbers to and from metric system, tell time, measure time (i.e. count duration of contractions), count rates (i.e. breaths per minute), use measuring tools (i.e. thermometer), read measurement marks (i.e. scales), add/subtract/multiply/divide whole numbers, compute fractions (i.e. medication dosages), use a calculator, and write numbers.
- Emotional stability: Establish therapeutic boundaries, provide patients with emotional support, adapt to changing environments and stress, deal with the unexpected (i.e. patient crisis), focus attention on task, monitor own emotions, perform multiple responsibilities concurrently, and handle strong emotions (i.e. grief).
- Analytical thinking: Transfer knowledge from one situation to another, process information, evaluate outcomes, problem solve, prioritize tasks, use long-term memory, and use short-term memory.
- Critical thinking: Identify cause and effect relationships, plan and control activities for others, synthesize knowledge and skills, and sequence information.
- Interpersonal skills: Negotiate interpersonal conflict, respect differences in patients and co-workers, and establish rapport with patients and co-workers.
- Communication skills: Teach (i.e. patient education), explain procedures, give oral reports, interact with others, communicate on the telephone, communicate on a radio, influence people, direct activities of others, convey information through writing.



**6.600.24 - Paramedic Academy Tuition Details**

Tuition of **\$7,500** includes textbooks, online access codes, polo shirts (2), and testing fees (re-testing fees are not included). Application deadline is at least four weeks before class start date. A non-refundable application fee of \$100 is due at time of application. Fees and tuition can be paid by check, credit card, or CMH employee payroll deduction. If paying by credit card, an additional 2.5% will be required to cover added expenses by credit card companies.

A payment schedule is available with the following amounts and deadlines:

- \$2,000 is due by the first day of class.
- An additional \$2,000 is due before the first-semester final exam can be taken.
- An additional \$2,500 is due before the second-semester final exam can be taken.
- The final \$1,000 is due before the third-semester final exam can be taken.

If an approved Anatomy and Physiology I class has already been attended (contact the EMS Education Director for approval), the total tuition will be **\$6,500** with the following payment schedule:

- \$2,000 is due by the first day of class.
- An additional \$1,000 is due before the first-semester final exam can be taken.
- An additional \$2,500 is due before the second-semester final exam can be taken.
- The final \$1,000 is due before the third-semester final exam can be taken.

If an approved Anatomy and Physiology I class and Anatomy and Physiology II class have already been attended (contact the EMS Education Director for approval), the total tuition will be **\$5,500** with the following payment schedule:

- \$2,000 is due by the first day of class.
- An additional \$1,000 is due before the first-semester final exam can be taken.
- An additional \$1,500 is due before the second-semester final exam can be taken.
- The final \$1,000 is due before the third-semester final exam can be taken.

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**6.600.25 - Chris Loderhose Memorial Paramedic Academy Work-Study Program**

Each semester, each of the following individuals can sponsor one (1) student in the work-study program:

- CMH EMS Director
- CMH EMS Education Director
- Each CMH EMS Manager

An official enrollment must be received by the EMS Education Director before the start of each semester of the Paramedic Academy. All application, entrance, and enrollment requirements must be met by deadlines provided; however, tuition fees will be reduced according to the work contract.

Only students with an overall Paramedic Academy grade greater than 80% and in good standing with laboratory and clinical requirements are eligible to participate in the work-study program. If the overall course grade drops below 80% or the student falls behind on laboratory or clinical requirements, the student will be removed from work-study program for the remainder of semester and tuition fees will be pro-rated based on the portion of the work contract completed.

Award selection criteria is based on a point system. The student applicants with a sponsor and with the highest points will be awarded the work-study opportunity.

**WORK-STUDY PROGRAM APPLICATION:**

Student name: \_\_\_\_\_ Applying for year/semester: \_\_\_\_\_

I attest that I meet the following qualifications (select all that apply):

<input type="checkbox"/> I currently have an overall course grade of at least 80% and will maintain that minimum grade throughout the semester.	Mandatory
<input type="checkbox"/> I am currently at the suggested milestone in regards to laboratory and clinical requirements.	Mandatory
<input type="checkbox"/> I have read the obituary for Chris Loderhose and, if awarded, I agree to live up to Chris's memory through being an EMS professional and student worthy of his name.	Mandatory
<input type="checkbox"/> My household income falls within the pre-tax gross income required to qualify for Missouri Food Stamps ( <a href="https://mydss.mo.gov/food-assistance/food-stamp-program/income-limits">https://mydss.mo.gov/food-assistance/food-stamp-program/income-limits</a> ). Verification of income may be required.	10 points
<input type="checkbox"/> My household income falls within the pre-tax gross income required to qualify for Missouri WIC ( <a href="https://health.mo.gov/living/families/wic/eligibility_income.php">https://health.mo.gov/living/families/wic/eligibility_income.php</a> ).	5 points
<input type="checkbox"/> I am currently an active volunteer emergency responder in my community.	2 points
Agency name / chief signature: _____	
<input type="checkbox"/> I am currently an employee of Citizens Memorial Hospital.	5 points
<input type="checkbox"/> I intend to work at CMH as a paramedic after graduation.	1 point
Total points:	

Student signature: \_\_\_\_\_

## **CHRISTOPHER ALLEN LODERHOSE OBITUARY:**

August 22, 1968 - May 19, 2018



Christopher Allen Loderhose, 49, went to be with his Lord on Saturday, May 19, 2018. He was born on Thursday, August 22, 1968 in Middleton, NY to Jean Marie Morse and Peter Hones Loderhose.

Chris moved to Springfield with his family in 1982 from Walden, NY. Chris attended Central High School, was on the wrestling team and graduated in '86'. It was here in 1983 that he met a young lady by the name of Michelle Climer. Chris and Michelle dated through high school. On June 10, 1988 they were united in marriage and to this union three children were born. Chris was saved during a service at the Westport Assembly of God when he was 18. Shortly after, he enrolled at Central Bible College and graduated in 1992. Chris attended CBC four years and also worked as a Youth Pastor, Pastor and in the transportation business before becoming a Paramedic.

Being a paramedic was his true calling. Chris loved helping others, from Pastoring, to transportation, from transportation to EMS, his desire was to show others Christ. Chris worked for CMH as a paramedic and as the Cedar County Manager from 2011 to 2014. He worked the last four years at Cox Health, saving lives while fighting for his own.

Chris "Poppy" loved his children and grandchildren. He had the opportunity to visit his grandchildren in Beaufort, SC and later in Okinawa, Japan while Cavin served in the U.S. Marines. Chris passed from colorectal cancer and was a strong advocate for early screening.

"I have fought the good fight, I have finished the race, I have kept the faith. Finally, there is laid up for me the crown of righteousness, which the Lord, the righteous Judge, will give to me on that Day, and not to me only but also to all who have loved His appearing"

**WORK-STUDY PROGRAM CONTRACT:**

Student name: \_\_\_\_\_ Sponsor name: \_\_\_\_\_

Start date (semester start): \_\_\_\_\_ End date (max 15 weeks after the start): \_\_\_\_\_  
(note: No work study is to be done during finals week)

Number of work hours per week (maximum of 12 hours per week): \_\_\_\_\_

Tuition will be reduced at a rate of \$10 per hour worked. For example, if the student works six hours per week for 15 weeks, the tuition due that semester will be reduced by \$900. Maximum tuition reduction is the amount of tuition due that semester.

Description of work (In general, work should be of a clerical, cleaning, or other administrative-type activity. At no time may a work-study student be substituted for EMT or paramedic staff. During work-study activities, the student must wear the student uniform and CMH-issued student ID badge and may not perform their normal work duties or study activities.):

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Student signature: \_\_\_\_\_ Sponsor signature: \_\_\_\_\_

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**6.600.27 - Paramedic Academy Application and Selection Process**

CMH EMS Education Department will review completed student applications. Upon meeting minimum admission standards, or higher, qualified applicants will be offered a seat in the Paramedic Academy in the following priority:

- CMH employee.
- First responder agency within CMH's seven-county service area.
- Currently working full-time for an ambulance agency.
- Highest Fisdap entrance exam score.

Fisdap entrance exam is used to select and admit prospective paramedic students with the best chances of success in the Paramedic Academy. It is also used as a diagnostic tool to assess the incoming students' strengths and weaknesses. The exam is comprised of two sections:

- The cognitive test measures student preparedness in the following subjects:
  - Anatomy and physiology,
  - Reading comprehension (at the 9<sup>th</sup> and 11<sup>th</sup> grade levels),
  - Math, and
  - EMT knowledge, application, and problem solving.
- The affective test uses 30 items from the M5-50 personality inventory. The M5-50 is a valid and reliable personality item set designed for the evaluation of law enforcement personnel in three areas:
  - Agreeableness: How well an individual gets along with others (also described as kindness, cooperativeness, or sympathy for others),
  - Conscientiousness: Attention to detail and understanding of right versus wrong, which may also have utility in predicting elements of empathetic behaviors, and
  - Neuroticism: The inability to accept failures and deal with stress, which tends to predict depressive moods.

**6.600.29 - Paramedic Academy Experiential Learning**

Credit for experiential learning, advanced placement, or transfer of credits from another institution will not be offered or provided other than those specifically indicated in one of the following sections:

- 6.600.30 - Paramedic Academy Military Advanced Placement (page 192),
- 6.600.31 - Paramedic Academy Registered Nurse Advanced Placement (page 194), or
- 6.600.33 - Anatomy and Physiology Transfer Credit (page 194).

### **6.600.30 - Paramedic Academy Military Advanced Placement**

In accordance with Missouri Regulations 19 CSR 30-40.331 and 19 CSR 30-40.342, CMH will provide advanced placement into the Paramedic Academy for active duty and honorably discharged military personnel. The intent of these regulatory changes is to provide recognition of the EMS training and experience obtained during military service.

Advanced placement consideration is available to all active duty or honorably discharged personnel of all branches of the Armed Forces including the National Guard and Reserves.

To take advantage of these provisions, the individual must be currently licensed as an EMT in the state of Missouri. Refer the Missouri Bureau of EMS website (<http://health.mo.gov/safety/ems>). Missouri BEMS requires licensure within two (2) years after honorable discharge or during active duty.

Once accepted into CMH Paramedic Academy, your EMS knowledge, skills, and abilities may be assessed for advanced placement. Assessment is not required for the following Military Occupational Specialties:

#### **ARMY HEALTH CARE SPECIALIST (MOS 68W) LEVEL I**

The following ALS skills are expected:

- IM/SQ medication administration (four lab skills and two live skills will be added to the skills tracker)
- IV access and medication administration (12 IV lab skills and 4 IO lab skills will be added to the skills tracker)
- IV blood draw
- Nebulizer medication administration (two lab skills and two live skills will be added to the skills tracker)
- Needle chest decompression (four lab skills will be added to the skills tracker)
- OG tube placement
- Surgical cricothyrotomy (six lab skills will be added to the skills tracker)

Advanced placement with this specialty includes the following:

- 6.600.54 - Paramedic Academy Clinical Requirements - General (page 206)
  - The requirement for 25 IV starts is waived.
  - The requirement for 20 medication administrations is waived.
- EMS 101 - Introduction to Paramedic (page 213)
  - Chapter 14 (IV) laboratory sessions are not required. Classroom and chapter assignments in addition to the Port Access Class are still required.
- EMS 103 - Paramedic Clinical Experience I (page 216)
  - Same-day-surgery clinical experience (36 hours) is not required, but is encouraged.
- EMS 222 - Paramedic Trauma Emergencies (page 239)
  - Many of the laboratory sessions are optional; however, they are still encouraged.



**ARMY HEALTH CARE SPECIALIST (MOS 68W) LEVEL II**

The following ALS skills are expected:

- All those listed for Army Health Care Specialist (MOS 68W) Level I.

Advanced placement with this specialty includes the following:

- All those listed for Army Health Care Specialist (MOS 68W) Level I.

**ARMY HEALTHCARE SPECIALIST (MOS 68W) LEVEL III**

The following ALS skills are expected:

- All those listed for Army Health Care Specialist (MOS 68W) Level II
- ET Intubation

Advanced placement with this specialty includes the following:

- All those listed for Army Health Care Specialist (MOS 68W) Level II
- 6.600.57 - Paramedic Academy Clinical Requirements - Airway (page 209)
  - The requirement for 50 airway management attempts is waived. Ten (10) live human intubations are still required.
- EMS 101 - Introduction to Paramedic (page 213)
  - Chapter 15 (airway) laboratory sessions are not required. Classroom and chapter assignments are still required.

### **6.600.31 - Paramedic Academy Registered Nurse Advanced Placement**

In accordance with Missouri Bureau of Emergency Medical Services (BEMS) interpretation, CMH will provide advanced placement into the Paramedic Academy for Registered Nurses. Students must complete the following:

- Have a current, undisciplined Missouri EMT License.
- Have a current, undisciplined Missouri Registered Nurse License.
- Submit a letter of support to Missouri BEMS and receive approval.
- Complete application process as described in 6.600.27 - Paramedic Academy Application and Selection Process (page 191).

Upon acceptance into the program, the final written and practical exams will be completed. A gap analysis will be completed to address areas needed for paramedic proficiency. An individual learning plan will be created based on that gap analysis that will include the following areas:

- Cognitive knowledge required and classroom education scheduled.
- Psychomotor knowledge and abilities required and laboratory and simulation education scheduled.
- Affective knowledge and abilities required and clinical experience scheduled.

In all cases, all FISDAP Unit Exams and the final written and psychomotor exams must be successfully completed. Finally, all candidates must successfully complete all requirements of EMS 228 - Paramedic Field Internship (page 251) must be completed before being eligible to test for National Registry testing. Adjustments to tuition requirements will also be made based on the results of the gap analysis.

### **6.600.33 - Anatomy and Physiology Transfer Credit**

Anatomy and Physiology courses taken at an accredited college or university may be transferred into the Paramedic Academy in lieu of repeating the program's Anatomy and Physiology components. To have your credits evaluated, contact Bolivar Technical College at 417-777-5062. Courses considered for possible transfer must have a minimum grade of "C-" or higher. The Paramedic Academy requires a minimum of eight (8) credit hours or 150 clock hours in Anatomy and Physiology. Partial credit may be evaluated with a minimum of four (4) credit hours or 75 clock hours in Anatomy and Physiology. Transcripts must be submitted before the Paramedic Academy begins for evaluation.

**If a passing score on the A&P section of the entrance exam is not attained, the student is required to attend both A&P I and A&P II regardless of transfer credits.**

**6.600.36 - Paramedic Academy Classroom Details**

The class will meet Tuesday and Thursday days at CMH EMS Headquarters Classrooms located at 1525 N Oakland Ave, Bolivar, MO. Anatomy and Physiology courses are Thursday mornings 7:30 am to 12:30 pm during the first two semesters. Thursday afternoons of the first two semesters will be used as classroom and lab time until 5:00 pm. Tuesdays the first two semesters and both Tuesdays and Thursdays of the third semester meet 9:00 am to 5:00 pm. An optional study session is available every Tuesday from 8:00 am to 9:00 am. See the generic weekly schedule below for details.

**GENERIC WEEKLY SCHEDULE (FIRST AND SECOND SEMESTER)**

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Morning		Paramedic Class (9a - 5p)			A&P Class (7:30a - 12:30p)		EMT Class every other Sat
Afternoon					Paramedic Class (1p - 4p)		
Evening		M/W EMT Class	T/T EMT Class	M/W EMT Class	T/T EMT Class		

**GENERIC WEEKLY SCHEDULE (THIRD SEMESTER)**

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Morning		Paramedic Class (9a - 5p)			Paramedic Class (9a - 5p)		EMT Class every other Sat
Afternoon							
Evening		M/W EMT Class	T/T EMT Class	M/W EMT Class	T/T EMT Class		

Clinical activity (described below) is in addition to the classroom days described here. Coursework, classroom activities, and in-class testing will focus on personal safety, teamwork, and exceptional, compassionate patient care. Extensive use of simulation and scenario education will be included. Additionally, personal work habits and fitness activities will be included to prepare students for a life-long career in EMS.

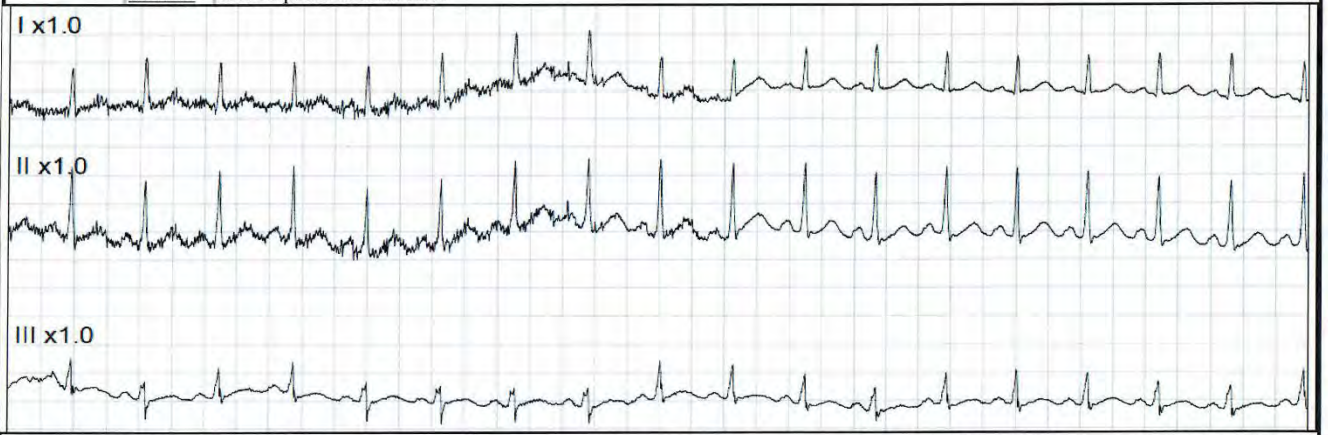
A total of 768 classroom and laboratory contact hours and a minimum of 250 clinical (hospital) contact hours and 250 field (ambulance) contact hours are expected for program completion.

## **GENERIC CHAPTER CLASSROOM AND LABORATORY SCHEDULE**

The following schedule is used for each chapter classroom and laboratory activities. Some chapters span several class periods and some class periods have multiple chapters. Instructors and students will need to practice flexibility with varied chapter content and guest instructors.

1. **Q&A**: Student-led impromptu lecture based on student questions. Lecture also includes chapter objective highlights.
2. **Pharmacology Quiz**: Assigned medication(s) and one random medication that has already been quizzed. This activity makes up 50% of the chapter grade.
3. **IF SINGLE-DAY CLASS OR LAST DAY OF MULTI-DAY CLASSES: Chapter Quiz**: Completed on JBLearning on student's own computer. A few computers are available for student use if there are technical difficulties. This activity makes up 50% of the chapter grade.
4. **OPTIONAL: Guest Instructor**: Guest instructors are selected based on their subject matter expertise and may provide any variety of instructor formats.
5. **Skills Lab**: Observation, practice, and refinement of individual skills on manikins and fellow students.
6. **Simulation Lab**: The on-duty student team manages a simulation scenario based on the case study developed by JBLearning. The other students watch the simulation through remote video feed. Reviewing students list: (1) What went well. (2) What should be done differently next time.
7. **Simulation Review**: The on-duty student team has time on their own to critique the scenario. Afterward, the entire class reviews the scenario. Instructor-led impromptu lecture based on street and real-life experience.
8. **Next Pharmacology Review**: Instructor-led impromptu lecture based on the list of medications to be tested on the next class date. This lecture will contain heavy discussion on represented protocols as they apply to these medications.
9. **Quiz Review**: Review of each question with discussion from the class on why the answers are the way they are. Instructor-led impromptu lecture on industry best practices and evidence-based medicine.

**DAILY SCENARIO WRITTEN QUIZ (EXAMPLE SCENARIO)**

CMH EMS Education									
<b>Scenario number:</b> 16P0971		<b>Dispatch info:</b> 21-B-1 (Hemorrhage) to a rural residence. Secondary info indicates vaginal bleeding.							
<b>Scene info:</b>		This residence is in an Amish community and several buggies are parked outside when you arrive.							
<b>Transport info:</b>		Nearest ER is 40 minute drive, aircraft are refusing the flight							
<b>Non-patient info:</b>		Multiple people are on scene, including the midwife who is apparently distressed and holding direct pressure to the lower abdomen of the pt.							
<b>Patient info:</b>		Husband and midwife are speaking for the pt and state she has been in labor for 19 hours and had a healthy baby 90 min ago. Birth was uncomplicated and there was no prenatal care. This is the pt's 2nd pregnancy and 2nd live birth. Baby has breastfed and fundal massage has been attempted. Estimating about 6 cups of bright red blood loss that is still bleeding. First responders on scene have the pt on 15 LPM O2 and you have an IV with LR running wide open.							
25 yr									
Female									
175 lbs									
<b>ABCs:</b>									
<b>Airway:</b> Patent		<b>Breathing:</b> Normal rate / Unlabored		<b>Lungs:</b> (L) Clear / (R) Clear					
<b>Skin:</b> Pale / Cool / Dry		<b>Cap refill:</b> Delayed		<b>Edema:</b> 0					
<b>Vitals:</b>									
<b>GCS:</b> 15		<b>BP:</b> 87 / 42		<b>Resp:</b> 25		<b>SpO2:</b> 100%		<b>EtCO2:</b> 0	
						<b>BG:</b> 0		<b>Temp:</b> deg F	
								<b>Pain:</b> 4	
<b>SAMPLE:</b>									
<b>S/S:</b>		Significant post-partum vaginal bleeding							
<b>ALL:</b>		Aspirin, Tylenol							
<b>Meds:</b>		None							
<b>Past:</b>		First birth had significant vaginal bleeding but was controlled by midwife							
<b>Last:</b>		Unknown							
<b>Events:</b>		Uncomplicated childbirth							
									

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Scenario Information

## DAILY SCENARIO WRITTEN QUIZ (EXAMPLE FORM)

### CMH EMS Education

Student name:	Scenario number:	Date:	Poss	Score
<b>Leadership and Scene Management</b>			<b>2</b>	
Describe how you would manage the scene (not the pt):			2	
<b>Patient Assessment</b>			<b>30</b>	
EKG interpretation:			25	
Activate Cath Lab?	If yes to CL activation, where is the heart damage (select all that apply)?		2	3
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Anterior <input type="checkbox"/> Inferior <input type="checkbox"/> Lateral <input type="checkbox"/> Posterior <input type="checkbox"/> Right <input type="checkbox"/> Septal			
<b>Patient Management</b>			<b>46</b>	
Non-pharmaceutical treatments:			10	
Which medication would you give this patient next? <small>Must get this right to get credit for dose, mechanism, and precautions below.</small>			20	
How much (i.e., "mg", NOT "mg/kg")?	Mechanism of action:		5	5
Precautions and contraindications you would be looking for in this patient:			6	
<b>Interpersonal relations</b>			<b>2</b>	
Instructions / expectations of your partner and other team members:			2	
<b>Integration (Field Impression and Transport Decision)</b>			<b>20</b>	
Field diagnosis:			11	
Differential diagnoses:			3	
Pertinent negatives:			3	
Transport mode:	Destination (pick only one):		1	2
<input type="checkbox"/> Norm <input type="checkbox"/> Rapid	<input type="checkbox"/> Closest ER <input type="checkbox"/> Lvl 1 Trauma <input type="checkbox"/> Lvl 1 Stroke <input type="checkbox"/> Lvl 1 STEMI			
<b>Grade and comments from instructor</b>			<b>-</b>	<b>-</b>
Comments:			100	

Printed 1/15/2019

Scenario Quiz Form

*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

## CMH EMS Education

Integrated Out-Of-Hospital Scenario Form

### **6.600.39 - Paramedic Academy Applied Research Project**

Each student will be required to complete an applied research project. This project will equip students with the ability to problem solve, conduct EMS research, and present solutions to supervisors. These skills are critical to promote evidence-based change in the EMS profession.

The Applied Research Project is to be completed using correct APA citations, spelling, grammar, and punctuation. Each of the three phases are to be completed during each semester:

- Part one - Describe the problem and perform a literature review. Further details are described in EMS 101 - Introduction to Paramedic (page 215).
- Part two - Generate new and original research data and describe results. Further details are described in EMS 105 - Paramedic Medical Emergencies (page 229).
- Part three - Using parts one and two, develop recommendations and present findings. Further details are described in EMS 224 - Paramedic Operations (page 243).

Resources can be found in numerous locations and details will be provided in class. Sources available from CMH EMS:

Physical reference library. Online card catalog can be found here:

[https://www.librarycat.org/lib/cmh\\_ems](https://www.librarycat.org/lib/cmh_ems)



Online EMS research article database can be found here:

<http://ozarksems.com/research.php>





**6.600.45 - Paramedic Academy Academic Progress**

To remain in and progress through the Paramedic Academy, the student must:

- Remain in compliance with policies and procedures outlined in this administration manual.
- Maintain CPR certification and MO EMT licensure.
- Submit to annual influenza immunization.

Students are responsible to constantly monitor his or her own learning process. Current standing and grades are available upon request. Every effort will be made to email grade records at the completion of each chapter.

Students are strongly encouraged to request appropriate faculty guidance and assistance with any curriculum material or any clinical objectives he or she is having difficulty mastering.

**PARAMEDIC ACADEMY COURSE PROGRESS GRAPHIC**

Semester	Mo	First Semester		Second Semester		Third Semester		Fourth Semester
		Class	Clinical	Class	Clinical	Class	Clinical	Clinical
1 Spring	Jan	<b>BIO 111</b>	<b>EMS 103</b> Clinical Experience I				Previous academy	Previous academy
	Feb	A&P I,						
	Mar	<b>EMS 101</b>						
	Apr	Intro to Paramedic						
2 Summer	May		<b>BIO 211</b> A&P II, <b>EMS 105</b> Medical Emergencies	<b>EMS 107</b> Clinical Experience II (must complete EMS 101 & EMS 103 before starting EMS 107)			<b>EMS 222</b> Trauma Emergencies <b>EMS 224</b> Operations	<b>EMS 226</b> Field Experience (must complete EMS 105 & EMS 107 before starting EMS 226)
	Jun							
	Jul							
	Aug							
3 Fall	Sep							
	Oct							
	Nov							
	Dec							
4 Spring	Jan	Next academy	Next academy					<b>EMS 228</b> Field Internship (must complete all other courses, including EMS 226, before starting EMS 228)
	Feb							
	Mar							
	Apr							
5 Summer	May		Next academy	Next academy	Next academy			
	Jun							
	Jul							
	Aug							

## 6.600.48 - Certifications Gained After Completion of the Paramedic Academy

- First Semester (EMS 101 - Introduction to Paramedic - page 213):
  - Port Access Course
- Second Semester (EMS 105 - Paramedic Medical Emergencies - page 226):
  - American Heart Association (AHA) - Advanced Cardiac Life Support (ACLS)
  - National Association of Emergency Medical Technicians (NAEMT) - Psychological Trauma in EMS Patients (PTEP)
- Third Semester (EMS 224 - Paramedic Operations - page 241):
  - American Heart Association (AHA) - Pediatric Advanced Life Support (PALS)
  - Haz-Medic
  - National Association of Emergency Medical Technicians (NAEMT) - All Hazard Disaster Response (AHDR)
  - National Association of Emergency Medical Technicians (NAEMT) - Geriatric Education for EMS (GEMS)
  - National Association of Emergency Medical Technicians (NAEMT) - Tactical Emergency Casualty Care (TECC)
  - National Incident Management System (NIMS) 200: Incident Command System for Single Resources and Initial Action Incident
- Prepared and eligible to test for Missouri Licensed Paramedic
- Prepared and eligible to test for Nationally Registered Paramedic
- Paramedic course credit may be transferred to Southwest Baptist University. Refer to **Error! Reference source not found.** (page **Error! Bookmark not defined.**) for details.

## 6.600.51 - Paramedic Academy Examination and Graduation Requirements

To be eligible for state and national testing, the student must meet the following requirements:

- Achieve a cumulative score of **no less than 80%**.
- Achieve a score of at least 70% on at least 70% of all assignments, chapter quizzes, and unit tests. This is required for each course.
- Attain 70% or higher grade in anatomy and physiology courses at the end of each semester.
- Attain a “pass” grade in all clinical activities due at the end of each semester.
- Completion of all assigned FISDAP unit tests. FISDAP unit test scores are part of the cumulative score and are routinely used as mid-term or semester final exams. If you score less than 70% on a FISDAP unit test, you may retake it once and your final score will be the average of the two attempts. This is the only graded component that may be made up or repeated.
- Successfully complete all clinical minimum hour, patient contact, and skill requirements.
- A “pass” certification on the final cognitive, psychomotor, and affective evaluations which will include all practical skills as required by NREMT for this level of licensure.

## **TIPS TO SUCCEED ON A FISDAP EXAM**

Fisdap exams are uniquely designed to assess your knowledge and critical thinking ability. Questions are authored by instructors across the country and reviewed by subject matter experts and a board certified Emergency Physician. After you finish the exam, we hope you will come away with a good understanding of topics that you mastered along with ones that need improvement. Please take advantage of the guidelines below that outline how to succeed on a Fisdap exam.

The exams are intended to prepare you for your national or state certification exam. In addition to studying the textbook, we recommend completing the workbook that accompanies it and familiarizing yourself with current American Heart Association guidelines. We also encourage the use of Fisdap Study Tools (<https://studytools.fisdap.net/>). This product allows you to practice your test-taking and critical thinking skills, which will help you solve real life EMS problems.

Fisdap test items generally conclude with one of the following questions. Understanding how to interpret these questions will help you succeed.

- **What should you do?** These questions ask you to apply knowledge to treat a patient as you would in the field. You should select the best treatment option available. If you feel there are multiple “correct” answers then pick the BEST option by imagining that there is a “next” or “first” at the end. E.g. “What should you do next ?” or “What should you do first ?”
- **What should you suspect?** These questions ask you to diagnose patients by suspecting underlying comorbidities or pathophysiologies that are described in the question. If more than one answer seems “correct,” think of the condition that is the most life-threatening. You should suspect the most lethal diagnosis given the signs and symptoms.
- **What is the most likely cause?** These questions are asking you to think about the most probable cause or condition based on the signs and symptoms. This type of question asks about what is most likely, NOT the most lethal.

Test-taking tips:

5. Read the question completely. Before looking at the possible answers imagine what you should do to take care of the patient.
6. Read all possible answers completely and consider the BEST answer.
7. During the exam, if your instructor allows, we encourage you to write down (on a blank piece of paper) words or topics you want to review afterwards.
8. All questions are randomized, so don’t get discouraged if you get difficult ones right away.

We wish you the best on this exam, on your certification exam, and ultimately in your new career as an EMS professional!

### 6.600.53 - Paramedic Academy Laboratory and Simulation Requirements

Each student will be assigned a partner for simulation activities. A schedule will be developed where each team will be responsible for responding to simulated emergencies. These simulated emergencies may occur at any time during the paramedic classroom time. If your team is “on duty” for the day, you will be expected to have the assigned response equipment checked and available before start of class and left in service and available for the next class and next “on duty” team.

Teams not “on duty” will be required to observe the simulated emergency. All teams will be required to document the activity using the provided ePCR documentation forms and/or software.

FISDAP ([www.fisdap.net](http://www.fisdap.net)) will be used to schedule laboratory activities and track skills.

- FISDAP Scheduler gets students’ clinical internship schedules online where educators, clinicians, preceptors, and students can all view and interact with the live calendar. Students pick and sign up for their own shifts from what is available.
- FISDAP Skills Tracker documents learning, reports achievements and growth, and aids program accreditation and self-study. After each laboratory skill and patient contact, students document their experience on the FISDAP website.
- Each class period will include a simulation scenario for the on-duty student team. All students are required to complete an Electronic Patient Care Report (ePCR) for the simulation on FISDAP. The on-duty team will complete the ePCR indicating skills *completed* and students observing the simulation will document the ePCR indicating skills *observed*.

Required basic laboratory competencies are listed below. These requirements must be completed prior to any live patient encounters. At least one (1) evaluation must be completed on you by an instructor or preceptor while you complete the following skills:

- 12-lead ECG placement (NREMT skill)
- Automated external defibrillator (AHA skill)
- CPR for adults, children, and infants with both one- and two-rescuer (AHA skill)
- Glucometer (NREMT skill)
- Hemorrhage control (NREMT skill)
- Inhaled medication administration (NREMT skill)
- Intranasal medication administration (NREMT skill)
- Joint splinting (NREMT skill)
- Long bone splinting (NREMT skill)
- Relief of choking in infants and children (AHA skill)
- Rescue breathing for adults and children with bag-mask (AHA skill)
- Spinal immobilization - Adult seated patient (NREMT skill)
- Spinal immobilization - Adult supine patient (NREMT skill)
- Traction splinting (NREMT skill)

Required advanced laboratory competencies are listed below. These requirements will be completed throughout all paramedic courses but must be completed prior to starting EMS 228 - Paramedic Field Internship.

- Obtain a patient history from at least two (2) alert and oriented persons.
- Perform a comprehensive physical assessment on at least two (2) adult persons.
  - Perform a trauma assessment on at least four (4) adult persons.
  - Perform a medical assessment on at least four (4) adult persons.
- Perform a comprehensive physical assessment on at least four (4) pediatric persons.
- Perform the following skills on manikins in skills lab or scenarios:
  - Childbirth (abnormal) with newborn care at least three (3) times.
  - Childbirth (normal) with newborn care at least three (3) times.
  - CPAP and PEEP at least three (3) times.
  - Defibrillate at least six (6) times.
  - IM or SQ injection at least four (4) times.
  - IO start at least six (6) times.
  - IV bolus at least four (4) times.
  - IV piggyback infusion at least four (4) times.
  - IV start at least 12 times.
  - Needle decompression at least four (4) times.
  - Neonatal resuscitation at least three (3) times.
  - Synchronized cardioversion at least six (6) times.
  - Transcutaneous pacing at least six (6) times.
- Participate in ten (10) of each of the following laboratory scenarios as a team member or observer:
  - Abdominal pain.
  - Allergic reaction or anaphylaxis.
  - Cardiac dysrhythmia or cardiac arrest. Additionally, you must complete one (1) adult scenario as team lead.
  - Chest pain.
  - Childbirth with neonatal resuscitation. Additionally, you must complete one (1) neonate scenario as team lead.
  - Hypoglycemia or Hyperglycemia.
  - Obstetric or gynecologic. Additionally, you must complete one (1) adult scenario as team lead.
  - Overdose.
  - Psychiatric.
  - Respiratory distress. Additionally, you must complete one (1) pediatric scenario as team lead.
  - Seizure.
  - Sepsis. Additionally, you must complete one (1) geriatric scenario as team lead.
  - Shock.
  - Stroke. Additionally, you must complete one (1) geriatric scenario as team lead.
  - Trauma. Additionally, you must complete one (1) adult scenario as team lead and complete one (1) pediatric scenario as team lead.

## 6.600.54 - Paramedic Academy Clinical Requirements - General

Clinical experience is defined as a planned and scheduled educational student experience with live patient contact activities in settings, such as hospitals, clinics, free-standing emergency centers, and may include field experience.

Field experience is defined as planned and scheduled educational student time spent on an EMS unit, which may include observation and skill development, but which does not include team leading and does not contribute to the CoAEMSP definition of field internship.

Field internship is defined as planned and scheduled educational student time on an ALS EMS unit responsible for responding to critical and emergent patients who access the emergency medical system to develop and evaluate team leading skills. The primary purpose of field internship is a capstone experience managing the Paramedic-level decision-making associated with prehospital patients.

**To be eligible to attend clinical rotations, the student must maintain passing status (min 70% overall grade) in the Paramedic Academy.**

At no time may a paramedic student be substituted for EMT or paramedic staff. If the paramedic student is also an employee of the clinical site:

- When functioning as a paramedic student:
  - Must wear student uniform.
  - Must not perform normal work duties that are outside the scope of the clinical objectives.
- When functioning as staff:
  - Must not wear student uniform.
  - Must not perform clinical student activities outside the scope of employed job description.

Students are required to participate and be eligible to participate at all clinical sites without exception. Students must also comply with the facilities' policies and procedures. CMH is not obligated to locate an additional clinical site to accommodate a student for any reason.

Courses with a clinical component require mastery of the clinical objectives in order to successfully complete the course. The clinical component of any course is an integral portion of that course. Clinical experiences are graded on a pass/fail basis. **If a student fails in clinical, he or she will fail the course.** Students will be sent home from the clinical setting for unsafe or unprofessional behavior and may be grounds from dismissal from the course.

In the event a student is unable to obtain the minimum number of live patient encounters or skill competence, the deficiency will be evaluated on a case-by-case basis to develop an action plan that may include (but not limited to):

- Termination from the program,
- Extension of deadlines, and/or
- Alternative methods to demonstrate competence in scenario-based high-fidelity simulations.

If, at any time during a clinical rotation, a student is asked to perform outside his/her scope of training, that student shall immediately tell the requestor that they are not trained for that procedure and are not allowed to do it.

All students will be required to wear a CMH-issued ID badge during all classroom, skills, and clinical rotations. The name badge shall be returned upon course completion (or having dropped the course). Students will assume replacement cost if their name badge is lost, mutilated, or destroyed. Replacement cost will be \$10 each.

FISDAP ([www.fisdap.net](http://www.fisdap.net)) will be used to schedule clinicals and track skills.

- FISDAP Scheduler gets students' clinical internship schedules online where educators, clinicians, preceptors, and students can all view and interact with the live calendar. Students pick and sign up for their own shifts from what is available.
- FISDAP Skills Tracker documents learning, reports achievements and growth, and aids program accreditation and self-study. After each patient contact, students document their experience on the FISDAP website.

If the minimum number of patient contacts and skills listed for each clinical requirement is not completed by the end of the minimum hours required, additional hours must be scheduled to meet the contact requirements. A deadline of six (6) months after the end of each semester must be met for all hour and patient contact requirements.

When documenting live patient contacts and skills in FISDAP, the first line in the narrative must contain a medical record number trackable to the patient. This could be a hospital number off a face sheet or an EMS run number. Spot checks will be done to ensure accurate documentation.

**Prior to starting clinicals, all students must successfully pass urine drug screen. CMH Lab will be used for these drug screens.** Administrative contact for CMH Lab is Paulette Ivey.

Specific clinical requirements to be completed by the end of all clinical hours are listed below. These requirements can be worked on throughout all clinical sites.

- Observe at least two (2) live births.
- Observe at least two (2) cardiac cath lab procedures.
- Start at least 25 IVs.
- Administer at least 24 medications.
  - At least 20 IV bolus administrations.
  - At least two (2) IM or SQ administrations.
  - At least two (2) nebulizer administrations.
- Document at least 50 adult patient assessments.
- Document at least 30 pediatric (>18 yr) patient assessments.
  - At least six (6) pediatric trauma assessments.
  - At least 12 pediatric medical assessments.
  - At least two (2) must be in each of the following sub-groups:
    - New Born (0-1 mo)
    - Infant (1-12 mo)
    - Toddler (1-4 yr)
    - Preschooler (4-6 yr)
    - School Age (6-13 yr)
    - Adolescent (13-18 yr)
- Document at least 30 geriatric (>65 yr) patient assessments.
  - At least six (6) geriatric trauma assessments.
  - At least 12 geriatric medical assessments.
- Document at least 10 obstetric patient assessments.
- Document at least 20 psychiatric patient assessments.
- Document at least 40 trauma patient assessments.
- Treat at least 20 abdominal problem patients.
- Treat at least 20 adult respiratory patients.
- Treat at least 8 pediatric respiratory patients.
- Treat at least 20 altered mental status patients.
  - Treat at least two (2) hypoglycemia or hyperglycemia patients.
  - Treat at least two (2) toxicologic or overdose patients.
- Treat at least 30 chest pain patients.
  - Treat at least two (2) Acute Coronary Syndrome (i.e. STEMI) patients.
  - Treat at least two (2) cardiac dysrhythmia patients.
- Treat at least two (2) sepsis patients.
- Treat at least two (2) shock patients.
- Treat at least two (2) stroke patients.
- Treat at least ten (10) syncope patients. FISDAP refers to syncope patients as “change in responsiveness.”
- Ventilate at least 20 patients via BVM.



**6.600.57 - Paramedic Academy Clinical Requirements - Airway**

Each student must demonstrate competency in airway management. By the end of the fourth semester, each student must have completed the following:

- The minimum number of successful intubations on a manikin is listed below before attempting live intubations.
  - A minimum of eight (8) adult supraglottic airway insertions.
  - A minimum of 12 adult manikin intubations.
    - At least four (4) in a trauma scenario (with c-collar in place).
  - A minimum of 12 pediatric manikin intubations.
  - A minimum of two (2) nasotracheal intubations.
  - A minimum of six (6) cricothyrotomies.
- A minimum of 50 attempts at airway management (this includes basic and advanced airway adjuncts).
  - A minimum of 100% success rate in the last 20 attempts of airway management (this includes basic and advanced airway adjuncts).
  - Simulation lab manikin airway management can be supplemented to ensure competency.
- A minimum of ten (10) successful live human endotracheal intubations.
  - A minimum of 90% success rate in the last ten (10) attempts of endotracheal intubation.
  - Simulation lab manikin intubations can be supplemented to ensure competency. However, at least ten (10) successful intubations must be on live humans.

## **6.600.60 - Paramedic Academy Courses - First Semester**

### **BIO 111 - ANATOMY AND PHYSIOLOGY I**

Four (4) semester hours - 75 contact hours. Students can expect to devote a minimum of 180 hours of classroom, lab, practicum, and out-of-class work for this course.

#### **PREREQUISITES:**

Enrollment in the Paramedic Academy.

This course will introduce the survey of structures and functions of the human body. This course will cover the following topics: Cells, fluid and electrolytes, musculoskeletal system, integumentary system, cardiovascular system, and respiratory system. This course includes a one-hour laboratory that will give students the ability to see and synthesize the material presented in the lecture.

The instructor will use classroom lectures, videos, power point presentations, class discussions, computer simulation, web resources, and practical lab resources to ensure the student obtains the objectives. Written examinations, quizzes, and additional assignments based on lecture and lab will be used to assess classroom and theoretical learning. Live lab practicums will be utilized to assess laboratory learning.

#### **COURSE SCHEDULE:**

Laboratory is on Thursdays from 0730 to 0930.

Lecture is on Thursdays from 0930 to 1230.

#### **COURSE INSTRUCTOR:**

Dr. William Gray. Office hours by appointment. Email: [bgray@texascountytech.edu](mailto:bgray@texascountytech.edu).

**LEARNING OBJECTIVES:**

1. Describe the basic functions of each system and organs in those systems.
2. Describe how the anatomy and physiology of the human body are interrelated.
3. Describe the organization of the body.
4. Describe the basic cellular functions and types of cells.
5. Describe the function and interactivity of body fluids and the roles electrolytes play in physiology.
6. Describe the functions and basic anatomy of the skeletal system.
7. Describe the anatomy and physiology with functions of the muscular system.
8. Describe the anatomy and physiology with functions of the integumentary system and how it affects other systems.
9. Describe the anatomy and physiology with functions of the cardiovascular system, including the pathway of blood flow through the body.
10. Describe the anatomy and physiology with functions of the respiratory system, and how the respiratory functions affects other systems and basic cellular respiration.
11. Understand the inter-relationships of body systems and identify various components of these systems on preserved specimens dissected by the students themselves.

**ASSESSMENT CRITERIA:**

Description	Points	Percent
Lecture exams (weekly)	510 (30 per chapter)	56%
Gross lab exam I	75	8%
Gross lab exam II	75	8%
Gross lab exam III	75	8%
Gross lab exam IV	75	8%
Final exam (lecture comprehensive)	100	12%

**COURSE SCHEDULE:**

<b>Week</b>	<b>Classroom Description</b>	<b>Lecture Assignments Due</b>	<b>Lab Assignments Due</b>
1	<b>LECTURE</b> Ch. 1,2,3 - Organization of Body, Homeostasis, Chemical basis of life <b>LAB</b> - Dissection, Slide histology		
2	<b>LECTURE</b> Ch.4,7 - Biomolecules, Cell growth <b>LAB</b> - Dissection, Slide histology	Exam Ch. 1,2,3	
3	<b>LECTURE</b> Ch. 5,6 - Anatomy of cells, Physiology of cells <b>LAB</b> - Lab Exam 1	Exam Ch. 4,7	<b>Lab Exam I</b>
4	<b>LECTURE</b> Ch. 8,9 - Tissues, Tissue types <b>LAB</b> - Dissection, Slide histology	Exam Ch. 5,6	
5	<b>LECTURE</b> Ch.10,11 - Skin, Skeletal tissues <b>LAB</b> - Dissection, Slide histology	Exam Ch. 8,9	
6	<b>LECTURE</b> Ch.12,13 - Skeletal system <b>LAB</b> - Lab Exam 2	Exam Ch. 10,11	<b>Lab Exam II</b>
7	<b>LECTURE</b> Ch. 14 - Articulations <b>LAB</b> - Dissection, Slide histology	Exam Ch. 12,13	
8	<b>LECTURE</b> Ch.15,16 - Anatomy of Muscular system <b>LAB</b> - Dissection, Slide histology	Exam Ch. 14	
9	<b>LECTURE</b> Ch. 17 - Physiology of muscular system <b>LAB</b> - Dissection, Slide histology	Exam Ch. 15,16	
10	<b>LECTURE</b> Ch 35,36,37 - Anatomy & physiology of respiratory system, Ventilation, Gas exchange <b>LAB</b> - Lab Exam 3	Exam Ch. 17	<b>Lab Exam III</b>
11	<b>LECTURE</b> Ch. 27,28 - Blood, Heart <b>LAB</b> - Dissection, Slide histology	Exam Ch. 35,36,37	
12	<b>LECTURE</b> Ch. 29,30 - Blood vessels, Circulation <b>LAB</b> - Dissection, Slide histology	Exam Ch. 27,28	
13	<b>LECTURE</b> Ch. 43 - Fluid & electrolyte <b>LAB</b> - Dissection, Slide histology	Exam Ch. 29,30	
14	<b>LECTURE</b> Ch. 44 - Acid-base balance <b>LAB</b> - Dissection, Slide histology	Exam Ch. 43	
15	<b>LECTURE</b> - Final Study Guide <b>LAB</b> - Lab Exam 4	Exam Ch. 44	<b>Lab Exam IV</b>
16	<b>LECTURE</b> - Final Exam <b>LAB</b> - Completed	Exam - Comprehensive semester final	

**EMS 101 - INTRODUCTION TO PARAMEDIC**

Eleven (11) semester hours - 176 contact hours.

**PREREQUISITES:**

Enrollment in the Paramedic Academy.

This course contains the following sections of the paramedic curriculum: Preparatory, Human Body and Human Systems, Patient Assessment, Pharmacology, and Airway Management.

**COURSE SCHEDULE:**

Lecture and Laboratory is on Mondays from 0900 to 1700 and on Thursdays from 1300 to 1700.

**COURSE INSTRUCTOR:**Theron Becker. Office hours by appointment. Email: [theron.becker@citizensmemorial.com](mailto:theron.becker@citizensmemorial.com).**COURSE SCHEDULE FOR 2019:**

Week	Day	Description	Guest Instructor(s)	Tests and Exams
	1/2	<b>BTC Orientation</b>		
1	1/7	Student Success Applied Research Project (ARP) instructions		
	1/10	ARP Problem Statements		
2	1/14	Ch 1 - EMS Systems		Ch 1 Quiz
	1/17	Ch 2 - Workforce Safety and Wellness	Brice Flynn (Safety Chief)	Ch 2 Quiz
3	1/21	Ch 3 - Public Health	? Wanita Lister (Public Health Nurse)	Ch 3 Quiz
	1/24	Ch 4 - Medical Legal and Ethical Issues		Ch 4 Quiz
4	1/28	Ch 5 - Communications		Ch 5 Quiz
	1/31	<b>The Courtroom Experience</b> Ch 6 - Documentation	? Jeff Anderson (Lawyer)	
5	2/4	Ch 8 - Anatomy and Physiology	Bobby OKeefe (Paramedic)	Ch 6 Quiz
	2/7	Ch 8 - Anatomy and Physiology	Aaron Weaver (Paramedic)	Ch 8 Quiz
6	2/11	Ch 9 - Pathophysiology	Bobby OKeefe (Paramedic)	
	2/14	Ch 9 - Pathophysiology	Aaron Weaver (Paramedic)	Ch 9 Quiz
7	2/18	Mandatory holiday from coursework due to Washington's Birthday		
	2/21	Ch 7 Medical Terminology		Ch 7 Quiz

Week	Day	Description	Guest Instructor(s)	Tests and Exams
8	2/25	Ch 10 - Life Span Development		Ch 10 Quiz
	2/28	Ch 12 - Critical Thinking and Decision Making		Ch 12 Quiz
9	3/4	Ch 11 - Patient Assessment		
	3/7			Ch 11 Quiz
10	3/11	Ch 13 - Pharmacology		
	3/14			
11	3/18	Medical Math		Ch 13 Quiz
	3/21	Ch 14 - Medication Administration		Med Quiz (NS, LR)
12	3/25			Med Quiz (Neo-Synephrine, Oxygen) Ch 14 Quiz
	3/28	Port Access Class	? Cassie Ahlers (Vascular Access Team)	Med Quiz (Etomidate, random)
13	4/1	BLS Airway Review		Med Quiz (Ketamine, random)
	4/4	Ch 15 - Airway Management and Ventilation	? Neal Taylor (EMS Director)  ? Matt Ericksen (ENT Surgeon)	Med Quiz (Succinylcholine, random)
14	4/8			Med Quiz (Rocuronium, Vecuronium)
	4/11	FISDAP Airway review		Med Quiz (Albuterol, Duoneb, Ipratropium)
15	4/15	FISDAP Airway review		
	4/18	Ch 16 - Respiratory Emergencies	? Jacob Snyder (Cox Air Care) <a href="mailto:Jacob.snyder@coxhealth.com">Jacob.snyder@coxhealth.com</a>	Med Quiz (Decadron, Solu-Medrol) Ch 16 Quiz
16	4/22	Applied Research Project Part 1 Due by 1700 hours		Practical Exam in teams of 2 or 3 in 20-min simulation.
	4/25	(Routine individual academic counseling with all students to evaluate affective domain)		FISDAP Airway Unit Exam

**APPLIED RESEARCH PROJECT - PART 1 OF 3**

Part one of the Applied Research Project focuses on describing an EMS problem. The completed part one of the Applied Research Project should be submitted in an electronic format (Microsoft Word is preferred). There is no minimum number of pages, but correct APA citations and bibliography, spelling, grammar, and punctuation is expected.

The following sections must be included:

**Introduction:**

- Identify your problem statement. The problem should be very specific and have a practical significance for your own organization. It should also be interesting to you. The problem statement should be limited to one sentence. Focus on the present and do not analyze causes at this point. An example might be, "The problem is CMH EMS is not able to provide medications that require refrigeration."

**Background and Significance:**

- Describe the background and history of the problem in your organization.
- Present the significance of the problem in your organization from a past, present, and probable future impact on organizational effectiveness or patient care.

**Literature Review:**

- Provide a summary of critical findings of others who have published documents related to the problem statement.

**References:**

- Include a reference list in APA format. References may be from any source, but at least a few of them should be scholarly (not a website, not a trade journal, etc.). Great scholarly sources come from peer-reviewed journals within the past five years.

**Applied Research Project - Part 1 - Grading Rubric:**

<b>Section</b>	<b>Checklist</b>	<b>Evaluation</b>
All sections	<input type="checkbox"/> Correct grammar. <input type="checkbox"/> Correct punctuation. <input type="checkbox"/> Correct spelling. <input type="checkbox"/> Correct sentence structure. <input type="checkbox"/> Correct APA format of citations throughout paper.	13 points possible in this section
Introduction	<input type="checkbox"/> Problem statement clearly defined. <input type="checkbox"/> Problem statement specific. <input type="checkbox"/> Problem statement has practical significance.	25 points possible in this section
Background and Significance	<input type="checkbox"/> Clear and complete background analysis of the problem provided. <input type="checkbox"/> Sufficient evidence provided to justify study from an organizational perspective. <input type="checkbox"/> Includes past, present, and probable future impacts.	25 points possible in this section
Literature Review	<input type="checkbox"/> Sufficiently comprehensive. <input type="checkbox"/> Findings are presented logically and clearly.	25 points possible in this section
References	<input type="checkbox"/> Correct APA format of reference section. <input type="checkbox"/> Sources are current. <input type="checkbox"/> At least a few sources are from peer reviewed journals.	12 points possible in this section

### **EMS 103 - PARAMEDIC CLINICAL EXPERIENCE I**

Five (5) semester hours - 72 contact hours.

#### **PREREQUISITES:**

Enrollment in the Paramedic Academy.

This course provides an opportunity for paramedic students to apply classroom knowledge to real-life situations and patients. Included in this course are assessment skills for critical care hospital patients, respiratory skills in the hospital, and vascular access and medication administration skills for hospital patients.

Refer to Section 6.030 - Generic Educational Calendar (page 125) for when in the calendar year, this course falls.

If the minimum number of patient assessments and skills listed in 6.600.54 - Paramedic Academy Clinical Requirements - General (page 206) and 6.600.57 - Paramedic Academy Clinical Requirements - Airway (page 209) are not completed by the end of the minimum hours required, additional hours must be scheduled to meet the contact requirements.

#### **DEADLINE:**

All requirements for this course must be completed by the end of your second semester.



**SAME-DAY SURGERY / ENDOSCOPY / OUTPATIENT RADIOLOGY:**

- **Prerequisites:** Complete Chapter 13 (Pharmacology) and 14 (Medication Administration) and Port Access Class. Refer to Section 6.600.57 - Paramedic Academy Clinical Requirements - Airway (page 209) for lab requirements that must be met before intubating live humans.
- **Location options:** CMH Douglas Building (Bolivar)
- Paramedic students will shadow RNs and lab techs.
- Complete a minimum of 36 hours by the end of Second Semester.
- **Student scheduling information:**
  - Email [lani.hayes@citizensmemorial.com](mailto:lani.hayes@citizensmemorial.com) to sign up.
  - Two paramedic students can sign up Tuesdays through Fridays; only one paramedic student on Mondays.
  - Wednesdays and Fridays are often the busiest days for these locations.
- **Where to go:**
  - First floor Douglas Building. Go to Registration in the Waiting Room for Same-Day Surgery and let them know you are a paramedic student doing clinicals. They will direct you to change into scrubs and you have several areas that will help you get your skills.
  - When you arrive on the site, go upstairs to the Infusion Center to let them know you are a paramedic student looking for vascular access opportunities. They will let you know what they have scheduled for the day.



Citizens Memorial Hospital  
Douglas Building  
First Floor

- 
- **Administrative contact information:**
  - CMH Same-Day Surgery: [becky.hancock@citizensmemorial.com](mailto:becky.hancock@citizensmemorial.com) and [toni.richardson@citizensmemorial.com](mailto:toni.richardson@citizensmemorial.com)
  - CMH Endoscopy: [Jennifer.bradley@citizensmemorial.com](mailto:Jennifer.bradley@citizensmemorial.com)
  - CMH Outpatient Radiology: [gayla.hankins@citizensmemorial.com](mailto:gayla.hankins@citizensmemorial.com)

**INTENSIVE CARE UNIT:**

- **Prerequisites:** Complete Chapter 13 (Pharmacology) and 14 (Medication Administration) and Port Access Class.
- **Location options:** CMH Hospital (Bolivar)
- Paramedic students will shadow intensive care nurse.
- Complete a minimum of 24 hours by the end of Second Semester.
- **Student scheduling information:**
  - Email [lani.hayes@citizensmemorial.com](mailto:lani.hayes@citizensmemorial.com) to sign up.
  - Only one paramedic student at a time can be scheduled in the ICU.
  - 12-hour shifts are typical but OK to be as short as 8-hour shifts.
  - Shifts start at 0630 and 1830 hours.
- **Where to go:**
  - Outside the entrance to ICU, there is a phone on the wall, pick it up, tell the nurse at the desk you are a paramedic student, and they will let you in.



- 
- **Administrative contact information:**
  - CMH: [claire.dale@citizensmemorial.com](mailto:claire.dale@citizensmemorial.com)
  - Mercy NTICU: [dusti.everetthinkle@mercy.net](mailto:dusti.everetthinkle@mercy.net)

**RESPIRATORY THERAPY:**

- **Prerequisites:** Complete FISDAP Airway Unit Exam.
- **Location options:** CMH Hospital (Bolivar)
- Paramedic students will shadow respiratory therapist.
- Complete a minimum of 12 hours by the end of Second Semester.
- **Student scheduling information:**
  - Email [lani.hayes@citizensmemorial.com](mailto:lani.hayes@citizensmemorial.com) to sign up.
  - Only one paramedic student at a time can be scheduled in RT.
  - Shifts start at 6 am.
- **Where to go:**
  - CMH Respiratory Therapy offices are near the Cardiology Department. Go in there and they will help you.



- 
- **Administrative contact information:**
  - CMH: [allen.morris@citizensmemorial.com](mailto:allen.morris@citizensmemorial.com)
  - Mercy: [billy.haire@mercy.net](mailto:billy.haire@mercy.net)

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**6.600.61 - First Semester Paramedic Clinical Evaluation Cards**

<p>Thank you for being a preceptor for a CMH paramedic clinical student (first semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>	<p>Thank you for being a preceptor for a CMH paramedic clinical student (first semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>
<p>Thank you for being a preceptor for a CMH paramedic clinical student (first semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>	<p>Thank you for being a preceptor for a CMH paramedic clinical student (first semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>

<p>First semester paramedic students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Advanced assessments</li> <li>• 12-lead acquisition and transmission</li> <li>• Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways</li> <li>• Upper airway and tracheal suctioning</li> <li>• CPAP and BiPAP</li> <li>• Establish IV and IO access</li> <li>• Maintain and utilize port or central line access</li> <li>• Administration of any medication by any route approved by medical direction or protocol</li> </ul>	<p>First semester paramedic students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Advanced assessments</li> <li>• 12-lead acquisition and transmission</li> <li>• Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways</li> <li>• Upper airway and tracheal suctioning</li> <li>• CPAP and BiPAP</li> <li>• Establish IV and IO access</li> <li>• Maintain and utilize port or central line access</li> <li>• Administration of any medication by any route approved by medical direction or protocol</li> </ul>
<p>First semester paramedic students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Advanced assessments</li> <li>• 12-lead acquisition and transmission</li> <li>• Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways</li> <li>• Upper airway and tracheal suctioning</li> <li>• CPAP and BiPAP</li> <li>• Establish IV and IO access</li> <li>• Maintain and utilize port or central line access</li> <li>• Administration of any medication by any route approved by medical direction or protocol</li> </ul>	<p>First semester paramedic students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Advanced assessments</li> <li>• 12-lead acquisition and transmission</li> <li>• Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways</li> <li>• Upper airway and tracheal suctioning</li> <li>• CPAP and BiPAP</li> <li>• Establish IV and IO access</li> <li>• Maintain and utilize port or central line access</li> <li>• Administration of any medication by any route approved by medical direction or protocol</li> </ul>

**6.600.63 - Paramedic Academy Courses - Second Semester****BIO 211 - ANATOMY AND PHYSIOLOGY II**

Four (4) semester hours - 75 contact hours. Students can expect to devote a minimum of 180 hours of classroom, lab, practicum, and out-of-class work for this course.

**PREREQUISITES:**

Successful completion of BIO 111 - Anatomy and Physiology I.

This course will provide further study of the structures and functions of the human body. This course will cover the following systems: reproductive, immune, nervous, endocrine, digestive, urinary, and hematopoietic and lymph. This course includes a one hour laboratory that will give students the ability to see, dissect, and synthesize material presented in lecture.

The instructor will use classroom lectures, videos, power point presentations, class discussions, computer simulation, web resources, and practical lab resources to ensure the student obtains the objectives. Written examinations, quizzes, and additional assignments based on lecture and lab will be used to assess classroom and theoretical learning. Live lab practicums will be utilized to assess laboratory learning.

Refer to Section 6.030 - Generic Educational Calendar (page 125) for when in the calendar year, this course falls.

**COURSE SCHEDULE:**

Laboratory is on Thursdays from 0730 to 0930.

Lecture is on Thursdays from 0930 to 1230.

**COURSE INSTRUCTOR:**

Dr. William Gray. Office hours by appointment. Email: [bgray@texascountytech.edu](mailto:bgray@texascountytech.edu).

**LEARNING OBJECTIVES:**

1. Describe the basic functions of each system and organs in those systems.
2. Describe how the anatomy and physiology of the human body are interrelated.
3. Describe the anatomy and physiology with functions of the nervous system and how it affects other systems.
4. Describe the anatomy and physiology with functions of sense organs.
5. Describe the anatomy and physiology with functions of the endocrine system, and how it affects other systems.
6. Describe the anatomy and physiology with functions of the lymphatic and immune systems, and how it affects other systems.
7. Describe the anatomy and physiology with functions of the digestive system and nutrition, and how it affects other systems.
8. Describe the anatomy and physiology with functions of the urinary system, and how it affects other systems.
9. Describe the anatomy and physiology with functions of the male and female reproductive system, and how it affects other systems.
10. Demonstrate a basic understanding of growth, genetics, and heredity.
11. Understand the inter-relationships of body systems and identify various components of these systems on preserved specimens dissected by the students themselves.

**ASSESSMENT CRITERIA:**

Description	Points	Percent
Lecture exams (weekly)	555	58%
Gross lab exam I	75	8%
Gross lab exam II	75	8%
Gross lab exam III	75	8%
Gross lab exam IV	75	8%
Final exam (lecture comprehensive)	100	10%



**COURSE SCHEDULE:**

<b>Week</b>	<b>Classroom Description</b>	<b>Lecture Assignments Due</b>	<b>Lab Assignments Due</b>
1	<b>LECTURE</b> Ch 18,19 - Nervous System Cells, Nerve signaling <b>LAB</b> - Dissection, Slide histology		
2	<b>LECTURE</b> Ch 20 - CNS <b>LAB</b> - Dissection, Slide histology	Exam Ch 18,19	
3	<b>LECTURE</b> Ch 21,22 - PNS/Autonomic <b>LAB</b> - Lab Exam I	Exam Ch 20	<b>Lab Exam I</b>
4	<b>LECTURE</b> Ch 23,24 - General Sense, Sense Organs <b>LAB</b> - Dissection, Slide histology	Exam Ch. 21,22	
5	<b>LECTURE</b> - Review nervous system <b>LAB</b> - Dissection, Slide histology	Exam 23,24	
6	<b>LECTURE</b> Ch 25,26 - Endocrine System <b>LAB</b> - Lab Exam II	Nervous Syst. Final	<b>Lab Exam II</b>
7	<b>LECTURE</b> Ch. 31,34 - Lymphatic System & Stress <b>LAB</b> - Dissection, Slide histology	Exam Ch 25,26	
8	<b>LECTURE</b> Ch 32,33 - Immune System <b>LAB</b> - Dissection, Slide histology	Exam Ch 31,34	
9	<b>LECTURE</b> Ch 38,39 - Anatomy Digestive System <b>LAB</b> - Dissection, Slide histology	Exam Ch 32,33	
10	<b>LECTURE</b> Ch 40 - Physiology Digestive System <b>LAB</b> - Dissection, Slide histology	Exam Ch 38,39	
11	<b>LECTURE</b> Ch 41 - Nutrition & Metabolism <b>LAB</b> - Lab Exam III	Exam Ch 40	<b>Lab Exam III</b>
12	<b>LECTURE</b> Ch 42 - Urinary System <b>LAB</b> - Dissection, Slide histology	Exam Ch 41	
13	<b>LECTURE</b> Ch 45,46 - Male & Female Reproductive, System <i>Assign Final Study Guide</i> <b>LAB</b> - Dissection, Slide histology	Exam Ch 42	
14	<b>LECTURE</b> Ch 47,48 - Growth & Development & Genetics & Heredity, Review for lecture final <b>LAB</b> - Dissection, Slide histology	Exam Ch 45,46	
15	<b>LECTURE</b> - Final Study Guide <b>LAB</b> - Final Lab IV Exam	Exam Ch 47,48	<b>Lab Exam IV</b>
16	<b>LECTURE</b> - Final Examination <b>LAB</b> - Completed	Final Exam	

## **EMS 105 - PARAMEDIC MEDICAL EMERGENCIES**

Eleven (11) semester hours - 176 contact hours.

### **PREREQUISITES:**

Successful completion of EMS 101 - Introduction to Paramedic (page 213).

This course contains the following sections of the paramedic curriculum: Medical Emergencies.

### **COURSE SCHEDULE:**

Lecture and Laboratory is on Tuesdays from 0900 to 1700 and on Thursdays from 1300 to 1700.

### **COURSE INSTRUCTOR:**

Theron Becker. Office hours by appointment. Email: [theron.becker@citizensmemorial.com](mailto:theron.becker@citizensmemorial.com).

### **COURSE SCHEDULE FOR 2018:**

Week	Date	Description	Guest Instructor(s)	Tests and Exams
1	5/8	Ch 16 - Respiratory Emergencies	Need to move this chapter to before the Airway FISDAP exam Next year guest instructor: Jacob.snyder@coxhealth.com	Ch 16 Quiz
	5/10	<b>Applied Research Project Part 2</b>		Med Quiz (Captopril, Decadron, Solu-Medrol, random) <b>FISDAP Airway Unit Exam Re-Take</b>
2	5/15	Ch 17 - Cardiovascular Emergencies	Mike DAgostino (CMH Paramedic)	Med Quiz (Adenosine, random)
	5/17			Med Quiz (Atropine, Sodium Bicarb, random)
3	5/22	FISDAP Cardiology review	Dr. John Best (CMH Cardiologist)	Med Quiz (Amiodarone, Lidocaine, random)
	5/24			Med Quiz (Cardizem, Procainamide, random) Ch 17 Quiz
4	5/29	<b>AHA - Advanced Cardiac Life Support (ACLS)</b>	Allen Brotherton (Retired CMH Paramedic)	
	5/31			
5	6/5	(Routine individual academic counseling with all students to evaluate affective domain)	Mike DAgostino (CMH Paramedic)	<b>ACLS Test</b>
	6/7			<b>ARP Part 1 Re-Write Due FISDAP Cardiology Unit Exam</b>

*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

Week	Date	Description	Guest Instructor(s)	Tests and Exams
6	6/12	Ch 18 - Neurologic Emergencies	Next year: Dr. Robert Duff (Mercy Neurologist)	12-Lead Quiz Med Quiz (Aspirin, Heparin, Mag Sulfate, Nitro, random)
	6/14		Aaron Weaver (CMH Paramedic)	12-Lead Quiz Med Quiz (Dopamine, Epi 1:10,000, Hydralazine, random) Ch 18 Quiz NIHSS Certificate Due
7	6/19	Ch 19 - Diseases of the Ears, Nose, and Throat		12-Lead Quiz Med Quiz (Valium, Versed, random) <b>FISDAP Cardiology Unit Exam Re-Take</b>
	6/21		Dr. Matt Ericksen (CMH Otolaryngologist)	12-Lead Quiz Med Quiz (Acetaminophen, Ibuprofen, random) Ch 19 Quiz
8	6/26	Ch 20 - Abdominal and Gastrointestinal Emergencies		12-Lead Quiz Med Quiz (Phenergan, random) Ch 20 Quiz
	6/28	Ch 21 - Genitourinary and Renal Emergencies		12-Lead Quiz Med Quiz (Lasix, Reglan, Zofran) Ch 21 Quiz
9	7/3	Ch 23 - Endocrine Emergencies	next year - FNP?	12-Lead Quiz Med Quiz (Dextrose, Glucagon, Glucose) Ch 23 Quiz
	7/5	Ch 22 - Gynecologic Emergencies	next year - Dr. Shelly Meents (CMH Obstetrician)	12-Lead Quiz Med Quiz (Oxytocin, Toradol, random) Ch 22 Quiz
10	7/10	OPEN class session		
	7/12	Ch 27 - Toxicology WISER Preparation		12-Lead Quiz Med Quiz (Activated Charcoal, Calcium Chloride, Narcan) Ch 27 Quiz
11	7/17	Simulation day		
	7/19	Ch 26 - Infectious Diseases		12-Lead Quiz Med Quiz (random)

***Mission:** Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

Week	Date	Description	Guest Instructor(s)	Tests and Exams
				Ch 26 Quiz
12	7/24	<b>Missouri EMS Conference - Cadaver Lab</b>		
	7/26	Ch 24 - Hematologic Emergencies		12-Lead Quiz Med Quiz (Epi 1:1,000, Thiamine, random) Ch 24 Quiz
13	7/31	OPEN class session		
	8/2	Ch 28 - Psychiatric Emergencies	Joy Murphy (Psychologist)	12-Lead Quiz Med Quiz (Haldol, Ativan, random) Ch 28 Quiz
14	8/7	OPEN class session		
	8/9	Ch 25 - Immunologic Emergencies		12-Lead Quiz Med Quiz (Benadryl, random) Ch 25 Quiz
15	8/14	<b>NAEMT - Psychological Trauma in EMS Patients (PTEP)</b>	Morgan Young (CMH Paramedic)	<b>PTEP Test</b>
	8/16	FISDAP Medical review Practice practical exam		
16	8/21	<b>Applied Research Project Part 2 Due by 1700 hours</b>		<b>Practical Exam in teams of 2 or 3 in 20-min simulation.</b>
	8/23	(Routine individual academic counseling with all students to evaluate affective domain)		<b>FISDAP Medical Unit Exam</b>

**APPLIED RESEARCH PROJECT - PART 2 OF 3**

Part two of the Applied Research Project focuses on researching a solution to the EMS problem identified in part one. The completed part two of the Applied Research Project should be submitted in an electronic format (Microsoft Word is preferred). There is no minimum number of pages, but correct APA citations and bibliography, spelling, grammar, and punctuation is expected.

The following sections must be included:

**Introduction:**

- Define your purpose. The purpose statement should be a mirror of the problem statement in the first paper and describes exactly what you are going to accomplish. An example might be, “The purpose of this paper is to research what other EMS agencies do to overcome the need for medication refrigeration.”
- Three to five research questions. Research questions provide a roadmap for accomplishing your purpose. These questions are the factors and questions that need to be answered in order to accomplish your purpose. If you have a research question, you must generate information to respond to that question. A few examples might be, “Are any other EMS agencies using refrigerated medications? If so, what equipment are they using to maintain refrigeration on ambulances? If not, what alternative medications are they using?”

**Procedures:**

- Explanation of what the student did to generate new and original data to answer the research questions.
- Procedures must be delineated clearly to permit replication by other researchers.
- Discuss limitations of the procedures you selected.

**Results:**

- Clear and comprehensive narrative description of the findings from procedures.
- Results and findings must be in a logical manner to answer all the research questions without personal editorializing.

**Appendix:**

- Provide a copy of research tool(s) utilized.
- Provide complete results of research.

**References:**

- Reference list in APA format.

Applied Research Project - Part 2 - Grading Rubric:

Section	Checklist	Evaluation
All sections	<input type="checkbox"/> Correct grammar. <input type="checkbox"/> Correct punctuation. <input type="checkbox"/> Correct spelling. <input type="checkbox"/> Correct sentence structure. <input type="checkbox"/> Correct APA format of citations throughout paper.	10 points possible in this section
Introduction	<input type="checkbox"/> Purpose statement clearly defined. <input type="checkbox"/> Research questions clearly stated. <input type="checkbox"/> At least three research questions included.	25 points possible in this section
Procedures	<input type="checkbox"/> Procedures sufficiently delineated to permit replication. <input type="checkbox"/> Procedures appropriate to achieve stated purpose. <input type="checkbox"/> Limitations are discussed.	25 points possible in this section
Results	<input type="checkbox"/> Results clearly and concisely stated in narrative form. <input type="checkbox"/> Detailed results of all procedures provided. <input type="checkbox"/> Specific answers to original research questions provided. <input type="checkbox"/> Comprehensive analysis of data is included without personal editorializing. <input type="checkbox"/> Ties back to purpose statement. <input type="checkbox"/> Tables and figures clearly presented, correctly labeled, and contain appropriate data.	25 points possible in this section
References	<input type="checkbox"/> Correct APA format of reference section.	5 points possible in this section
Appendix	<input type="checkbox"/> Research tool(s) included. <input type="checkbox"/> Complete results from research included.	10 points possible in this section

**EMS 107 - PARAMEDIC CLINICAL EXPERIENCE II**

Ten (10) semester hours - 156+ contact hours.

**PREREQUISITES:**

Successful completion of

- EMS 101 - Introduction to Paramedic (page 213) and
- EMS 103 - Paramedic Clinical Experience I (page 216).

This course provides an opportunity for paramedic students to apply classroom knowledge to real-life situations and patients. Included in this course are advanced airway skills, geriatric patient assessments, and cardiac patient assessments. Additionally, assessment and treatment of emergency room patients are included in this course.

Refer to Section 6.030 - Generic Educational Calendar (page 125) for when in the calendar year, this course falls.

If the minimum number of patient assessments and skills listed in 6.600.54 - Paramedic Academy Clinical Requirements - General (page 206) and 6.600.57 - Paramedic Academy Clinical Requirements - Airway (page 209) are not completed by the end of the minimum hours required, additional hours must be scheduled to meet the contact requirements. A deadline of six (6) months after the end of the classroom portion of the course must be met for all hour and patient contact requirements.

**DEADLINE:**

All requirements for this course must be completed by the end of your third semester.

**ANESTHESIA:**

- Prerequisites: Start Second Semester.
- Location options:
  - CMH Hospital (Bolivar) or
  - CMH Douglas Building (Bolivar)
- Paramedic students will shadow CRNA.
- There is not a minimum hour requirement for this clinical.
- Student scheduling information: Email [lani.hayes@citizensmemorial.com](mailto:lani.hayes@citizensmemorial.com) to sign up.
- Where to go:



Citizens Memorial Hospital  
Douglas Building  
First Floor

- 
- Administrative contact information: [becky.hancock@citizensmemorial.com](mailto:becky.hancock@citizensmemorial.com)
- Students must inform the patient with a script similar to: “My name is Theron and I am a paramedic student. My preceptor is Jason, who is a nurse anesthetist. Is it OK if I put in your breathing tube during your operation today?”



**GERIATRIC PSYCHIATRIC UNIT:**

- **Prerequisites:** Start Second Semester.
- **Location options:** CMH Hospital (Bolivar)
- Paramedic students will shadow psychiatric nurse.
- Complete a minimum of 12 hours by the end of Third Semester.
- **Student scheduling information:**
  - Email [lani.hayes@citizensmemorial.com](mailto:lani.hayes@citizensmemorial.com) to sign up.
  - Two students at a time can do clinicals in the unit simultaneously.
  - Shift start time is 6:45 am.
  - Half-way through the shift, students will switch sides of the unit to have comprehensive view of the unit.
- **Where to go:**
  - Pickup the phone outside the sally port entrance to the unit and tell the nurse you are a paramedic student doing clinicals.



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- **Administrative contact information:** [angela.tucker@citizensmemorial.com](mailto:angela.tucker@citizensmemorial.com)

**EMERGENCY ROOM:**

- **Prerequisites:**
  - Complete ACLS Course
  - Complete anesthesia clinicals and all live human intubations.
- **Location options:**
  - CMH Hospital (Bolivar)
  - Cox Hospital (Springfield)
  - Mercy Hospital (Springfield)
- Paramedic students will shadow ER nurse.
- Complete a minimum of 136 hours by the end of Third Semester.
- **Student scheduling information:**
  - Email [lani.hayes@citizensmemorial.com](mailto:lani.hayes@citizensmemorial.com) to schedule a shift.
  - One paramedic at time can be scheduled in the ER at a time
    - One paramedic can be scheduled in the ER and one in ER Triage simultaneously.
  - Shifts available:
    - 0700 to 1900 (ER and ER Triage)
    - 1900 to 0700 (ER and ER Triage)
    - 1100 to 2300 (ER only)
- **Where to go:**
  - In the waiting room, tell the ER triage nurse you are a paramedic student there for clinicals.



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- **Administrative contact information:** [jaime.sprague@citizensmemorial.com](mailto:jaime.sprague@citizensmemorial.com)

**CARDIAC CATH LAB:**

- **Prerequisites:** Complete Chapter 17 (Cardiovascular Emergencies).
- **Location options:** CMH Hospital (Bolivar)
- Paramedic students will shadow cath lab nurse.
- Complete a minimum of 8 hours by the end of Third Semester.
- **Student scheduling information:**
  - Email [robert.richardson@citizensmemorial.com](mailto:robert.richardson@citizensmemorial.com) to schedule shifts.
  - Shifts are 8 am to 4 pm. Mondays are usually the busiest days.
- **Where to go:**
  - Got to front desk and say you are a paramedic student doing clinicals.
  - Also, early in your shift, find and personally introduce yourself to the cardiologist on duty.



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- **Other information:** While doing clinicals at CMH in the hospital in other departments and units, paramedic students are welcome to observe cardiac cath procedures when the cath lab team is activated.
- **Administrative contact information:**
  - CMH Cath Lab: [robert.richardson@citizensmemorial.com](mailto:robert.richardson@citizensmemorial.com)
  - Mercy Cath Lab: [vickie.hanna@mercy.net](mailto:vickie.hanna@mercy.net)

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**6.600.64 - Second Semester Paramedic Clinical Evaluation Cards**

<p>Thank you for being a preceptor for a CMH paramedic clinical student (second semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>	<p>Thank you for being a preceptor for a CMH paramedic clinical student (second semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>
<p>Thank you for being a preceptor for a CMH paramedic clinical student (second semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>	<p>Thank you for being a preceptor for a CMH paramedic clinical student (second semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>

<p>Second semester paramedic students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Advanced assessments</li> <li>• 12-lead acquisition and <b>interpretation</b></li> <li>• Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways</li> <li>• Upper airway and tracheal suctioning</li> <li>• CPAP and BiPAP</li> <li>• Establish IV and IO access</li> <li>• Administration of any medication by any route approved by medical direction or protocol</li> <li>• <b>Perform cardioversion, manual defibrillation, and transcutaneous pacing</b></li> <li>• <b>Manage adult cardiac arrests</b></li> <li>• <b>Manage the following TCD patients: STEMI, Stroke, or Sepsis</b></li> </ul>	<p>Second semester paramedic students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Advanced assessments</li> <li>• 12-lead acquisition and <b>interpretation</b></li> <li>• Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways</li> <li>• Upper airway and tracheal suctioning</li> <li>• CPAP and BiPAP</li> <li>• Establish IV and IO access</li> <li>• Administration of any medication by any route approved by medical direction or protocol</li> <li>• <b>Perform cardioversion, manual defibrillation, and transcutaneous pacing</b></li> <li>• <b>Manage adult cardiac arrests</b></li> <li>• <b>Manage the following TCD patients: STEMI, Stroke, or Sepsis</b></li> </ul>
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**6.600.66 - Paramedic Academy Courses - Third Semester****EMS 222 - PARAMEDIC TRAUMA EMERGENCIES**

Six (6) semester hours - 96 contact hours.

**PREREQUISITES:**

Successful completion of EMS 105 - Paramedic Medical Emergencies (page 226).

This course contains the following sections of the paramedic curriculum: Trauma, Shock, and Resuscitation.

**COURSE SCHEDULE:**

Lecture and Laboratory is on Tuesdays from 0900 to 1700 and on Thursdays from 0900 to 1700.

**COURSE INSTRUCTOR:**Theron Becker. Office hours by appointment. Email: [theron.becker@citizensmemorial.com](mailto:theron.becker@citizensmemorial.com).**COURSE SCHEDULE FOR 2018:**

Week	Date	Description	Guest Instructor(s)	Tests and Exams
1	9/4	<b>Applied Research Project Part 3</b> Ch 29 - Trauma Systems and Mechanism of Injury		Scenario Quiz (random) Ch 29 Quiz
	9/6	Ch 30 - Bleeding		Scenario Quiz (TXA) Ch 30 Quiz <b>FISDAP Medical Unit Exam Re-Take</b>
2	9/11	Ch 31 - Soft-Tissue Trauma Ch 33 - Face and Neck Trauma		Scenario Quiz (Tetracaine) Ch 31 Quiz Ch 33 Quiz
	9/13	Ch 32 - Burns	Morgan Young (CMH Paramedic)	Scenario Quiz (Morphine) Ch 32 Quiz
3	9/18	Ch 35 - Chest Trauma	4p-5p Dr. Brent Bartgis (CMH Surgeon) [coordinate schedule with Kristy Ege]	Scenario Quiz (Fentanyl) Ch 35 Quiz
	9/20	Ch 34 - Head and Spine Trauma		Scenario Quiz (random) Ch 34 Quiz
4	9/25	Ch 36 - Abdominal and Genitourinary Trauma		Scenario Quiz (random) Ch 36 Quiz

Week	Date	Description	Guest Instructor(s)	Tests and Exams
	9/27	Ch 37 - Orthopaedic Trauma	Dr. Juris Simanis (CMH Surgeon)	Scenario Quiz (Dilaudid) Ch 37 Quiz
5	10/2	Ch 38 - Environmental Trauma		Scenario Quiz (Propofol) Ch 38 Quiz
	10/4	Ch 39 - Responding to the Field Code  FISDAP Trauma review	Alicia Zacher (CMH Trauma Coordinator)	Scenario Quiz (random) Ch 39 Quiz
6	10/9	Ch 40 - Management of the Critical Patient	Shelly Elsey (Cox Flight RN)	Scenario Quiz (random) Ch 40 Quiz
	10/11	(Routine individual academic counseling with all students to evaluate affective domain)	Mike Gooch (NIEMT psychomotor evaluator)	<b>ARP Part 2 Re- Write Due FISDAP Trauma Unit Exam</b>



**EMS 224 - PARAMEDIC OPERATIONS**

Ten (10) semester hours - 160 contact hours.

**PREREQUISITES:**

Successful completion of EMS 222 - Paramedic Trauma Emergencies (page 239).

This course contains the following sections of the paramedic curriculum: Special Patient Populations, Operations, and Career Development.

**COURSE SCHEDULE:**

Lecture and Laboratory is on Tuesdays from 0900 to 1700 and on Thursdays from 0900 to 1700.

**COURSE INSTRUCTOR:**Theron Becker. Office hours by appointment. Email: [theron.becker@citizensmemorial.com](mailto:theron.becker@citizensmemorial.com).**COURSE SCHEDULE FOR 2018:**

Week	Date	Classroom Description	Guest Instructor(s)	Tests and Exams
7	10/16	Ch 41 - Obstetrics	Beth Perkins (MU Sim Lab)	Scenario Quiz (random)
	10/18	Ch 42 - Neonatal Care FISDAP OB/Peds review		Scenario Quiz (random) Ch 42 Quiz <b>FISDAP Trauma Unit Exam Re-Take</b>
8	10/23	<b>AHA - Pediatric Advanced Life Support (PALS)</b> Meet at BTC	CMH Education Services	
	10/25			<b>PALS Test</b>
9	10/30	morning: <b>PALS</b> afternoon: Ch 43 - Pediatric Emergencies	Dr. Shannon Calvert (CMH Pediatrician)	
	11/1	(Routine individual academic counseling with all students)		<b>FISDAP OB-Peds Unit Exam</b>
10	11/6	<b>NAEMT - Geriatric Education for EMS (GEMS)</b>	Morgan Young (CMH Paramedic)	
	11/8			<b>GEMS Test</b>
11	11/13	Ch 44 - Geriatric Emergencies Ch 45 - Patients with Special Challenges		Scenario Quiz (random) Ch 44 Quiz Ch 45 Quiz <b>FISDAP OB-Peds Unit Exam Re-Take</b>
	11/15	Ch 46 - Transport Operations <b>NIMS 200</b>		Scenario Quiz (random) Ch 46 Quiz <b>NIMS 200 Test</b>
12	11/20	Ch 47 - Incident Management and Mass Casualty Incidents		Scenario Quiz (random) Ch 47 Quiz

***Mission:** Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

Week	Date	Classroom Description	Guest Instructor(s)	Tests and Exams
		Ch 48 - Vehicle Extrication and Special Rescue Ch 49 - Hazardous Materials		Ch 48 Quiz Ch 49 Quiz
	11/22	NO CLASS - THANKSGIVING		
13	11/27	<b>NAEMT - All Hazard Disaster Response (AHDR)</b>	Morgan Young (CMH Paramedic)	<b>AHDR Test</b>
	11/29	<b>Haz-Medic</b>	Mike Schultz (Jeff City HazMedic)	
14	12/4	<b>NAEMT - Tactical Emergency Casualty Care</b>	Cody Liccardi (MSHP Medic), Jason Stroud (MOANG Medic)	
	12/6			<b>TECC Test</b>
15	12/11	Ch 50 - Terrorism Ch 51 - Disaster Response FISDAP Ops & Comprehensive review		Scenario Quiz (random) Ch 50 Quiz Ch 51 Quiz
	12/13	Ch 52 - Crime Scene Awareness Ch 53 - Career Development		Scenario Quiz (random) Ch 52 Quiz Ch 53 Quiz  <b>FISDAP Operations Unit Exam</b>
16	12/18		<b>Dr. Megan Carter</b> (CMH Medical Director)	<b>Comprehensive Practical Exam in teams of 2 or 3 in 20-min simulation.</b>
	12/20	<b>Applied Research Project Part 3 Due (Final Presentations)</b> (Routine individual academic counseling with all students to evaluate affective domain)		<b>FISDAP Operations Unit Exam Retake</b>
	12/21	<b>Graduation Dinner and Ceremony</b>		

**APPLIED RESEARCH PROJECT - PART 3 OF 3**

Part three of the Applied Research Project focuses presenting the findings from parts one and two. The final product should be in the form of both written documents and multimedia presentation. The completed part three of the Applied Research Project should be submitted in an electronic format (Microsoft Office is preferred). There is no minimum number of pages, but correct APA citations and bibliography, spelling, grammar, and punctuation is expected.

The following sections must be included:

**Introduction/Abstract:**

- Summarize all three papers in an abstract format. Should be self-contained so if the audience only reads this section, they will get all the information they need.

**Discussion:**

- Discuss the relationship between the literature review in the first paper and the research results in the second paper.
- Interpretation of all results and clearly state the implications for his/her organization.

**Recommendations:**

- Provide recommendations that flow from the data in the second paper and relate to the problem statement in the first paper.

**Appendix:**

- Provide a copy of the document or change recommended. This may be a policy, protocol, or other information that answers the problem statement.

**References:**

- Reference list in APA format.

**Presentation:**

- The final presentation should include information from all three papers with a heavy emphasis on recommendations. The target length of the presentation is 10 to 15 minutes (does not include questions or discussion at the end). The target audience of the presentation is your supervisor and/or decision makers at your organization that you are convincing to make the changes recommended from your research.
- Any method of presentation may be used including PowerPoint, dry-erase board, static display, handouts, video, hands-on, etc. Some form of audio/visual aid must be used.

Applied Research Project - Part 3 - Grading Rubric:

Section	Checklist	Evaluation
All sections	<input type="checkbox"/> Correct grammar. <input type="checkbox"/> Correct punctuation. <input type="checkbox"/> Correct spelling. <input type="checkbox"/> Correct sentence structure. <input type="checkbox"/> Correct APA format of citations throughout paper.	9 points possible in this section
Introduction/Abstract	<input type="checkbox"/> Self-contained. <input type="checkbox"/> Problem statement defined. <input type="checkbox"/> Purpose statement defined. <input type="checkbox"/> Research questions summarized. <input type="checkbox"/> Procedures summarized. <input type="checkbox"/> Results summarized. <input type="checkbox"/> Recommendations summarized.	20 points possible in this section
Discussion	<input type="checkbox"/> The relationship between the research results and the literature review is discussed. <input type="checkbox"/> Author's interpretation of study results is presented. <input type="checkbox"/> Organizational implications of results clearly stated.	10 points possible in this section
Recommendations	<input type="checkbox"/> Recommendations logically flowed from the results. <input type="checkbox"/> Recommendations were supported by the data collected. <input type="checkbox"/> Recommendations provided for the organization and for future leaders.	10 points possible in this section
Appendix	<input type="checkbox"/> Final product(s) of research included.	50 points possible in this section
References	<input type="checkbox"/> Correct APA format of reference section.	1 point possible in this section

Applied Research Project - Presentation - Grading Rubric:

Section	Checklist	Evaluation
Presentation	<input type="checkbox"/> Problem statement defined.	10 points possible in this section
	<input type="checkbox"/> Purpose statement defined.	10 points possible in this section
	<input type="checkbox"/> Research questions summarized.	10 points possible in this section
	<input type="checkbox"/> Procedures summarized.	10 points possible in this section
	<input type="checkbox"/> Results summarized.	10 points possible in this section
	<input type="checkbox"/> Recommendations summarized.	10 points possible in this section
	<input type="checkbox"/> Stays within target time of 10-15 minutes.	10 points possible in this section
	<input type="checkbox"/> Includes audio and/or visual.	10 points possible in this section
	<input type="checkbox"/> Sufficiently persuasive.	20 points possible in this section

**EMS 226 - PARAMEDIC FIELD EXPERIENCE**

Eight (8) semester hours - 122 contact hours.

**PREREQUISITES:**

Successful completion of

- EMS 105 - Paramedic Medical Emergencies (page 226) and
- EMS 107 - Paramedic Clinical Experience II (page 231), including all live human intubation requirements.

This course provides an opportunity for paramedic students to apply classroom knowledge to real-life situations and patients. Included in this course are assessment and treatment skills for obstetrics and pediatric patients. Additionally, assessment and treatment of pre-hospital patients are included in this course.

Refer to Section 6.030 - Generic Educational Calendar (page 125) for when in the calendar year, this course falls.

In order for an interfacility transfer to be documented as a patient contact in the field experience or field internship courses, the patient must be transferred to a higher level of care requiring assessment and may require emergency care.

If the minimum number of patient assessments and skills listed in 6.600.54 - Paramedic Academy Clinical Requirements - General (page 206) and 6.600.57 - Paramedic Academy Clinical Requirements - Airway (page 209) are not completed by the end of the minimum hours required, additional hours must be scheduled to meet the contact requirements.

**DEADLINE:**

All requirements for this course must be completed by the end of your fourth semester.

**AIR AMBULANCE:**

- Prerequisites: Start Third Semester.
- Location options: Cox Air Care (Bolivar or Springfield)
- Paramedic students will shadow flight paramedic.
- This is an optional clinical. If chosen, a maximum of 12 hours must be completed by the end of Fourth Semester. A total of 100 hours must be completed between both air and ground ambulance.
- Student scheduling information: TBA
- Where to go: TBA
- Administrative contact information: unknown

**GROUND AMBULANCE:**

- Prerequisites: Start Third Semester and successfully complete ACLS course.
- Location options:
  - CMH EMS (Bolivar, Eldorado, Hermitage, Osceola, or Stockton)
  - Cox EMS (Ava, Crane, Greenfield, Marshfield, Ozark, or Springfield)
  - Mercy EMS (Buffalo, Camdenton, Carthage, Cassville, Lebanon, Macks Creek, Mt Vernon, or Springfield)
- Paramedic students will shadow ground paramedic.
- Complete a minimum of 88 hours by the end of Fourth Semester.
  - If Air Ambulance clinical time is not completed, a minimum of 100 hours on a ground ambulance must be completed by the end of the Third Semester (approximately 16 weeks).
- Student scheduling information:
  - CMH: Contact [ryan.mcdonald@citizensmemorial.com](mailto:ryan.mcdonald@citizensmemorial.com).
  - Cox: <http://emsfstep.wix.com/main> (Admin contact Megan Wood 417-761-2945).

**WALK-IN CLINIC:**

- Prerequisites: Complete FISDAP OB-Peds Unit Exam and successfully complete PALS course.
- Location options:
  - CMH Bolivar Family Care Center (Bolivar)
  - CMH Bolivar Walk-In Clinic (Bolivar)
- Paramedic students will shadow clinic nurse.
- Complete a minimum of 10 hours by the end of Fourth Semester.
- Administrative contact information:
  - BFCC: [sarah.matlock@citizensmemorial.com](mailto:sarah.matlock@citizensmemorial.com)
- Where to go:
  - BFCC: Only one student at a time Mon-Fri 8a-5p.

**LABOR AND DELIVERY:**

- **Prerequisites:** Complete Fisdap OB-Peds Unit Exam.
- **Location options:** CMH Hospital (Bolivar)
- Paramedic students will shadow labor and delivery nurse.
- Complete a minimum of 12 hours by the end of Fourth Semester.
- **Student scheduling information:** Email [lani.hayes@citizensmemorial.com](mailto:lani.hayes@citizensmemorial.com) to sign up.
- **Where to go:**
  - Pick up the phone outside the Birth Place and tell the nurse you are a paramedic student doing clinicals.



- 
- **Administrative contact information:** [wendy.rothdiener@citizensmemorial.com](mailto:wendy.rothdiener@citizensmemorial.com)

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**6.600.67 - Third Semester Paramedic Clinical Evaluation Cards**

<p>Thank you for being a preceptor for a CMH paramedic clinical student (third semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>	<p>Thank you for being a preceptor for a CMH paramedic clinical student (third semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>
<p>Thank you for being a preceptor for a CMH paramedic clinical student (third semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>	<p>Thank you for being a preceptor for a CMH paramedic clinical student (third semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p><b>Student name:</b> _____  <b>Clinical date:</b> _____  <b>Time in:</b> _____ <b>Time out:</b> _____</p>

<p>Third semester paramedic students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Advanced assessments</li> <li>• 12-lead acquisition and interpretation</li> <li>• Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways</li> <li>• <b>Needle decompression</b></li> <li>• Upper airway and tracheal suctioning</li> <li>• CPAP and BiPAP</li> <li>• Establish IV and IO access</li> <li>• Administration of any medication by any route approved by medical direction or protocol</li> <li>• Perform cardioversion, manual defibrillation, and transcutaneous pacing</li> <li>• <b>Manage OB and gynecological emergencies</b></li> <li>• Manage adult <b>or pediatric</b> cardiac arrests</li> <li>• Manage the following TCD patients: <b>Trauma</b>, STEMI, Stroke, or Sepsis</li> <li>• <b>Manage hazardous materials exposures and mass casualty incidents</b></li> </ul>	<p>Third semester paramedic students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Advanced assessments</li> <li>• 12-lead acquisition and interpretation</li> <li>• Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways</li> <li>• <b>Needle decompression</b></li> <li>• Upper airway and tracheal suctioning</li> <li>• CPAP and BiPAP</li> <li>• Establish IV and IO access</li> <li>• Administration of any medication by any route approved by medical direction or protocol</li> <li>• Perform cardioversion, manual defibrillation, and transcutaneous pacing</li> <li>• <b>Manage OB and gynecological emergencies</b></li> <li>• Manage adult <b>or pediatric</b> cardiac arrests</li> <li>• Manage the following TCD patients: <b>Trauma</b>, STEMI, Stroke, or Sepsis</li> <li>• <b>Manage hazardous materials exposures and mass casualty incidents</b></li> </ul>
<p>Third semester paramedic students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Advanced assessments</li> <li>• 12-lead acquisition and interpretation</li> <li>• Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways</li> <li>• <b>Needle decompression</b></li> <li>• Upper airway and tracheal suctioning</li> <li>• CPAP and BiPAP</li> <li>• Establish IV and IO access</li> <li>• Administration of any medication by any route approved by medical direction or protocol</li> <li>• Perform cardioversion, manual defibrillation, and transcutaneous pacing</li> <li>• <b>Manage OB and gynecological emergencies</b></li> <li>• Manage adult <b>or pediatric</b> cardiac arrests</li> <li>• Manage the following TCD patients: <b>Trauma</b>, STEMI, Stroke, or Sepsis</li> <li>• <b>Manage hazardous materials exposures and mass casualty incidents</b></li> </ul>	<p>Third semester paramedic students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Advanced assessments</li> <li>• 12-lead acquisition and interpretation</li> <li>• Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways</li> <li>• <b>Needle decompression</b></li> <li>• Upper airway and tracheal suctioning</li> <li>• CPAP and BiPAP</li> <li>• Establish IV and IO access</li> <li>• Administration of any medication by any route approved by medical direction or protocol</li> <li>• Perform cardioversion, manual defibrillation, and transcutaneous pacing</li> <li>• <b>Manage OB and gynecological emergencies</b></li> <li>• Manage adult <b>or pediatric</b> cardiac arrests</li> <li>• Manage the following TCD patients: <b>Trauma</b>, STEMI, Stroke, or Sepsis</li> <li>• <b>Manage hazardous materials exposures and mass casualty incidents</b></li> </ul>

**6.600.69 - Paramedic Academy Courses - Fourth Semester**

No classroom activities are scheduled. Only the capstone clinical requirement is included in this final semester.

Total of ten (10) semester hours - 150 contact hours.

Overall total for the entire Paramedic Academy of 73 semester hours - 1,173 contact hours.

**EMS 228 - PARAMEDIC FIELD INTERNSHIP**

Ten (10) semester hours - 150 contact hours.

**PREREQUISITES:**

Successful completion of all classroom, laboratory, and clinical requirements of all previous paramedic courses including completion of:

- EMS 224 - Paramedic Operations (page 241) and
- EMS 226 - Paramedic Field Experience (page 245).

This course serves as the capstone course for the paramedic program. It provides an opportunity for paramedic students to apply classroom knowledge to real-life situations and patients. Scene and patient assessment and management are developed and tested in this course as the student operates as the ambulance team leader.

Refer to Section 6.030 - Generic Educational Calendar (page 125) for when in the calendar year, this course falls.

**DEADLINE:**

All requirements for this course must be completed by the end of your fifth semester.

**ASSESSMENTS:**

At the completion of all the requirements of this course, the student will be required to successfully pass an individual summative program evaluation once approved by his or her mentor. This summative program evaluation includes three components:

1. **Cognitive assessment:** Computer-based multiple-choice final exam covering all modules and chapters throughout the entire paramedic curriculum. Minimum passing score is 70% with the option to retest once (resulting average of first and second exam must be 70% or greater). Refer to Section 4.640 - Academic Criteria: Grading and Examination Policies (page 107) for details.
2. **Psychomotor assessment:** Scenario-based skill and critical thinking evaluation utilizing a simulated patient situation with a random complex medical illness requiring assessment and treatment. A “pass” result must be obtained in this pass or fail assessment. The scenario will be evaluated by a minimum of three evaluators that may include, but not limited to: Medical Director, Program Director, Lead Instructor, Guest Instructors, EMS Director, ER Director, or TCD Coordinator.
3. **Affective assessment:** Interview-based evaluation of professional behavior. A “pass” result must be obtained in this pass or fail assessment. The interview will be conducted by one to three evaluators that may include, but not limited to: Medical Director, Program Director, Lead Instructor, Guest Instructors, or Preceptors. Refer to 3.330.83 - Student Behavior Evaluation Form (page 75).

**AMBULANCE TEAM LEADER:**

- Prerequisites: Complete Third Semester ambulance clinicals.
- Location options:
  - CMH EMS (Bolivar, Eldorado, Hermitage, Osceola, or Stockton)
  - Cox EMS (Ava, Crane, Greenfield, Marshfield, Ozark, or Springfield)
  - Mercy EMS (Buffalo, Camdenton, Carthage, Cassville, Lebanon, Macks Creek, Mt Vernon, or Springfield)
- Objective: The student has successfully led the team if he or she has conducted a comprehensive assessment (not necessarily performed the entire interview or physical exam, but rather been in charge of the assessment), as well as formulated and implemented a treatment plan for the patient. This means that most (if not all) of the decisions have been made by the student, especially formulating a field impression, directing the treatment, determining patient acuity, disposition and packaging/moving the patient (if applicable). Minimal to no prompting was needed by the preceptor. No action was initiated or performed that endangered the physical or psychological safety of the patient(s), bystanders, other responders, or crew.
- Paramedic students will act as team leader directing an EMT and paramedic.
- Complete a minimum of 150 hours.

- Successfully assess and treat at least 50 ALS patients as team leader. An average CMH paramedic assesses and treats four (4) patients every ambulance shift.
  - An ALS patient is defined as one that required and was provided at least one medication or at least one ALS intervention (other than IV access). In order for an interfacility transfer to be documented as a patient contact in this course, the patient must be transferred to a higher level of care requiring ALS assessment and treatment(s). All team lead patient contacts must include Fisdap documentation along with 3.330.86 - Paramedic Clinical Student Team Lead Evaluation Form (page 77).
  - The first ten (10) and last ten (10) patients should be with the assigned mentor. Scheduling conflicts or other exemptions will be taken into account on a case-by-case basis. At the completion of this course, the mentor must approve the student's successful completion by completing 3.330.92 - Paramedic Clinical Student Mentor Final Approval Form (page 79). This approval covers cognitive, psychomotor, and affective domains.
  - As part of the 50 ALS team leader patients, successfully assess and treat two (2) pediatric patients as team leader.
  - As part of the 50 ALS team leader patients, successfully assess and treat two (2) unconscious patients as team leader.
  - As part of the 50 ALS team leader patients, successfully assess and treat two (2) critical patients as team leader. Critical patients are defined as requiring at least one of the following interventions and that was performed by the paramedic student:
    - Administration of Adenosine, TXA, vasopressor, medication requiring medical control, airway insertion, assist ventilation, chest decompression, childbirth, CPR, cricothyrotomy, electrical therapy, gastric tube, RSI, restraints, traction splint, TCD (STEMI, stroke, trauma, or sepsis), tourniquet, vagal maneuver, or IO access.

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**PARAMEDIC FIELD INTERNSHIP MENTOR APPROVAL FORM****PART ONE - COMPLETED BY THE PARAMEDIC STUDENT**

Things to consider when selecting a mentor: Your preceptor should be someone who challenges you to do your best and is not afraid to tell you where you need to improve. Learning and improving should make you uncomfortable. So, pick someone that intimidates you. When you are done with field internship, you want to look back and be proud of your success. This is arguably the most important part of your paramedic education.

Mentor's name: \_\_\_\_\_

Mentor's email address: \_\_\_\_\_

Mentor's cell phone number: \_\_\_\_\_

All of the following must be true and selected to request this mentor.

- ☐ The mentor listed above is the type of paramedic I want to be.
- ☐ The mentor listed above has a work schedule that is sufficient to provide me with opportunities to accomplish at least 50 ALS team lead calls.
- ☐ The mentor listed above is NOT my friend or relative outside of work.
- ☐ The mentor listed above has NOT been one of my regular partners at work.

Student's name: \_\_\_\_\_

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PART TWO - COMPLETED BY THE MENTOR'S CLINICAL/EDUCATION/QUALITY OFFICER**

Being a paramedic mentor is a serious commitment. Please help us ensure the highest quality of mentorship by completing this form.

Clinical officer's name: \_\_\_\_\_

Clinical officer's title: \_\_\_\_\_

Clinical officer's email address: \_\_\_\_\_

Please mark your opinions below as they relate to the mentor listed above:

- ☐ The mentor listed above is currently an FTO or preceptor for new hires in my organization.
- ☐ The mentor listed above is clinically competent and is fully knowledgeable about our protocols.
- ☐ The mentor listed above is a good employee and is fully knowledgeable about our policies and procedures.

Clinical officer's signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PART THREE - COMPLETED BY THE MENTOR**

Congratulations on being requested as a paramedic student mentor. The student has given you a significant compliment by indicating you are the type of paramedic they want to be. The goal of the field internship phase is to bridge the gap between the classroom and the practical parts of being a paramedic. Individual skills such as assessments, starting IVs, etc. should be adequate at this phase. More practice is probably needed, but these skills are not the focus of field internship. There are vital skills that cannot be honed in the classroom that should be the focus of field internship: self-awareness, critical thinking, decision making, verbal communication, and self-confidence.

Please keep in mind that students need the opportunity to succeed or fail. This means, your job as mentor is to create space and time for the student to perform. Student actions may only be mediocre at this point and that is OK as long as crew or patient safety is not being compromised.

Please score the student's lowest performance. Rate the result, not the effort the student put in. The student should be responsible for the call from the start to the end (including assisting in routing to the call, hospital interaction, and ePCR documentation). Please allow and encourage the student to document the call in your ePCR software. You may delete the report and generate your own, append your comments to the bottom, and/or review and approve the report as is with your signature.

If you find that your student needs a lot of prompting, they are not ready for field internship. Have that conversation with the student and feel free to contact the lead instructor with your comments. It is absolutely OK to require more field experience time (ambulance ride-along where they are not team lead) before they continue to field internship.

Requirements of a mentor:

- Preceptor education is required. If you have already completed education such as FTO, preceptor, or field instructor, please attach a copy of that certificate to this form. If not, you will be assigned an online preceptor education on the website FISDAP.net that will need to be completed before the student's mentorship starts.
- Multiple forms will need to be completed to document the student's performance.
  - After each patient contact, the following form will need to be completed.  
<http://ozarksems.com/eval-clinical-team-lead.php>
  - After each shift, the following form will need to be completed.  
<http://ozarksems.com/eval-clinical.php>
  - After successfully completing field internship and being released to test at NREMT, the following form will need to be completed.  
<http://ozarksems.com/eval-clinical-mentor-final.php>

Given all above, if you agree to be paramedic mentor to the student listed, please sign and date below.

Mentor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Feel free to contact the lead instructor at any time. You are a vital part of this student's and this program's success. Thank you for your dedication to our profession.

Theron Becker, cell 417-597-3688, [theron.becker@citizensmemorial.com](mailto:theron.becker@citizensmemorial.com)



**6.600.70 - Fourth Semester Paramedic Clinical Evaluation Cards**

<p>Thank you for being a preceptor for a CMH paramedic clinical student (fourth semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p>Student name: _____ Clinical date: _____ Time in: _____ Time out: _____</p>	<p>Additionally, for the student to get credit for an ALS Team Lead, an evaluation must be completed by for every patient.</p> <p>Please go to the following link and complete the ALS Team Lead evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical-team-lead.php">http://ozarksems.com/eval-clinical-team-lead.php</a></p>  <p>Notes: _____ _____ _____ _____ _____ _____ _____</p>
<p>Thank you for being a preceptor for a CMH paramedic clinical student (fourth semester).</p> <p><b>For the student to get credit for completing this clinical, an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the Shift evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical.php">http://ozarksems.com/eval-clinical.php</a></p>  <p>Student name: _____ Clinical date: _____ Time in: _____ Time out: _____</p>	<p>Additionally, for the student to get credit for an ALS Team Lead, an evaluation must be completed by for every patient.</p> <p>Please go to the following link and complete the ALS Team Lead evaluation.</p> <p><a href="http://ozarksems.com/eval-clinical-team-lead.php">http://ozarksems.com/eval-clinical-team-lead.php</a></p>  <p>Notes: _____ _____ _____ _____ _____ _____ _____</p>

<p>Notes:_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Fourth semester paramedic students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Advanced assessments</li> <li>• 12-lead acquisition and interpretation</li> <li>• Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways</li> <li>• Needle decompression</li> <li>• Upper airway and tracheal suctioning</li> <li>• Establish IV and IO access</li> <li>• Administration of any medication by any route approved by medical direction or protocol</li> <li>• Perform cardioversion, manual defibrillation, and transcutaneous pacing.</li> <li>• Manage OB and gynecological emergencies</li> <li>• Manage adult or pediatric cardiac arrests</li> <li>• Manage the following TCD patients: Trauma, STEMI, Stroke, or Sepsis</li> <li>• Manage hazardous materials exposures and mass casualty incidents</li> <li>• <b>Manage any medical emergency condition, patient, or scene as the team leader</b></li> </ul>
<p>Notes:_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Fourth semester paramedic students are encouraged and allowed to perform the following skills:</p> <ul style="list-style-type: none"> <li>• Advanced assessments</li> <li>• 12-lead acquisition and interpretation</li> <li>• Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways</li> <li>• Needle decompression</li> <li>• Upper airway and tracheal suctioning</li> <li>• Establish IV and IO access</li> <li>• Administration of any medication by any route approved by medical direction or protocol</li> <li>• Perform cardioversion, manual defibrillation, and transcutaneous pacing.</li> <li>• Manage OB and gynecological emergencies</li> <li>• Manage adult or pediatric cardiac arrests</li> <li>• Manage the following TCD patients: Trauma, STEMI, Stroke, or Sepsis</li> <li>• Manage hazardous materials exposures and mass casualty incidents</li> <li>• <b>Manage any medical emergency condition, patient, or scene as the team leader</b></li> </ul>

## 6.600.72 - Equipment Available to Paramedic Students

### SIMULATION AMBULANCE

A fully-functional retired ambulance has been converted for use by the EMS Education Department. The ambulance is equipped with wireless audio and video feeds to allow instructors to observe students without distraction. Expired and replacement equipment and supplies from the EMS service keeps this training ambulance fully stocked for students to simulate any type of medical or trauma emergency.



### MID-FIDELITY MANIKIN

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This manikin has been upgraded with the SimPad Plus device to remotely control and simulate patient scenarios. From a wireless position, an instructor can control vitals, activate speech interactions, and recording of the simulation for playback or saving.



### TRAINING LIBRARY

A library of more than 700 reference books are available to all students. The majority of these books are EMS-oriented, but several fire service, law enforcement, management, and general healthcare topics are included.

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**6.600.75 - CMH Paramedic Academy Application Form**

First name: \_\_\_\_\_

Last name: \_\_\_\_\_

Email address: \_\_\_\_\_

(This is our primary means of communication with students.)

Cell phone number with text messaging: \_\_\_\_\_

(This is our secondary means of communication with students.)

Mailing address: \_\_\_\_\_

Current employer: \_\_\_\_\_

List your volunteer and employment history:

---

---

Why do you want to be a paramedic?

---

---

What are your professional goals in five years?

---

What size polo shirt do you wear?

Gender: \_\_\_\_\_

Size: \_\_\_\_\_

How did you hear about the Paramedic Academy? \_\_\_\_\_

A nonrefundable \$100 application fee is due at time of application. We will contact you by email to schedule an interview and entrance exam. Class size is limited to 16 students. If you are selected, the first tuition payment of \$2,000 will be required before the first day of class.

Application fee and tuition fees can be paid by credit card, check, cash, or CMH payroll deduct. If you pay by credit card, an additional 2.5% will be assessed to offset fees.

In addition to tuition, the following costs may be required:

- Re-testing fees if you do not pass the first time.
- You will be required to have your own stethoscope. A quality stethoscope that costs at least \$50 is recommended (Littmann Class II, for example).
- You will be required to have a wristwatch with a second hand.
- You will be required to wear the class uniform to all class activities. Dark navy EMT-style pants, black boots, and black belt are your responsibility to provide.

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**BOLIVAR TECHNICAL COLLEGE REQUEST FOR OFFICIAL TRANSCRIPT**

This form must be completed by all students attending A&P I or A&P II. This form is to request high school and/or postsecondary transcripts to be sent to BTC. Some schools make transcript request information/forms available on their websites.

**Please mail official transcripts to:**

**Bolivar Technical College  
PO Box 592 / 1135 N Oakland Ave  
Bolivar, MO 65613**

**or FAX to 417-777-8908**

Student's name: \_\_\_\_\_

Social security number: \_\_\_\_\_

Birth date: \_\_\_\_\_

Current address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Current phone number: \_\_\_\_\_

High School / GED / College name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Any other name under which you have been enrolled: \_\_\_\_\_

Dates of attendance: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## 6.600.78 - Criminal History Records Disclosure Consent Form

Please complete the TOP HALF of the following form. The section of the form you need to complete is in the thick black border. The part of the form below your signature will be completed by CMH Human Resources Department.

Once complete, please return it to the CMH EMS Education Director using one of the following methods:

- Scan and email to [theron.becker@citizensmemorial.com](mailto:theron.becker@citizensmemorial.com)
- Fax to 417-328-7209
- Hand deliver to Theron Becker at CMH EMS Headquarters in Bolivar.
- Mail to CMH EMS Education, 1500 N Oakland Ave, Bolivar, MO 65613

**AUTHORIZATION FORM - backgroundcheckadvantage.com (based on 11/16/2016 form)**

		Citizens Memorial Hospital 417-326-6000	
First Name		Middle Name	
Last Name			
Alias / Maiden Name(s)		Will Employee's Salary Exceed \$75,000? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	
Social Security Number	Date of Birth	Race	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Mailing Address (NO P.O. Boxes)	City	State	Zip
As part of the <input checked="" type="checkbox"/> employment <input type="checkbox"/> volunteer <input checked="" type="checkbox"/> student <input type="checkbox"/> credentialing process, I consent to the release of my criminal background records and motor vehicle driving records or a search listed below by any and all states or agencies holding such records. I also agree to an investigation and the obtaining of a consumer report solely for <input checked="" type="checkbox"/> employment <input type="checkbox"/> volunteer <input checked="" type="checkbox"/> student <input type="checkbox"/> credentialing purposes. I understand that the company named above may use this consent on multiple occasions to request such consumer reports. This consent will remain effective until I have affirmatively revoked it.			
Signature of Applicant _____		Date _____ / _____ / _____	
<b>BACKGROUND SEARCHES</b>			
<input type="checkbox"/> <b>OIG</b> (Medicare/Medicaid Fraud & Abuse) <input type="checkbox"/> <b>GSA</b> (Federal Procurement Fraud) <input type="checkbox"/> <b>**FCSR</b> <input type="checkbox"/> <b>SSN Plus</b> (Address & Alias name are included) <input type="checkbox"/> <b>Address Verification</b> <input type="checkbox"/> <b>Alias Name Search</b>			
<input type="checkbox"/> <b>Government Watch List</b> (includes DOC Entity List & Denied Persons List, DOT Specially Designated nationals & Blocked Persons List, DOS Proliferation List & more) <input type="checkbox"/> <b>Wants &amp; Warrants</b> (Nationwide - extraditable only) <input type="checkbox"/> <b>OFAC</b> (Specially Designated Nationals and Blocked Persons List)			
<input type="checkbox"/> <b>Child Abuse/Neglect</b> - <input type="checkbox"/> IL** <input type="checkbox"/> IA** <input type="checkbox"/> IN** <input type="checkbox"/> KS** <input checked="" type="checkbox"/> MO* <input type="checkbox"/> NE** <input type="checkbox"/> TN <b>Adult Abuse/Neglect</b> - <input type="checkbox"/> KS <input type="checkbox"/> <b>*MO Mental Health Employee Disqualification Registry</b> <input type="checkbox"/> <b>MO EDL</b> (Employee Disqualification List)			
<input type="checkbox"/> <b>FEDERAL COURTS - Criminal State 1:</b> _____ <b>2:</b> _____ <b>SEX OFFENDER</b> <input type="checkbox"/> Nationwide or <input type="checkbox"/> State 1: _____			
<input type="checkbox"/> <b>DRIVING RECORD</b> State _____ <b>DL#</b> _____			
<input type="checkbox"/> <b>PROFESSIONAL LICENSE</b> <input type="checkbox"/> National or <input type="checkbox"/> State _____ <b>Type:</b> _____ <b>License #:</b> _____			
<input type="checkbox"/> <b>EDUCATION</b> School Name (include campus): _____ City/State: _____ / _____ <b>Major:</b> _____ <b>Graduation Date:</b> _____ / _____ <b>Degree Type:</b> _____ (BSN, BA, etc.) <b>Name While Attending:</b> _____ If additional Verifications are needed, refer to application during data entry or document on another Background Check Request Form.			
<input type="checkbox"/> <b>CHARACTER REFERENCE</b> <input type="checkbox"/> <b>PERSONAL</b> <input type="checkbox"/> <b>PROFESSIONAL:</b> Name _____ Phone: _____ / _____ - _____ <input type="checkbox"/> <b>EMPLOYMENT</b> Company: _____ City/State: _____ / _____ Phone: _____ / _____ - _____ <b>Manager:</b> _____ <b>Start Date:</b> _____ / _____ <b>End Date:</b> _____ / _____ <b>Title:</b> _____ <b>Starting Wage:</b> \$ _____ <b>Ending Wage:</b> \$ _____ <b>Duties:</b> _____ <b>Reason for Leaving:</b> _____ If additional Verifications are needed, refer to application during data entry or document on another Background Check Request Form.			
<b>LIST CITY/COUNTY CRIMINAL SEARCHES NEEDED</b>			
<b>States with county by county access only: CA, LA, MA, NV, MV, and WY</b>			
County 1:	State:	County 2:	State:
County 3:	State:		
<b>STATEWIDE CRIMINAL - A Statewide/State Repository houses records from all jurisdictions throughout the State</b>			
<input type="checkbox"/> AL* <input type="checkbox"/> AK* <input type="checkbox"/> AZ <input type="checkbox"/> AR* <input type="checkbox"/> CO <input type="checkbox"/> CT* <input type="checkbox"/> DE <input type="checkbox"/> DC* <input type="checkbox"/> FL <input type="checkbox"/> GA* <input type="checkbox"/> HI <input type="checkbox"/> ID** <input type="checkbox"/> IN <input type="checkbox"/> IA* <input type="checkbox"/> KS <input type="checkbox"/> KY <input type="checkbox"/> ME <input type="checkbox"/> MD <input type="checkbox"/> MI <input type="checkbox"/> MN <input type="checkbox"/> MO <input type="checkbox"/> MS* <input type="checkbox"/> MT <input type="checkbox"/> NE <input type="checkbox"/> NH** <input type="checkbox"/> NJ <input type="checkbox"/> NM* <input type="checkbox"/> NY* <input type="checkbox"/> NC* <input type="checkbox"/> ND <input type="checkbox"/> OH* <input type="checkbox"/> OK <input type="checkbox"/> OR* <input type="checkbox"/> PA <input type="checkbox"/> RI* <input type="checkbox"/> SC <input type="checkbox"/> SD <input type="checkbox"/> TN <input type="checkbox"/> TX <input type="checkbox"/> UT* <input type="checkbox"/> VA* <input type="checkbox"/> VT* <input type="checkbox"/> WA <input type="checkbox"/> WI <input type="checkbox"/> U.S. Virgin Islands <input type="checkbox"/> Illinois Healthcare - compliance with IL Healthcare Worker Background Check Act (IL Police Full-State Repository Criminal) <input type="checkbox"/> International Criminal MO - includes MO Sex Offender results at no additional cost (MO State Highway Patrol Full-State Repository Criminal search)			
<b>*Required Form(s) &amp; ** Required Special Form(s) must be ATTACHED when ordering or faxed to 573-893-7669</b>			

*Mission: Provide state-of-the-art education to develop and support a team of exceptional emergency medical professionals.*

**6.600.81 - Paramedic Academy Terminal Competency Form**

Citizens Memorial Hospital - Emergency Medical Services Education Department hereby certifies that the candidate listed below has successfully completed all the terminal competencies required for graduation from the Paramedic education program as a minimally competent, entry-level Paramedic and as such is eligible for State and National Certification written and practical examination in accordance with our published policies and procedures.

Name of graduate: \_\_\_\_\_

Graduate email: \_\_\_\_\_

☐ Completed written FISDAP examinations:

- ☐ Airway Unit Exam (score: \_\_\_\_\_)
- ☐ Cardiology Unit Exam (score: \_\_\_\_\_)
- ☐ Medical Unit Exam (score: \_\_\_\_\_)
- ☐ Trauma Unit Exam (score: \_\_\_\_\_)
- ☐ Obstetrics and Pediatrics Unit Exam (score: \_\_\_\_\_)
- ☐ Operations Unit Exam (score: \_\_\_\_\_)
- ☐ Paramedic Comprehensive Exam (score: \_\_\_\_\_)

☐ Passing overall score (80% min) (score: \_\_\_\_\_)

☐ Practical skill sheets (includes all required skill sheets)

☐ Clinical tracking records (includes required hours, areas, procedures, patient contacts, etc.)

- ☐ Report attached

☐ Field internship tracking records (includes required hours, number of team leads, objectives)

- ☐ Report attached

☐ Affective learning domain evaluations

☐ Student counseling (as applicable) (Notes: \_\_\_\_\_)

☐ Required course certifications:

- ☐ ACLS
- ☐ PALS

Program requirements successfully and fully completed on: \_\_\_\_\_

Medical Director signature: \_\_\_\_\_

Program Director signature: \_\_\_\_\_

After graduation outcomes:

- ☐ NIEMT Psychomotor Pass - # of attempts: \_\_\_\_\_ - Date: \_\_\_\_\_
- ☐ NREMT CBT Pass - # of attempts: \_\_\_\_\_ - Date: \_\_\_\_\_
- ☐ Missouri Licensure - Date: \_\_\_\_\_
- ☐ Calendar reminder set to send survey (p 83) six (6) months after state licensure.  
- Date: \_\_\_\_\_

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## **Section 6.720 - Continuing Education (CE) program**

### **6.720.16 - CE Program Faculty**

The designated director for the CE program is the EMS Education Director. The CE lead instructors will be selected by the EMS Education Director for each course to be taught.

### **6.720.32 - CE Curriculum Purpose**

Provide specialty core and support courses to ensure the achievement of program goals and learning domains and to meet or exceed the content and competency demands of the latest edition of applicable standards of care and National Standard Curriculum.

### **6.720.48 - CE Curriculum**

Curriculum and lesson plans for CE courses will be approved by the EMS Education Director and reviewed by the Medical Director at his/her discretion.

### **6.720.64 - BEMS Core Requirements for Re-Licensure**

At the beginning of each refresher course, the Lead Instructor will review the current MO BEMS requirements on their website (<http://health.mo.gov/safety/ems/licensing.php>) to create and conduct the course to meet those requirements.

## 6.720.80 - Equipment Available to CE Students

### **SIMULATION AMBULANCE**

A fully-functional retired ambulance has been converted for use by the EMS Education Department. The ambulance is equipped with wireless audio and video feeds to allow instructors to observe students without distraction. Expired and replacement equipment and supplies from the EMS service keeps this training ambulance fully stocked for students to simulate any type of medical or trauma emergency.



### **MID-FIDELITY MANIKIN**

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This manikin has been upgraded with the SimPad Plus device to remotely control and simulate patient scenarios. From a wireless position, an instructor can control vitals, activate speech interactions, and recording of the simulation for playback or saving.



### **TRAINING LIBRARY**

A library of more than 700 reference books are available to all students. The majority of these books are EMS-oriented, but several fire service, law enforcement, management, and general healthcare topics are included.

The library can be browsed and materials checked out by visiting [https://www.librarycat.org/lib/cmh\\_ems](https://www.librarycat.org/lib/cmh_ems)



[illegible]

To provide time and resources for faculty and staff continuing education to maintain current knowledge and practice.

The designated director for the CE program is the EMS Education Director.

Ambulance clinical rotations enable students and job shadow individuals to acquire a basic working knowledge of EMS in the field. Students are expected to follow all directions from EMS staff members and to dress appropriately. Students will be responsible for making sure time sheets and clinical rotation evaluation forms are completed by clinical educator. Ambulance clinicals will be completed on a CMH ambulance based out of any station as long as a current clinical educator is on that shift with them.

Clinical Education Specialists will be utilized to educate and orient new employees and students riding on an ambulance for CMH. All students and new hires riding as a third rider must be riding with an approved clinical educator. Students doing clinicals in the Emergency Room or at 9-1-1 Dispatch must be with an approved preceptor.

Clinical Education Specialists have been an EMT for at least two years, CMH employee for at least one year, and have been recommended by their direct supervisor.

Advanced Clinical Education Specialists have been a Paramedic for at least two years, CMH employee for at least one year, and have been recommended by their direct supervisor.

First Responder students, EMT students, and new EMT employees may ride with either Basic or Advanced Clinical Education Specialist. Paramedic students, RN students, and new Paramedic employees must ride with an Advanced Clinical Education Specialist.

New hires will be assigned a primary Clinical Education Specialist that a majority of their orientation should be completed with. The primary Clinical Education Specialist must recommend the new hire to be taken off orientation to the EMS Education Director who will then recommend them to be taken off orientation to their manager once all new hire requirements are met.

### **6.840.56 - Clinical Education Curriculum**

Clinical Educators must attend training annually which must include the following topics:

- Purposes of the student rotation (minimum competencies, skills, and behaviors).
- Evaluation tools used by the program.
- Criteria of evaluation for grading students.
- Contact information for the program.
- Program's definition of "Team Lead."
- Program's required minimum number of "Team Leads."
- Coaching and mentoring techniques.

**All clinical and field internship shifts completed by students attending a CMH program will have an evaluation form completed by preceptors.**

Refer to: 3.330.48 - Clinical Evaluations (page 68).



## **6.840.70 - Ambulance Rider Rules**

### **MINIMUM AGES**

- Job shadow riders must be at least 16 years old. If the job shadow is less than 18 years old, the job shadow form must be signed by a parent or guardian.
- Student riders must be at least 18 years old.
- New hire riders in orientation must be at least 21 years old and possess Missouri Class E driver license.

### **SHIFT REQUIREMENTS**

- A maximum of one rider per shift per ambulance.
- The shift must be no less than four (4) hours and no more than 16 hours long.
- Current shift schedule (shifts are available only if a Clinical Education Specialist is on that shift):
  - Bolivar station (1525 N Oakland Ave). 12-Hour shifts
  - Hermitage station (121 Jackson St). 12-Hour shifts
  - Stockton station (816 West St). 12-Hour shifts
  - El Dorado Springs station (722 E Hwy 54). 12-Hour shifts
  - Osceola station (700 Giesler Dr). 12-Hour shifts
- Students and new hires may be able to stay as late as midnight with the permission of the Clinical Education Specialist.
- Riders must start the shift at the beginning of the ambulance shift.
- Rider should arrive 15 minutes early and be prepared to get off late.
- During the shift, the rider cannot move from ambulance-to-ambulance unless they will always be riding with an appropriate Clinical Education Specialist and all approve the move.
- Ensure you have money for food or bring food that does not require refrigeration.

### **UNIFORM REQUIREMENTS**

- All riders must have and wear CMH-issued ID (temporary from HR or employee ID).
  - Job shadow riders will be issued an ID when they arrive for the shift and will return the ID at the end of the shift.
  - Student and new hire riders will be issued a photo ID from HR before scheduling ride time.

### **SCHEDULING RIDE TIME**

- Ride schedule must be authorized before riding.
- Rider must ride with an approved Clinical Education Specialist.
- To be authorized and scheduled, contact the EMS Education Director with available dates and he/she will assign the shift and Clinical Education Specialist.
  - Theron Becker, Education Director
  - [theron.becker@citizensmemorial.com](mailto:theron.becker@citizensmemorial.com)

## 6.840.84 - Equipment Available to Ambulance Riders

### SIMULATION AMBULANCE

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## Part 7 - Appendix

### Section 7.120 - MO BEMS documents

#### 7.120.33 - Education Department Certificate



## **Section 7.420 - References**

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- Kaufman, H. E. (2008, July 1). Moral and ethical issues related to academic dishonesty on college campuses. *Journal of college and character*, 9(5).
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- Limmer, D., & O'Keefe, M. F. (2016). *Emergency Care* (13th ed.). Boston, MA: Pearson Education, Inc.
- Missouri Department of Health and Senior Services Bureau of EMS. (2017, April 4). *Military advanced placement*. Retrieved from Bureau of Emergency Medical Services: <http://health.mo.gov/safety/ems/pdf/MilitaryAdvancedPlacementTrainingAnnouncement.pdf>
- National Association of Emergency Medical Technicians. (2013, June 14). *EMT oath and code of conduct*. Retrieved from NAEMT: [http://www.naemt.org/about\\_us/emtoath.aspx](http://www.naemt.org/about_us/emtoath.aspx)
- National Highway Traffic Safety Administration. (2007). *National EMS scope of practice model*. US Department of Transportation.

## **Section 7.560 - Change log**

### **7.560.01 - Version 1 (Aristotle)**

Version One is named in dedication to Aristotle who was a Greek philosopher and scientist who studied almost every subject, and his combined works constitute a virtual encyclopedia of knowledge.

### **7.560.02 - Changes from Version 1 to Version 2 (Browne)**

Version Two is named in dedication to Marjorie Lee Browne who was an American mathematics educator who was one of the first African-American women to receive a doctorate in mathematics.

Section	Date	Description
Entire document	1/18/16	Updated all position titles based on current personnel in place. Replaced references to Pre-Hospital with EMS. Re-numbered and formatted entire document to align with other EMS department document standards.
Part 2 - Physical Facilities	1/18/16	Updated classroom and equipment descriptions after moving facilities.
Part 3 - Program Evaluations	1/18/16	Updated links to online content. Updated evaluation form to include online content.
Part 4 - Policy Manual	1/18/16	Updated links to online content.
Section 4.240 - Refund Policy	1/18/16	Updated refund policy to reflect one-day courses.
Section 4.320 - Attendance Policy	1/18/16	Updated tardy policy and updated uniform polo shirt.
Section 4.400 - Class Cancellation Policy	1/18/16	Removed reference to school cancellation.
Section 5.770 - Student Transcripts	1/18/16	Updated sample certificate to reflect actual certificate being issued.
Part 6 - Program Details	1/18/16	Updated all programs with current requirements for clinicals and procedures.
Section 6.840 - Clinical Education Specialist Training Program	1/18/16	Updated FTO program to reflect current program details as approved by EMS director.
Section 7.120 - MO BEMS documents	1/18/16	Updated documents.
Section 7.120 - MO BEMS documents	1/18/16	Added this section to move these documents out of MO BEMS document section. Updated all documents.

### 7.560.03 - Changes from Version 2 to Version 3 (Confucius)

Version Three is named in dedication to Confucius who was a Chinese teacher and philosopher dedicated to personal morality, correctness of social relationships, and justice.

Section	Date	Description
Section 1.200 - Training Needs Evaluation / Mission Statements	1/21/16	Added CMH and EMS department mission and vision to justify the need for quality training.
Section 1.500 - Training Budget	1/21/16	Added this section.
Section 1.600 - Medical Director	1/21/16	Added link to reference Section 7.120 - MO BEMS documents
Section 4.080 - Admission Criteria	1/21/16	Added comment about student IDs through the HR department and criminal background checks.
	7/8/16	Added comment about the online registration process.
Section 4.120 - Non-Discrimination	8/17/16	Added this section.
Section 4.160 - Course Fees	8/17/16	Added comment that 50% of course fees are due the first day of class.
	10/20/16	Added specific course fees for offered courses.
Section 4.280 - Student Withdrawal Policy	1/21/16	Split the previous section into two to separate refund and withdrawal policies.
Section 4.320 - Attendance Policy	10/20/16	Specified "unexcused absences" in a few locations.
Section 4.360 - Dress Code	1/21/16	Split the previous section into two to separate attendance and dress code policies. Added comment that employees cannot wear employee uniform while acting as a student. Added comment that students must meet CMH jewelry and tattoo policies.
	7/8/16	Added more strict uniform requirements. Removed option to wear t-shirts and shorts. Added jewelry and tattoo policy details.
	8/17/16	Added comment that uniform cannot be worn outside class activities. Added details of polo style and colors.
Section 4.400 - Class Cancellation Policy	1/21/16	Added comment that students will be contacted via email and text if the class is canceled.
Section 4.440 - Academic Integrity	8/17/16	Added this section.
Section 4.560 - Appeal and Grievance Procedure	1/21/16	Added comment about unresolved grievance process and all requests must be made in writing.
Section 4.640 - Academic Criteria: Grading and Examination Policies	1/21/16	Expanded grade list to include all the "+" and "-" grades.
	8/17/16	Added comment that 70% is the lowest grade on any single test.
Section 4.880 - Certification Requirements	1/21/16	Added comment about Missouri scope of practice and licensing requirements. Added comment about NREMT eligibility to test requirements.
Section 4.920 - Photo and Video Release	8/17/16	Added this section.
Section 4.940 - Authorization for Release of Information	8/17/16	Added this section.
Section 4.960 - Policy Manual Acknowledgment	8/17/16	Added this section.
Section 6.060 - Clinical Agreements	1/21/16	Added this section to have a location to place signed agreements.
	8/17/16	Added health department clinical agreement.
Section 6.120 - Emergency Medical Responder Program [EMR Academy]	1/21/16	Added specifics for the curriculum used.
	7/8/16	Modified when ID badge should be worn.
	8/15/16	Added public health clinical requirements.
Section 6.240 - Emergency Medical Dispatch Program [EMD Academy]	1/21/16	Added specifics for the curriculum used.
	7/8/16	Modified when ID badge should be worn.
	8/15/16	Added public health clinical requirements.
Section 6.360 - Emergency Medical Technician Program [EMT Academy]	1/21/16	Added specifics for the curriculum used.
	7/8/16	Modified when ID badge should be worn. Added comment that other clinical sites can be considered. Added program prerequisites and program details sections (including generic timeline). Added application form.
	8/15/16	Added public health clinical requirements.
	8/17/16	Added simulation activity requirements.
Section 6.840 - Clinical Education Specialist Training Program	10/20/16	Reduced 9-1-1 clinical time to 6 hours. Added prerequisites for starting different clinicals. Added deadlines to complete clinical hours. Added criminal history consent form.
	2/9/16	Re-organized rider rules. Added requirements for age. Added station addresses. Added typical shift times.
	8/17/16	Added comment that riders should plan on bringing money or packed lunch to ambulance clinicals.
	10/20/16	Aligned BLS and ALS CES prerequisites with changes to CMH policies.

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**7.560.04 - Changes from Version 3 to Version 4 (Deming)**

Version Four is named in dedication to W. Edwards Deming who was an American engineer, statistician, professor, author, lecturer, and management consultant who is considered the master of continual quality improvement.

Section	Date	Description
Part 0 - Front Matter	1/26/17	Added mission statements and logo.
Section 1.200 - Training Needs Evaluation / Mission Statements	1/29/17	Added EMS and EMS Education mission statements.
Section 1.400 - Organizational Chart	1/29/17	Updated org chart.
Section 1.500 - Training Budget	1/29/17	Added 2017 budget request.
Section 2.330 - Classroom Descriptions	1/29/17	Added Bolivar Technical College informal agreement.
Section 2.660 - Available Equipment and Supplies	1/29/17	Added training ambulance.
Section 3.330 - Student evaluations	1/29/17	Added reference to electronic testing.
Section 3.660 - Instructor and Course Evaluations	1/29/17	Replaced written form with link and description of online evaluation form.
Section 4.080 - Admission Criteria	1/29/17	Added indication of possible applicant entrance exam.
Section 4.160 - Course Fees	1/29/17	Added course fees for paramedic and refresher courses.
Section 5.840 - Sample Certificate of Completion	1/29/17	Updated sample certificate.
Section 6.060 - Clinical Agreements	1/29/17	Added scanned signatures for CMH Pre-Hospital, CMH ER, and Polk County Health Center.
Section 6.360 - Emergency Medical Technician Program [EMT Academy]	1/29/17	Reduced dispatch clinical requirement to four hours.
	2/1/17	Changed "EMS Academy" to "EMT Academy."
Section 6.600 - Paramedic Program (Paramedic Academy)	2/1/17	Added paramedic academy information
Section 7.120 - MO BEMS documents	1/29/17	Added 2016 BEMS annual report.

## 7.560.05 - Changes from Version 4 to Version 5 (Escalante)

Version Five is named in dedication to Jaime Escalante who was a Bolivian educator known for teaching students calculus from 1974 to 1991 at Garfield High School, East Los Angeles, California. He was the subject of the 1988 book *Escalante: The Best Teacher in America* and the 1988 film *Stand and Deliver*. One of his notable quotes is: “The key to my success with youngsters is a very simple and time-honored tradition: hard work for teacher and student alike.”

Section	Date	Description
Entire Document	2/15/17	Several additions of policies and documents to comply with CoAEMSP accreditation application.
	5/8/17	Added QR codes throughout document where internet links were already located.
Section 0.500 - Scope	3/6/17	Added CoAEMSP definition of profession.
Section 1.200 - Training Needs Evaluation / Mission Statements	4/4/17	Added EMS Education vision statement.
Section 1.400 - Organizational Chart	4/4/17	Updated org chart.
Section 1.600 - Medical Director	4/11/17	Corrected a typo on 1.600.50.
	7/11/17	Added responsibilities and qualifications for NAEMT PHTLS. Modified appointment and acceptance letters from Dr. Roger Merk to Dr. Megan Carter. Added new CoAEMSP change in medical director form for Dr. Carter. Changed all licenses and certifications to Dr. Carter.
Section 1.650 - Faculty, Program Director	3/7/17	Added copies of instructor certifications.
Section 1.675 - Faculty, EMT Academy Lead Instructor	3/7/17	Added copies of instructor certifications.
Section 1.725 - Faculty, Clinical Education Specialists	3/7/17	Added FTO curriculum and lists of FTOs in all previous years.
Section 1.750 - Faculty, Guest InstructorS	3/13/17	At the advice of BEMS inspection, added curriculum vitae for all guest instructors. Still working on adding vitae for all instructors.
	3/27/17	Added Bill Gray CV.
	4/11/17	Corrected a typo on Brooks, Jason CV.
	4/12/17	Added Neal Taylor CV.
Section 1.900 EMS Education Advisory Board	3/2/17	Added Tregg Garen and Alicia Zacker. Added email address for all members of the board.
	3/6/17	Added advisory board member's email addresses. Added Tregg Geren and Alicia Zacher to advisory board.
	7/11/17	Replaced Dr. Merk with Dr. Carter.
Section 3.330 - Student evaluations	3/6/17	Added date and times to hand-out cards. Created cards for each level of student with descriptions of skills and abilities for each. Created medic team lead individual call evaluation form. Created medic team leader mentor final sign-off evaluation form.
	4/4/17	Corrected some typing errors.
	7/11/17	Added instruments to evaluate affective domain. Added process to perform annual test item analysis.
Section 3.990 - Employer Survey	4/4/17	Added this section.
Section 4.160 - Course Fees	5/1/17	Updated course fees with discounts for partner and volunteer agencies.
Section 4.640 - Academic Criteria: Grading and Examination Policies	7/11/17	Added comment that in the absence of a test, score will be based on percentage of attendance.
Section 4.680 - Remedial Education	3/7/17	Added this section for compliance with BEMS inspection checklist.
Section 4.880 - Certification Requirements	4/4/17	Added links to terminal competencies and added Limmer document “Trouble Passing NREMT?”.
Section 5.490 - Initial Course Records	3/7/17	Added this section to comply with BEMS inspection checklist.
Section 6.030 - Generic Educational Calendar	3/6/17	Added this section.
Section 6.060 - Clinical Agreements	3/1/17	Added signed clinical agreements from the following CMH departments: Anesthesia, Cardiology, Geriatric Psych, ICU, L&D, Laboratory, RT Surgery.
	3/1/17	Added signed clinical agreement from CMH Infusion Center.
	3/6/17	Added CMH Infusion Center agreement.
	4/4/17	Added Polk County Central Dispatch signatures.
	4/25/17	Added clinical details for each clinical agreement.
	5/2/17	Added agreements for Bolivar Family Care Center, Bolivar Walk-In Clinic, and Dallas County Walk-In Clinic, Mercy ER, and Mercy EMS. Made adjustments to Pediatric Walk-In Clinic agreement to reduce hours to 10 and allow for other locations.

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Section	Date	Description
	5/8/17	Added signature for CMH Pediatric Walk-In Clinic.
	5/9/17	Added signature for CMH Dallas County Walk-In Clinic.
	6/8/17	Added signed clinical agreement from Mercy EMS.
Section 6.090 - Articulation Agreements	4/11/17	Created this section and added SBU Articulation Agreement.
	4/18/17	Added Mr. Babb signature.
Section 6.120 - Emergency Medical Responder Program [EMR Academy]	3/6/17	Added CoAEMSP definition of EMR.
	4/4/17	Removed ER and Health Department clinical requirements. Reduced number of medical and trauma patients from three each to one each.
	7/14/17	Changed textbooks from Pearson to Jones and Bartlett (AAOS).
Section 6.360 - Emergency Medical Technician Program [EMT Academy]	3/3/17	Modified course timelines to be more generic with alignment to weeks only and reference to annual calendar section.
	3/6/17	Added CoAEMSP definition of EMT. Added comment to functional abilities that job requirements are often higher. Moved general clinical requirements (patient contacts) to general section.
	4/4/17	Added SBU Articulation Agreement details for transferring credits. Added comment than you may take FISDAP unit tests twice.
	4/12/17	Adjusted tuition details to reflect updated costs and aligned deadlines with course start dates.
	4/13/17	Updated terminal competency form to be more useful after using it with current EMT Academy.
	5/8/17	Removed references to DT4EMS as we will no longer be offering this course. Changed references from EVDT to EVOS. Changed references from TCCC to TECC.
	6/13/17	Updated background check authorization form for the new company human resources is using.
	7/11/17	Added affective domain evaluation at midterm and final.
	7/14/17	Changed textbooks from Pearson to Jones and Bartlett (AAOS).
Section 6.480 - Advanced EMT program	3/6/17	Added CoAEMSP definition of AEMT.
Section 6.600 - Paramedic Program (Paramedic Academy)	2/5/17	Continued to add details to paramedic academy.
	3/3/17	Modified course timelines to be more generic with alignment to weeks only and reference to annual calendar section.
	3/6/17	Added CoAEMSP definition of paramedic. Added definitions and minimum requirements for each pediatric age sub-category. Added clarification that for a patient contact during an interfacility transfer to be counted, it must be transferred to higher level of care requiring an assessment. Added comment to functional abilities that job requirements are often higher. Moved general clinical requirements (assessments and skills) to general section. Increased minimum intubations from six to ten. Added prerequisites for all classes. Changed laboratory clinical to infusion center. Changed ER triage time to 12 hrs, ER to 122 hrs, Cath Lab to 8 hrs. Added requirement for two live births. Added pediatric age sub-groups. Added definition of ALS patient. Added minimum of first ten and last ten team lead calls should be with mentor.
	3/27/17	Added A&P Syllabi
	4/4/17	Added research assignment requirement. Added advanced placement information for military medics. Added SBU Articulation Agreement details for transferring credits. Added comment than you may take FISDAP unit tests twice. Updated clinical age brackets to match those in FISDAP.
	4/11/17	Added Bill Gray photo to 6.600.12. Added section containing transfer credit information for A&P.
	4/13/17	Updated terminal competency form to be more useful after using it with current EMT Academy.
	5/1/17	Updated program goal to be verbatim CAAHEP standard.
	5/2/17	Adjusted hours in walk-in clinics and ER (10 hours in clinic and 124 in ER). Clarified in all clinical sections to specify which locations are allowed clinical time.
	6/8/17	Added clarification on Letter of Review from CoAEMSP according to email received from CoAEMSP.
	6/13/17	Updated background check authorization form for the new company human resources is using.
	6/14/17	Added Basic Hazmat Life Support online course to the curriculum
	7/4/17	Updated simulation, clinical, and airway requirements based on updated CoAEMSP SSR Appendix G requirements.
	7/11/17	Replaced Dr. Merk with Dr. Carter for medical director. Added clear instructions in multiple locations that the capstone course cannot be started until all other courses are successfully completed. Details of summative evaluation at the end of field internship and details of affective domain evaluation throughout the program were more completely detailed. Removed references to CoAEMSP LOR and CAAHEP pending accreditation. Added section to clearly indicate the only experiential learning accepted is military and A&P.
	7/14/17	Changed textbooks from Pearson to Jones and Bartlett (AAOS).
Section 7.120 - MO BEMS documents	4/18/17	Added new training entity certificate
Section 7.700 - Index	4/25/17	Removed Glossary of Abbreviations and significantly updated Index to include these abbreviations.

## 7.560.06 - Changes from Version 5 to Version 6 (Froebel)

Version Six is named in dedication to Friedrich Froebel who was a German child educator who lived in the 1800's who laid the foundation for modern education based on the recognition that children have unique needs and capabilities. He created the concept of "kindergarten" and coined the term. Froebel also developed educational toys similar to building blocks and puzzles.

Section	Date	Description
Section 1.725 - Faculty, Clinical Education Specialists	10/27/17	Added 2018 list of FTOs.
Section 1.750 - Faculty, Guest Instructors	8/28/17	Updated Morgan Young CV.
	10/2/17	Added Bobby O'Keefe and Goldie Masters CV.
	10/3/17	Added Lyman Taylor, Timothy Shaw, Melisa Painter CV.
	10/4/17	Added Steven Keller, Cheryl Andrew CV.
	10/9/17	Added John Smith, Paul D'Agostino, Dawn Sloan, Brice Flynn CV.
	10/19/17	Added Michael Minter CV.
	10/23/17	Added Richard Kowal CV.
Section 1.900 EMS Education Advisory Board	12/12/17	Added Michael Krteck CV.
	1/7/18	Changed meeting frequency from bi-annually to once per semester.
Section 4.160 - Course Fees	7/20/17	Added minimum and maximum class sizes and added First Aid class.
	9/1/17	Updated course fees.
	10/14/17	Updated course fees with NAEMT tactical courses and aligned AHA fees with CMH Ed Services.
	11/28/17	Added provision for Cox employees to attend NAEMT courses at the same cost as CMH employees.
	12/1/17	Added EVOS and TIMS. Lowered costs for refresher classes to be competitive.
	12/28/17	Added Ellett employees to CMH and Cox for discounts. Reduced paramedic refresher costs.
Section 4.240 - Refund Policy	9/11/17	Added section for VA students to meet requirements for VA refund.
Section 5.700 - Training Roster Form	10/28/17	Updated roster form to include agency and make it cleaner to read.
Section 6.030 - Generic Educational Calendar	9/1/17	Removed EMT and Paramedic details and inserted references instead.
	11/30/17	Added which county's FTOs are responsible for which competencies.
Section 6.060 - Clinical Agreements	7/20/17	Added draft clinical agreement from CoxHealth.
Section 6.120 - Emergency Medical Responder Program [EMR Academy]	7/20/17	Updated class schedule to reflect J&B.
	11/28/17	Added BLS CPR to the curriculum.
Section 6.360 - Emergency Medical Technician Program [EMT Academy]	7/21/17	Updated courses, timelines, and chapters according to J&B Curriculum.
	8/28/17	Added section 6.360.34 to indicate credit for experiential learning will not be given for EMT Academy.
	9/1/17	Updated prerequisites for clinical sites based on new curriculum.
	11/28/17	Updated course schedule based on suggestions from current academy.
	1/7/18	Removed attendance requirement and removed minimum FISDAP score. Added 70% completion rate to graduation requirements.
	1/11/18	Changed course numbers to EMS 100 and EMS 102 to align with BTC courses.
Section 6.600 - Paramedic Program (Paramedic Academy)	9/1/17	Updated courses and clinical prerequisites based on new curriculum.
	9/3/17	Added section for advanced placement for RNs.
	11/28/17	Added CoAEMSP Letter of Review into accreditation status. Added GEMS and PTEP courses to certifications gained after completion. Added PTEP to CEP 1511.
	1/7/18	Added details and grading rubric to applied research projects. Removed attendance requirement and minimum FISDAP unit exam scores. Added 70% completion requirement to graduation requirements. Changed class times to 9am to 5pm on all days that do not include A&P.
	1/11/18	Added 2018 dates to all course scheduled. Changed course numbers to EMS ??? to align with BTC courses.

**7.560.06 - Changes from Version 6 to Version 7 (Galilee)**

Version Seven is named in dedication to Galileo Galilei who was an Italian renaissance man who lived in the 1500's and is the central figure in the transition from natural philosophy to modern science.

Section	Date	Description
Section 1.900 EMS Education Advisory Board	5/15/18	Updated board member due to personnel change with CMH Chief Nursing Officer.
Section 3.330 - Student evaluations	4/25/18	Fixed typos on the paramedic student clinical evaluation cards.
Section 5.700 - Training Roster Form	1/19/18	Updated roster form to facilitate new student billing process.
Section 4.160 - Course Fees	3/16/18	Updated course fees so EMR is just the cost of the textbook.
	3/27/18	Added info on where application fees and tuition fees are sent and billed.
Section 6.360 - Emergency Medical Technician Program [EMT Academy]	5/15/18	Added skill requirements similar to they way they are listed for Paramedic Academy. Added NAEMT EMS Safety course. Upgraded NAEMT EVOS course to two-day. Removed 9-1-1 clinical requirements. Updated BEMS skills verification form (removed mouth-to-mask and added supraglottic).
Section 6.600 - Paramedic Program (Paramedic Academy)	2/5/18	Added generic chapter schedule. Added guest instructors to the course schedules.
	3/27/18	Several typo fixes and minor adjustments based on 2018 Paramedic Academy. Generic classroom schedule modified. Added requirement for students to complete ePCR after each simulation scenario. Added scheduling and contact details for clinical sites. Added guest instructors.
	4/1/18	Added blank pharmacology quiz form.
	4/25/18	Added details of semester final practical exams. Corrected typos in applied research project instructions. Added info on how to sign up and where to go for EMS 103 clinicals.
	5/15/18	Added supplemental textbook information. Modified simulation requirements to include practice in class of observing scenarios. Added information on deadlines for each clinical course that is due by the end of the following semester. Added a few Mercy department administrative contacts. Added clinical site details. Added TECC to trauma course.

## 7.560.06 - Changes from Version 7 to Version 8 (Khan)

Version Eight is named in dedication to Sir Syed Ahmad Khan who was an Indian philosopher of the nineteenth century British India who promoted Western-style scientific education and founded modern schools and universities in South Asia.

Section	Date	Description
Section 1.675 - Faculty, EMT Academy Lead Instructor	6/9/18	Updated lead EMT instructors.
Section 1.600 - Medical Director	9/10/18	Moved all curriculum vitae and licenses/certifications copies to another document.
Section 1.650 - Faculty, Program Director	9/10/18	Moved all curriculum vitae and licenses/certifications copies to another document.
Section 1.675 - Faculty, EMT Academy Lead Instructor	9/10/18	Moved all curriculum vitae and licenses/certifications copies to another document.
Section 1.700 - Faculty, Paramedic Academy Lead Instructor	9/10/18	Moved all curriculum vitae and licenses/certifications copies to another document.
Section 1.750 - Faculty, Guest InstructorS	9/10/18	Moved all curriculum vitae and licenses/certifications copies to another document.
Section 1.900 EMS Education Advisory Board	9/10/18	Removed Kellie Burns and Cody Liccardi. Added AJ Sherrer, Dawn Sloan, Katie McGee, and James Clarke.
Section 4.100 - Fair Practices	9/10/18	Created this section from CAAHEP standards.
Section 6.060 - Clinical Agreements	7/2/18	Added CoxHealth signatures.
	9/10/18	Added Mercy Hospital agreement.
Section 6.360 - Emergency Medical Technician Program [EMT Academy]	6/9/18	Updated schedule for 2018 EMT Academies
	8/22/18	Updated schedule for moving EMT chapter quizzes to the class period after lecture. Modified clinical hours to be 24 ER and 48 ambulance. Also added the first draft of the Rick Seiner Scholarship Program.
	9/10/18	Added guide on how to succeed on FISDAP exams. Updated EMS 100 course schedule. Changed EMS 102 hours to more heavily weight ambulance time. Changed terminology for curriculum to National EMS Education Standards.
Section 6.600 - Paramedic Program (Paramedic Academy)	7/2/18	Updated schedule for current paramedic academy
	8/22/18	Added first draft of the Chris Loderhose Work Study Program.
	9/10/18	Added guide on how to succeed on FISDAP exams. Changed terminology for curriculum to National EMS Education Standards. Clarified military advanced placement entries added to skills tracker. Added comment that if entrance exam A&P section was not passing score, student must take A&P courses. Added comment to require drug screen before clinicals. Updated course schedules to match current plans. Added comment to anesthesia clinicals that student must inform and ask permission from patient. Added Cox ambulance clinical info. Added BTC transcript request form.

**7.560.06 - Changes from Version 8 to Version 9 (Locke)**

Version Nine is named in dedication to John Locke who was an English philosopher and physician widely regarded as one of the most influential of enlightenment thinkers and commonly known as the “Father of Liberalism.” Locke postulated late in the 1600s the philosophy of empiricism, which is a concept that we are born without innate ideas, and that knowledge is determined only by experience derived from sense perception.

Section	Date	Description
Section 1.400 - Organizational Chart	1/15/19	Updated org chart.
Section 1.900 EMS Education Advisory Board	1/15/19	Updated members to include recent graduates and changes to personnel positions.
3.330.48 - Clinical Evaluations	11/16/18	Moved all the clinical evaluation cards out of this section and into the relevant program areas.
Section 4.480 - Student Dismissal	1/15/19	Fixed typo.
Section 6.060 - Clinical Agreements	1/15/19	Moved this entire section to separate documents found on the CMH file server.
Section 6.090 - Articulation Agreements	1/15/19	Moved this entire section to separate documents found on the CMH file server.
Section 6.360 - Emergency Medical Technician Program [EMT Academy]	1/15/19	Added comment to clinical requirements that the student must maintain passing status to attend clinical rotations. Added specification of AHA version of BLS CPR is required before clinicals. Added comment that live patient contacts in FISDAP must include medical record number.
Section 6.600 - Paramedic Program (Paramedic Academy)	10/1/18	Made changes to EMS 222 and EMS 224 schedule to represent 2018 course details.
	11/14/18	Added field internship mentor approval form.
	12/20/18	Added ALS patient contact form link to 4 <sup>th</sup> semester evaluation card for preceptors.
	1/7/18	Updated classroom details moving from Tue / Thu class setup to Mon / Thu setup. Updated daily written quiz and simulation evaluation forms. Added comment that the student must maintain passing status to attend clinical rotations. Added comment that live patient contacts in FISDAP must include medical record number. Moved Ch 16 (Respiratory Emergencies) from EMS 105 to EMS 101 to get that material covered before the FISDAP Airway Exam.
	1/15/19	Added comment to clinical requirements that the student must maintain passing status to attend clinical rotations. Updated faculty list to include a different A&P instructor, however, the details are not complete. Updated to the 10 <sup>th</sup> edition of the A&P textbook. Added specification of the AHA version of BLS CPR is a prerequisite for the paramedic academy. Added TECC to the list of certifications gained in the paramedic academy. Updated EMS 101 schedule to represent 2019 course details. Changed all CMH hospital scheduling contact information to Lani Hayes, except Cardiology which is Robert Richardson. Added prerequisite for ER clinicals to have completed Anesthesia clinical time and all live human intubations. Changed scheduling contact for CMH Ambulance to Ryan McDonald. Removed CMH Dallas County Walk-In Clinic and CMH Pediatric Walk-In Clinic as sites after refusal to take students by those two clinics.
Section 7.120 - MO BEMS documents	1/15/19	Removed all of the BEMS annual reports as those documents are also kept elsewhere.

## **Section 7.700 - Index**

- (AAOS) American Academy of Orthopaedic Surgeons, 130, 144, 181, 281
- (AC) Antecubital, 100
- (AED) Automated External Defibrillator, 156, 173, 204
- (AHA) American Heart Association, 25, 52, 55, 67, 153, 154, 156, 160, 171, 181, 202, 203, 204, 226, 241, 282
- (AHDR) All Hazards Disaster Response, 202, 242
- (ALOC) Altered Level of Consciousness, 208
- (BiPAP) Bi-level Positive Airway Pressure, 158, 222, 238, 250
- (BP) Blood Pressure, 146, 183
- (BSI) Body Substance Isolation, 108
- (BVM) Bag Valve Mask, 134, 158, 173, 208
- (CES) Clinical Education Specialist, 11, 25, 50, 51, 52, 55, 108, 115, 271, 272, 273, 277, 278, 280, 282
- (CEU) Continuing Education, 11, 26, 53, 56, 91, 93, 107, 125, 126, 127, 269, 270, 271
- (CNS) Central Nervous System, 225
- (CO) Carbon Monoxide, 170, 266
- (CPAP) Continuous Positive Airway Pressure, 158, 205, 222, 238, 250
- (CPR) Cardio-Pulmonary Resuscitation, 14, 25, 52, 66, 125, 126, 127, 131, 145, 156, 160, 165, 182, 183, 201, 204, 205, 239, 253, 282
- (CRNA) Certified Registered Nurse Anesthetist, 232
- (CSR) Code of State Regulations, 192
- (CT) Computed Tomography, 170, 266
- (CVA) Cerebro-Vascular Accident or Stroke, 208, 253
- (DOC) Department Operation Center, 170, 266
- (DT4EMS) Defensive Tactics for Emergency Medical Services, 25, 52, 55, 281
- (ECG) Electrocardiogram, 156, 181, 204
- (ED) Emergency Department [see ER], 14, 15, 138
- (EKG) Electrocardiogram [see ECG], 146, 184
- (EMA) Emergency Management Agency, 24, 61
- (EMD) Emergency Medical Dispatch, 68, 70, 71, 103, 117, 137, 138, 139, 140, 141, 278
- (EMR) Emergency Medical Responder, 1, 26, 53, 56, 60, 68, 70, 71, 100, 103, 107, 109, 117, 129, 130, 131, 133, 134, 135, 151, 177, 179, 191, 272, 278, 281, 282, 283
- (EMS) Emergency Medical Services, 1, 9, 11, 13, 17, 22, 24, 25, 26, 28, 29, 31, 36, 37, 39, 40, 42, 43, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63, 65, 66, 67, 69, 70, 74, 77, 78, 79, 80, 81, 83, 88, 95, 96, 97, 99, 100, 101, 102, 103, 104, 105, 106, 107, 111, 113, 115, 117, 126, 129, 130, 131, 135, 137, 138, 141, 144, 145, 147, 149, 151, 152, 153, 154, 155, 159, 160, 165, 166, 169, 171, 173, 175, 177, 178, 179, 181, 183, 185, 187, 191, 192, 193, 194, 195, 200, 201, 202, 203, 205, 206, 213, 214, 215, 216, 226, 228, 229, 231, 239, 241, 245, 246, 251, 252, 259, 265, 267, 269, 270, 271, 272, 273, 274, 277, 278, 279, 280, 281, 282, 283, 284, 285
- (ePCR) Electronic Patient Care Report [see PCR], 152, 204, 283
- (ER) Emergency Room, 14, 61, 69, 71, 127, 138, 165, 178, 179, 231, 234, 251, 271, 279, 280, 281, 284
- (ET) Endotracheal, 71, 193, 209, 222, 238, 250, 258
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