

## CMH EMS Education Manual

### **Part 0 - Front Matter**

#### **Section 0.190 - Approval Signatures**

Version number: Version 13 (1/15/20)

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

CMH EMS Medical Director: \_\_\_\_\_ (Tony Cauchi, MD)

I certify the content and policy to be true and correct.

CMH EMS Education Director: Theron Becker (Theron Becker)

#### **Section 0.380 - 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).

#### **Section 0.570 - Online Location**

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



## **Section 0.760 - Table of Contents**

<b>Part 0 - Front Matter .....</b>	<b>1</b>
Section 0.190 - Approval Signatures .....	1
Section 0.380 - Scope .....	1
Section 0.570 - Online Location .....	1
Section 0.760 - Table of Contents .....	2
<b>Part 1 - Administration Manual .....</b>	<b>9</b>
Section 1.040 - Mission Statements.....	9
Section 1.080 - Accreditation Standards.....	10
Section 1.120 - Organizational Chart .....	28
Section 1.160 - Training Budget.....	29
<i>Sub-Section 1.160.24 - Training Budget Purpose .....</i>	<i>29</i>
<i>Sub-Section 1.160.48 - Annual Budgets.....</i>	<i>29</i>
Section 1.200 - Medical Director.....	30
<i>Sub-Section 1.200.11 - Medical Director Purpose .....</i>	<i>30</i>
<i>Sub-Section 1.200.22 - Medical Director Responsibilities.....</i>	<i>30</i>
<i>Sub-Section 1.200.33 - Medical Director Qualifications .....</i>	<i>31</i>
<i>Sub-Section 1.200.44 - Medical Director Job Description.....</i>	<i>31</i>
<i>Sub-Section 1.200.55 - Medical Director Appointment Letter .....</i>	<i>32</i>
<i>Sub-Section 1.200.66 - Medical Director Acceptance Letter .....</i>	<i>33</i>
<i>Sub-Section 1.200.77 - Medical Director Curriculum Vitae .....</i>	<i>34</i>
<i>Sub-Section 1.200.88 - Medical Director Credentials.....</i>	<i>34</i>
Section 1.240 - Faculty, General .....	35
<i>Sub-Section 1.240.33 - Faculty Purpose.....</i>	<i>35</i>
<i>Sub-Section 1.240.66 - Support Personnel Purpose .....</i>	<i>35</i>
Section 1.280 - Faculty, Program Director .....	36
<i>Sub-Section 1.280.09 - Program Director Requirements .....</i>	<i>36</i>
<i>Sub-Section 1.280.18 - Program Director Minimum Qualifications.....</i>	<i>36</i>
<i>Sub-Section 1.280.27 - Program Director Responsibilities.....</i>	<i>37</i>
<i>Sub-Section 1.280.36 - Program Director Description of Duties.....</i>	<i>37</i>
<i>Sub-Section 1.280.45 - Program Director Job Description .....</i>	<i>37</i>
<i>Sub-Section 1.280.54 - Program Director Appointment Letter.....</i>	<i>38</i>
<i>Sub-Section 1.280.63 - Program Director Acceptance Letter.....</i>	<i>39</i>
<i>Sub-Section 1.280.72 - Program Director Curriculum Vitae .....</i>	<i>40</i>
<i>Sub-Section 1.280.81 - Program Director Credentials .....</i>	<i>40</i>
Section 1.320 - Faculty, EMT Lead Instructor .....	41
<i>Sub-Section 1.320.12 - EMT Lead Instructor Requirements .....</i>	<i>41</i>
<i>Sub-Section 1.320.24 - EMT Lead Instructor Minimum Qualifications.....</i>	<i>41</i>
<i>Sub-Section 1.320.36 - EMT Lead Instructor Description of Duties.....</i>	<i>41</i>
<i>Sub-Section 1.320.48 - EMT Lead Instructor Appointment / Acceptance Letter.....</i>	<i>43</i>
<i>Sub-Section 1.320.60 - EMT Lead Instructor Appointment / Acceptance Letter.....</i>	<i>44</i>
<i>Sub-Section 1.320.72 - EMT Lead Instructor Curriculum Vitae .....</i>	<i>45</i>
<i>Sub-Section 1.320.84 - EMT Lead Instructor Credentials .....</i>	<i>45</i>
Section 1.360 - Faculty, Paramedic Lead Instructor.....	46
<i>Sub-Section 1.360.14 - Paramedic Lead Instructor Requirements.....</i>	<i>46</i>

<i>Sub-Section 1.360.28 - Paramedic Lead Instructor Minimum Qualifications .....</i>	<i>46</i>
<i>Sub-Section 1.360.42 - Paramedic Lead Instructor Description of Duties .....</i>	<i>46</i>
<i>Sub-Section 1.360.56 - Paramedic Lead Instructor Appointment / Acceptance Letter .....</i>	<i>48</i>
<i>Sub-Section 1.360.70 - Paramedic Lead Instructor Curriculum Vitae .....</i>	<i>49</i>
<i>Sub-Section 1.360.84 - Paramedic Lead Instructor Credentials .....</i>	<i>49</i>
Section 1.400 - Faculty, Field Training Officers .....	50
<i>Sub-Section 1.400.19 - FTO Requirements .....</i>	<i>50</i>
<i>Sub-Section 1.400.38 - FTO Qualifications .....</i>	<i>51</i>
<i>Sub-Section 1.400.57 - FTO Description of Duties .....</i>	<i>51</i>
<i>Sub-Section 1.400.76 - FTO Job Description .....</i>	<i>51</i>
Section 1.440 - Faculty, Guest Instructors .....	52
<i>Sub-Section 1.440.16 - Guest Instructor Requirements .....</i>	<i>52</i>
<i>Sub-Section 1.440.32 - Guest Instructor Minimum Qualifications .....</i>	<i>52</i>
<i>Sub-Section 1.440.48 - Guest Instructor Description of Duties .....</i>	<i>52</i>
<i>Sub-Section 1.440.64 - Guest Instructor Curriculum Vitae .....</i>	<i>53</i>
<i>Sub-Section 1.440.80 - Guest Instructor Access to Curriculum .....</i>	<i>53</i>
Section 1.480 - EMS Education Advisory Board .....	54
<i>Sub-Section 1.480.33 - Advisory Board Standard Meeting Agenda .....</i>	<i>54</i>
<i>Sub-Section 1.480.66 - Advisory Board Members .....</i>	<i>55</i>
Section 1.520 - Physical Facilities .....	56
<i>Sub-Section 1.520.33 - Classroom Descriptions .....</i>	<i>56</i>
<i>Sub-Section 1.520.66 - Available Equipment and Supplies .....</i>	<i>56</i>
Section 1.560 - Program Evaluations .....	58
<i>Sub-Section 1.560.16 - Student Evaluations .....</i>	<i>58</i>
<i>Sub-Section 1.560.32 - Instructor and Course Evaluations .....</i>	<i>59</i>
<i>Sub-Section 1.560.48 - Program Resource Survey Completed by Students .....</i>	<i>60</i>
<i>Sub-Section 1.560.64 - Program Resource Survey Completed by Program Personnel .....</i>	<i>60</i>
<i>Sub-Section 1.560.80 - Employer Survey .....</i>	<i>60</i>
Section 1.600 - Satellite Programs .....	61
Section 1.640 - Use of Accreditation Numbers .....	61
Section 1.680 - Course and Student Records .....	61
Section 1.720 - Academy Statistics .....	61
Section 1.760 - Training Roster Form .....	62
Section 1.780 - Academy Chapter Grade Entry Form .....	63
Section 1.800 - Sample Certificate of Completion .....	64
<b>Part 2 - Student Manual .....</b>	<b>65</b>
Section 2.040 - Admission Criteria .....	65
Section 2.080 - Fair Practices .....	66
Section 2.120 - Non-Discrimination .....	67
Section 2.160 - Course Fees .....	68
<i>Sub-Section 2.160.50 - VA Delayed Payment Compliance .....</i>	<i>68</i>
Section 2.200 - Refund Policy .....	70
<i>Sub-Section 2.200.24 - Veterans Affairs Refund Policy .....</i>	<i>70</i>
<i>Sub-Section 2.200.48 - Application Fee Refund Policy .....</i>	<i>70</i>
<i>Sub-Section 2.200.72 - Tuition Refund Policy .....</i>	<i>70</i>
Section 2.240 - Student Withdrawal Policy .....	71

Section 2.280 - Attendance Policy.....	72
<i>Sub-Section 2.280.19 - Medical Absences .....</i>	<i>72</i>
<i>Sub-Section 2.280.38 - Tardiness .....</i>	<i>72</i>
<i>Sub-Section 2.280.57 - Visitors.....</i>	<i>73</i>
<i>Sub-Section 2.280.76 - Interruptions .....</i>	<i>73</i>
Section 2.320 - Dress Code.....	74
<i>Sub-Section 2.320.24 - Student Employees.....</i>	<i>74</i>
<i>Sub-Section 2.320.48 - Student Uniforms Outside Class.....</i>	<i>74</i>
<i>Sub-Section 2.320.72 - Polo Shirt Style Details .....</i>	<i>75</i>
Section 2.360 - Class Cancellation Policy .....	76
Section 2.400 - Academic Integrity .....	77
Section 2.440 - Student Dismissal .....	78
<i>Sub-Section 2.440.24 - Infractions List.....</i>	<i>78</i>
<i>Sub-Section 2.440.48 - Academic Dishonesty.....</i>	<i>79</i>
<i>Sub-Section 2.440.72 - Social Media.....</i>	<i>79</i>
Section 2.480 - Appeal and Grievance Procedure .....	80
Section 2.520 - Academic Criteria: Grading and Examination Policies.....	81
Section 2.560 - Remedial Education.....	82
Section 2.600 - Health and Safety Procedures.....	83
<i>Sub-Section 2.600.33 - Clinical Exposures.....</i>	<i>83</i>
<i>Sub-Section 2.600.66 - Patient Protection.....</i>	<i>83</i>
Section 2.640 - Drug and Substance Use and Abuse.....	84
Section 2.680 - Certification Requirements.....	85
<i>Sub-Section 2.680.50 - Trouble Passing Exams? .....</i>	<i>86</i>
Section 2.720 - Generic Education Calendar.....	87
<i>Sub-Section 2.720.24 - Spring Trimester Education Calendar .....</i>	<i>87</i>
<i>Sub-Section 2.720.48 - Summer Trimester Education Calendar.....</i>	<i>88</i>
<i>Sub-Section 2.720.72 - Fall Trimester Education Calendar .....</i>	<i>89</i>
Section 2.760 - Photo and Video Release.....	90
Section 2.800 - Authorization for Release of Information .....	91
Section 2.840 - Policy Manual Acknowledgment .....	92
<b>Part 3 - Policy Manuals / Syllabi .....</b>	<b>93</b>
Section 3.070 - Continuing Education Courses .....	94
<i>Sub-Section 3.070.19 - CE Program Faculty .....</i>	<i>94</i>
<i>Sub-Section 3.070.38 - CE Curriculum Purpose .....</i>	<i>94</i>
<i>Sub-Section 3.070.57 - CE Curriculum .....</i>	<i>94</i>
<i>Sub-Section 3.070.76 - BEMS Core Requirements for Re-Licensure .....</i>	<i>94</i>
Section 3.140 - Life Support Courses.....	95
Section 3.210 - EMD Academy.....	97
<i>Sub-Section 3.210.11 - EMD Academy Goal.....</i>	<i>97</i>
<i>Sub-Section 3.210.22 - EMD Academy Faculty.....</i>	<i>97</i>
<i>Sub-Section 3.210.33 - EMD Academy Curriculum Purpose.....</i>	<i>97</i>
<i>Sub-Section 3.210.44 - EMD Academy Curriculum .....</i>	<i>98</i>
<i>Sub-Section 3.210.55 - EMS 101 (Emergency Medical Dispatching) Course.....</i>	<i>98</i>
<i>Sub-Section 3.210.66 - EMD Academy Examination Requirements .....</i>	<i>98</i>
<i>Sub-Section 3.210.77 - EMD Academy Clinical Requirements .....</i>	<i>98</i>

<i>Sub-Section 3.210.88 - EMD Student Clinical Evaluation Cards .....</i>	<i>99</i>
Section 3.280 - EMR Academy .....	101
<i>Sub-Section 3.280.09 - EMR Academy Goal .....</i>	<i>101</i>
<i>Sub-Section 3.280.18 - EMR Academy Faculty .....</i>	<i>101</i>
<i>Sub-Section 3.280.27 - EMR Academy Curriculum Purpose .....</i>	<i>102</i>
<i>Sub-Section 3.280.36 - EMR Academy Curriculum.....</i>	<i>102</i>
<i>Sub-Section 3.280.45 - EMS 201 (Emergency Medical Response) Course .....</i>	<i>103</i>
<i>Sub-Section 3.280.54 - EMR Academy Examination Requirements .....</i>	<i>103</i>
<i>Sub-Section 3.280.63 - EMR Academy Academic Progress .....</i>	<i>104</i>
<i>Sub-Section 3.280.72 - EMR Academy Clinical Requirements .....</i>	<i>104</i>
<i>Sub-Section 3.280.81 - EMR Student Clinical Evaluation Cards.....</i>	<i>105</i>
Section 3.350 - EMT Academy .....	107
<i>Sub-Section 3.350.04 - EMT Academy Goal.....</i>	<i>107</i>
<i>Sub-Section 3.350.08 - EMT Academy Faculty .....</i>	<i>109</i>
<i>Sub-Section 3.350.12 - EMT Academy Curriculum Purpose.....</i>	<i>111</i>
<i>Sub-Section 3.350.16 - EMT Academy Curriculum.....</i>	<i>111</i>
<i>Sub-Section 3.350.20 - EMT Academy Prerequisites .....</i>	<i>112</i>
<i>Sub-Section 3.350.24 - EMT Academy Functional Abilities Required.....</i>	<i>112</i>
<i>Sub-Section 3.350.28 - EMT Academy Tuition Details .....</i>	<i>114</i>
<i>Sub-Section 3.350.32 - Rick Seiner Memorial EMT Academy Scholarship .....</i>	<i>115</i>
<i>Sub-Section 3.350.36 - EMT Academy Application and Selection Process.....</i>	<i>118</i>
<i>Sub-Section 3.350.40 - EMT Academy Experiential Learning .....</i>	<i>118</i>
<i>Sub-Section 3.350.44 - EMT Academy Classroom Details.....</i>	<i>119</i>
<i>Sub-Section 3.350.48 - EMT Academy Simulation Requirements .....</i>	<i>119</i>
<i>Sub-Section 3.350.52 - EMT Academy Academic Progress .....</i>	<i>120</i>
<i>Sub-Section 3.350.56 - EMT Academy Grade Calculation .....</i>	<i>120</i>
<i>Sub-Section 3.350.60 - Certifications Gained after Completion of the EMT Academy .....</i>	<i>121</i>
<i>Sub-Section 3.350.64 - EMT Academy Examination and Graduation Requirements .....</i>	<i>122</i>
<i>Sub-Section 3.350.68 - Tips to Succeed on an EMT Academy Exam .....</i>	<i>123</i>
<i>Sub-Section 3.350.72 - EMT Academy Clinical Requirements.....</i>	<i>124</i>
<i>Sub-Section 3.350.76 - EMS 301 (Emergency Medical Technology) Course .....</i>	<i>127</i>
<i>Sub-Section 3.350.80 - EMS 306 (Emergency Medical Technology Clinical Experience) Course .....</i>	<i>130</i>
<i>Sub-Section 3.350.84 - EMT Student Clinical Evaluation Cards.....</i>	<i>132</i>
<i>Sub-Section 3.350.92 - EMT Academy Terminal Competency Form .....</i>	<i>133</i>
Section 3.420 - AEMT Academy .....	135
<i>Sub-Section 3.420.33 - EMS 401 (Advanced Emergency Medical Technology) Course.....</i>	<i>135</i>
<i>Sub-Section 3.420.66 - EMS 406 (Advanced Emergency Medical Technology Clinical Experience) Course .....</i>	<i>135</i>
Section 3.490 - Paramedic Academy .....	137
<i>Sub-Section 3.490.02 - Paramedic Academy Goal.....</i>	<i>137</i>
<i>Sub-Section 3.490.04 - Paramedic Academy Accreditation .....</i>	<i>138</i>
<i>Sub-Section 3.490.06 - Paramedic Academy Faculty.....</i>	<i>139</i>
<i>Sub-Section 3.490.08 - Paramedic Academy Curriculum Purpose .....</i>	<i>140</i>
<i>Sub-Section 3.490.10 - Paramedic Academy Curriculum .....</i>	<i>141</i>
<i>Sub-Section 3.490.12 - Paramedic Academy Prerequisites.....</i>	<i>142</i>
<i>Sub-Section 3.490.14 - Paramedic Academy Functional Abilities Required .....</i>	<i>143</i>

<i>Sub-Section 3.490.16 - Paramedic Academy Tuition Details</i>	145
<i>Sub-Section 3.490.18 - Chris Loderhose Memorial Paramedic Academy Work-Study Program</i>	146
<i>Sub-Section 3.490.20 - Paramedic Academy Application and Selection Process</i>	151
<i>Sub-Section 3.490.22 - Paramedic Academy Experiential Learning</i>	151
<i>Sub-Section 3.490.23 - Advanced EMT Advanced Placement</i>	152
<i>Sub-Section 3.490.24 - Paramedic Academy Military Advanced Placement</i>	152
<i>Sub-Section 3.490.26 - Paramedic Academy Registered Nurse Advanced Placement</i>	154
<i>Sub-Section 3.490.28 - Non-Accredited Paramedic Graduate Advanced Placement</i>	155
<i>Sub-Section 3.490.30 - Paramedic Academy Anatomy and Physiology Transfer Credit</i>	155
<i>Sub-Section 3.490.32 - Paramedic Academy Retake Advanced Placement</i>	156
<i>Sub-Section 3.490.34 - Paramedic Academy Classroom Details</i>	157
<i>Sub-Section 3.490.36 - Paramedic Academy Applied Research Project</i>	161
<i>Sub-Section 3.490.38 - Paramedic Academy Academic Progress</i>	162
<i>Sub-Section 3.490.40 - Paramedic Academy Grade Calculation</i>	164
<i>Sub-Section 3.490.42 - Certifications Gained after Completion of the Paramedic Academy</i>	166
<i>Sub-Section 3.490.44 - Paramedic Academy Examination and Graduation Requirements</i>	167
<i>Sub-Section 3.490.46 - Paramedic Academy Laboratory, Scenario, and Simulation Requirements</i>	168
<i>Sub-Section 3.490.48 - Paramedic Academy Clinical Requirements</i>	172
<i>Sub-Section 3.490.50 - EMS 501 (Paramedicine I) Course</i>	176
<i>Sub-Section 3.490.52 - EMS 506 (Paramedicine Clinical Experience I) Course</i>	183
<i>Sub-Section 3.490.54 - Paramedic Clinical Evaluation Cards</i>	187
<i>Sub-Section 3.490.56 - BIO 111 (Anatomy and Physiology I) Course</i>	188
<i>Sub-Section 3.490.58 - EMS 511 (Paramedicine II) Course</i>	189
<i>Sub-Section 3.490.60 - EMS 516 (Paramedicine Clinical Experience II) Course</i>	195
<i>Sub-Section 3.490.62 - BIO 211 (Anatomy and Physiology II) Course</i>	202
<i>Sub-Section 3.490.64 - EMS 521 (Paramedicine III) Course</i>	203
<i>Sub-Section 3.490.66 - EMS 526 (Paramedicine Field Experience) Course</i>	210
<i>Sub-Section 3.490.68 - Paramedic Field Experience Evaluation Cards</i>	212
<i>Sub-Section 3.490.70 - EMS 536 (Paramedicine Field Internship) Course</i>	213
<i>Sub-Section 3.490.72 - Paramedic Field Internship Mentor Approval Form</i>	215
<i>Sub-Section 3.490.74 - Paramedic Field Internship Evaluation Cards</i>	218
<i>Sub-Section 3.490.76 - Paramedic Academy Terminal Competency Form</i>	219
<b>Section 3.560 - Critical Care Paramedic Academy</b>	221
<i>Sub-Section 3.560.33 - EMS 601 (Critical Care Paramedicine) Course</i>	221
<i>Sub-Section 3.560.66 - EMS 606 (Critical Care Paramedicine Clinical Experience) Course</i>	221
<b>Section 3.630 - Community Paramedic Academy</b>	223
<i>Sub-Section 3.630.33 - EMS 701 (Community Paramedicine) Course</i>	223
<i>Sub-Section 3.630.66 - EMS 706 (Community Paramedicine Clinical Experience) Course</i>	223
<b>Section 3.700 - CMH EMS Employee Onboarding Academy</b>	225
<i>Sub-Section 3.700.08 - Welcome</i>	225
<i>Sub-Section 3.700.16 - EMS Onboarding Packet</i>	225
<i>Sub-Section 3.700.24 - Onboarding Documentation Software</i>	226
<i>Sub-Section 3.700.32 - Tips for New Hires</i>	227
<i>Sub-Section 3.700.40 - CMH EMS History</i>	227
<i>Sub-Section 3.700.48 - EMS Onboarding Academy Faculty</i>	229

<i>Sub-Section 3.700.56 - Station Locations</i> .....	231
<i>Sub-Section 3.700.64 - Important Phone Numbers and Codes</i> .....	232
<i>Sub-Section 3.700.72 - Demographic Form</i> .....	234
<i>Sub-Section 3.700.80 - EMS 801 (CMH EMS Onboarding) Course</i> .....	235
<i>Sub-Section 3.700.84 - Completion Signatures</i> .....	236
<i>Sub-Section 3.700.88 - New Hire Clinical Evaluation Cards</i> .....	237
Section 3.770 - Supervising Officer Academy .....	239
<i>Sub-Section 3.770.50 - EMS 901 (Supervising EMS Officer) Course</i> .....	239
Section 3.840 - Managing Officer Academy .....	241
<i>Sub-Section 3.840.50 - EMS 1001 (Managing EMS Officer) Course</i> .....	241
Section 3.910 - Executive Officer Academy .....	243
<i>Sub-Section 3.910.50 - EMS 1101 (Executive EMS Officer) Course</i> .....	243
<b>Part 4 - Appendix</b> .....	<b>245</b>
Section 4.240 - References .....	245
Section 4.480 - Change Log .....	247
<i>Sub-Section 4.480.01 - Version 1 (Aristotle)</i> .....	247
<i>Sub-Section 4.480.02 - Changes from Version 1 to Version 2 (Browne)</i> .....	247
<i>Sub-Section 4.480.03 - Changes from Version 2 to Version 3 (Confucius)</i> .....	248
<i>Sub-Section 4.480.04 - Changes from Version 3 to Version 4 (Deming)</i> .....	249
<i>Sub-Section 4.480.05 - Changes from Version 4 to Version 5 (Escalante)</i> .....	250
<i>Sub-Section 4.480.06 - Changes from Version 5 to Version 6 (Froebel)</i> .....	252
<i>Sub-Section 4.480.07 - Changes from Version 6 to Version 7 (Galilee)</i> .....	253
<i>Sub-Section 4.480.08 - Changes from Version 7 to Version 8 (Khan)</i> .....	254
<i>Sub-Section 4.480.09 - Changes from Version 8 to Version 9 (Locke)</i> .....	255
<i>Sub-Section 4.480.10 - Changes from Version 9 to Version 10 (Mann)</i> .....	256
<i>Sub-Section 4.480.11 - Changes from Version 10 to Version 11 (Nye)</i> .....	257
<i>Sub-Section 4.480.12 - Changes from Version 11 to Version 12 (Pythagoras)</i> .....	260
<i>Sub-Section 4.480.13 - Changes from Version 12 to Version 13 (Quadir)</i> .....	261
Section 4.720 - Index .....	263





## **Part 1 - Administration Manual**

### **Section 1.040 - Mission Statements**

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

## **Section 1.080 - Accreditation Standards**

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

The following sections are organized according to those accreditation Standards and Guidelines, which are the minimum standards of quality used in accrediting programs that prepare individuals to enter the Emergency Medical Services professions.

<b>CAAHEP Standard</b>	<b>Standard Details</b>	<b>Documentation of meeting the standard</b>
CAAHEP Standard I.A. - Sponsoring Institution	A sponsoring institution must be at least one of the following, and must either award credit for the program or have an articulation agreement with an accredited post-secondary institution. A post-secondary academic institution accredited by an institutional accrediting agency that is recognized by the U.S. Department of Education, and authorized under applicable law or other acceptable authority to provide a post-secondary program, which awards a minimum of a diploma / certificate at the completion of the program.	Articulation agreements with Southwest Baptist University (SBU) and Bolivar Technical College (BTC) are on file with the Program Director. Copies of associated accreditation are also on file.
	The Sponsor must ensure that the provisions of these Standards and Guidelines are met.	Section 1.480 - EMS Education Advisory Board (page 54).  The Advisory Board has representation from sponsoring institutions.
		Minutes of Advisory Board meetings are on file with the Program Director which reflect reviewing standards and guidelines and accreditation status.

CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard II.A. - Program Goals and Outcomes	There must be a written statement of the program's goals and learning domains consistent with and responsive to the demonstrated needs and expectations of the various communities of interest served by the educational program.	Sub-Section 3.490.02 - Paramedic Academy Goal (page 137).
	<p>The communities of interest that are served by the program must include, but are not limited to: students, graduates, faculty, sponsor administration, hospital/clinic representatives, employers, police and/or fire services with a role in EMS services, key governmental officials, physicians, and the public.</p> <p>The Advisory Committee should have significant representation and input from non-program personnel. Advisory committee meetings may include participation by synchronous electronic means.</p>	Section 1.480 - EMS Education Advisory Board (page 54).
	Program-specific statements of goals and learning domains provide the basis for program planning, implementation, and evaluation. Such goals and learning domains must be compatible with the mission of the sponsoring institution(s), the expectations of the communities of interest, and nationally accepted standards of roles and functions. Goals and learning domains are based upon the substantiated needs of health care providers and employers, and the educational needs of the students served by the educational program.	Copies of Advisory Board meeting minutes are on file with the Program Director which reflect approval of program goals.

CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard II.B. - Appropriateness of Goals and Learning Domains	The program must regularly assess its goals and learning domains. Program personnel must identify and respond to changes in the needs and/or expectations of its communities of interest.	Copies of Advisory Board meeting minutes are on file with the Program Director which reflect approval of program goals and learning domains.
	An advisory committee, which is representative of at least each of the communities of interest named in these Standards, must be designated and charged with the responsibility of meeting at least annually, to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change, and to review and endorse the program required minimum numbers of patient contacts.	Section 1.480 - EMS Education Advisory Board (page 54).

CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard II.C. - Minimum Expectations	<p>The program must have the following goal defining minimum expectations</p> <ul style="list-style-type: none"> <li>Paramedic: “To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.”</li> </ul>	Sub-Section 3.490.02 - Paramedic Academy Goal (page 137).
	<ul style="list-style-type: none"> <li>Advanced Emergency Medical Technician: “To prepare competent entry-level Advanced Emergency Medical Technician in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.”</li> </ul>	No AEMT program currently exists
	<p>Programs adopting educational goals beyond entry-level competence must clearly delineate this intent and provide evidence that all students have achieved the basic competencies prior to entry into the field with or without exit points at the Emergency Medical Technician, and/or Emergency Medical Responder levels.</p> <p>Nothing in this Standard restricts programs from formulating goals beyond entry-level competence.</p>	No additional goals have been identified.

CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard III.A.1. - Program Resources	Program resources must be sufficient to ensure the achievement of the program's goals and outcomes.	Section 1.560 - Program Evaluations (page 58).  Results of student, faculty, and employer surveys are on file with the Program Director. Copies of Advisory Board minutes are on file with the Program Director, which reflect reviewing these survey results.
	Resources must include, but are not limited to: faculty; clerical and support staff;	Section 1.240 - Faculty, General (page 35).  Section 1.280 - Faculty, Program Director (page 36).  Section 1.360 - Faculty, Paramedic Lead Instructor (page 46).  Section 1.440 - Faculty, Guest Instructors (page 52).
	curriculum;	Sub-Section 3.490.10 - Paramedic Academy Curriculum (page 141).
	finances;	Section 1.160 - Training Budget (page 29).
	offices; classroom, laboratory, and, ancillary student facilities; equipment; supplies; computer resources; instructional reference materials,	Section 1.520 - Physical Facilities (page 56).
	clinical affiliates;	Copies of all affiliation agreements are on file with the Program Director.
	and faculty/staff continuing education.	Section 1.400 - Faculty, Field Training Officers (page 50).

CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard III.A.2. - Hospital / Clinical Affiliations and Field / Internship Affiliations	<p>For all affiliations, students must have access to adequate numbers of patients, proportionally distributed by age-range, chief complaint and interventions in the delivery of emergency care appropriate to the level of the Emergency Medical Services Profession(s) for which training is being offered.</p> <p>The clinical/field experience/internship resources must ensure exposure to, and assessment and management of the following patients and conditions: adult trauma and medical emergencies; airway management to include endotracheal intubation; obstetrics to include obstetric patients with delivery and neonatal assessment and care; pediatric trauma and medical emergencies including assessment and management; and geriatric trauma and medical emergencies.</p>	<p>Section 1.560 - Program Evaluations (page 58).</p> <p>Results of student, faculty, and employer surveys are on file with the Program Director. Copies of Advisory Board minutes are on file with the Program Director which reflect reviewing these survey results.</p> <p>Section 1.680 - Course and Student Records (page 61).</p> <p>Student records are available to reflect actual number of patient contacts per clinical hour obtained by previous students in all of the listed categories.</p>

CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard III.B.1. - Program Director	<p>The program director must be responsible for all aspects of the program, including, but not limited to:</p> <ol style="list-style-type: none"> <li>1. The administration, organization, and supervision of the educational program,</li> <li>2. The continuous quality review and improvement of the educational program,</li> <li>3. Long range planning and ongoing development of the program,</li> <li>4. The effectiveness of the program, including instruction and faculty, with systems in place to demonstrate the effectiveness of the program,</li> <li>5. Cooperative involvement with the medical director,</li> <li>6. The orientation/training and supervision of clinical and field internship preceptors</li> <li>7. The effectiveness and quality of fulfillment of responsibilities delegated to another qualified individual.</li> </ol> <p>The program director must:</p> <ol style="list-style-type: none"> <li>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. Program Directors should have a minimum of a Master's degree.</li> <li>2. Have appropriate medical or allied health education, training, and experience,</li> <li>3. Be knowledgeable about methods of instruction, testing and evaluation of students,</li> <li>4. Have field experience in the delivery of out-of-hospital emergency care,</li> <li>5. Have academic training and preparation related to emergency medical services at least equivalent to that of a paramedic,</li> <li>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.</li> </ol> <p>For most programs, the program director should be a full-time position.</p>	Section 1.280 - Faculty, Program Director (page 36).



CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard III.B.2. - Medical Director	<p>The medical director must be responsible for medical oversight of the program, and must:</p> <ol style="list-style-type: none"> <li>1. Review and approve the educational content of the program curriculum for appropriateness, medical accuracy, and reflection of current evidence-informed pre-hospital or emergency care practice.</li> <li>2. Review and approve the required minimum numbers for each of the required patient contacts and procedures listed in these Standards.</li> <li>3. Review and approve the instruments and processes used to evaluate students in didactic, laboratory, clinical, and field internship,</li> <li>4. Review the progress of each student throughout the 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.</li> <li>5. Ensure the competence of each graduate of the program in the cognitive, psychomotor, and affective domains,</li> <li>6. Engage in cooperative involvement with the program director,</li> <li>7. Ensure the effectiveness and quality of any Medical Director responsibilities delegated to another qualified physician.</li> <li>8. Ensure educational interaction of physicians with students. The Medical Director interaction should be in a variety of settings, such as lecture, laboratory, clinical, field internship. Interaction may be by synchronous electronic methods.</li> </ol> <p>The Medical Director must:</p> <ol style="list-style-type: none"> <li>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,</li> <li>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,</li> <li>3. Be an active member of the local medical community and participate in professional activities related to out-of-hospital care,</li> <li>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.</li> </ol>	Section 1.200 - Medical Director (page 30).

CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard III.B.5. - Faculty / Instructional Staff	In each location where students are assigned for didactic or clinical instruction or supervised practice, there must be instructional faculty designated to coordinate supervision and provide frequent assessments of the students' progress in achieving acceptable program requirements. The faculty 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 topics to which they are assigned.	Section 1.400 - Faculty, Field Training Officers (page 50).
	For most programs, there should be a faculty member to assist in teaching and/or clinical coordination in addition to the program director. The faculty member should be certified by a nationally recognized certifying organization at an equal or higher level of professional training than the Emergency Medical Services Profession(s) for which training is being offered.	Section 1.440 - Faculty, Guest Instructors (page 52).

CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard III.B.6. - Lead Instructor	<p>When the Program Director delegates specified responsibilities to a lead instructor, that individual must:</p> <ol style="list-style-type: none"> <li>1. Perform duties assigned under the direction and delegation of the program director.</li> <li>2. The Lead Instructor duties may include teaching paramedic or AEMT course(s) and/or assisting in coordination of the didactic, lab, clinical and/or field internship instruction.</li> </ol> <p>The Lead Instructor must possess:</p> <ol style="list-style-type: none"> <li>1. A minimum of an associate degree. Lead Instructors should have a bachelor's degree.</li> <li>2. Professional healthcare credential(s)</li> <li>3. Experience in emergency medicine / prehospital care,</li> <li>4. Knowledge of instructional methods, and</li> <li>5. Teaching experience to deliver content, skills instruction, and remediation.</li> </ol> <p>The Lead Instructor role may also include providing leadership for course coordination and supervision of adjunct faculty/instructors.</p>	Section 1.360 - Faculty, Paramedic Lead Instructor (page 46).

CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard III.C. - Curriculum	<p>The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of classroom, laboratory, clinical/field experience, and field internship activities.</p> <p>Progression of learning must be didactic/laboratory integrated with or followed by clinical/field experience followed by the capstone field internship, which must occur after all core didactic, laboratory, and clinical experience.</p>	<p>Sub-Section 3.490.10 - Paramedic Academy Curriculum (page 141).</p> <p>Sub-Section 3.490.38 - Paramedic Academy Academic Progress (page 162).</p>
	<p>Instruction must be based on clearly written course syllabi that include course description,</p>	<p>Sub-Section 3.490.34 - Paramedic Academy Classroom Details (page 157).</p>
	<p>course objectives,</p>	<p>Sub-Section 3.490.02 - Paramedic Academy Goal (page 137).</p>
	<p>methods of evaluation,</p>	<p>Sub-Section 3.490.40 - Paramedic Academy Grade Calculation (page 164).</p>
	<p>topic outline,</p>	<p>Sub-Section 3.490.50 - EMS 501 (Paramedicine I) Course (page 176).</p> <p>Sub-Section 3.490.58 - EMS 511 (Paramedicine II) Course (page 189).</p> <p>Sub-Section 3.490.64 - EMS 521 (Paramedicine III) Course (page 203).</p>
	<p>and competencies required for graduation.</p>	<p>Sub-Section 3.490.76 - Paramedic Academy Terminal Competency Form (page 219).</p>
	<p>The program must demonstrate by comparison that the curriculum offered meets or exceeds the content and competency of the latest edition of the National EMS Education Standards.</p>	<p>Sub-Section 3.490.10 - Paramedic Academy Curriculum (page 141).</p>
	<p>The program must set and require minimum numbers of patient/skill contacts for each of the required patients and conditions listed in these Standards,</p>	<p>Sub-Section 3.490.46 - Paramedic Academy Laboratory, Scenario, and Simulation Requirements (page 168).</p> <p>Sub-Section 3.490.48 - Paramedic Academy Clinical Requirements (page 172).</p>

CAAHEP Standard	Standard Details	Documentation of meeting the standard
	and at least annually evaluate and document that the established program minimums are adequate to achieve entry-level competency.	Results of student, faculty, and employer surveys are on file with the Program Director. Copies of Advisory Board minutes are on file with the Program Director which reflect reviewing these survey results.
	Further pre-requisites and/or co-requisites should be required to address competencies in basic health sciences (Anatomy and Physiology)	Sub-Section 3.490.56 - BIO 111 (Anatomy and Physiology I) Course (page 188).  Sub-Section 3.490.62 - BIO 211 (Anatomy and Physiology II) Course (page 202).
	and in basic academic skills (English and Mathematics).	Degree requirements for general education courses are specifically listed in each of the articulations agreements which are on file with the Program Director.
	The field internship must provide the student with an opportunity to serve as team leader in a variety of pre-hospital advanced life support emergency medical situations.	Sub-Section 3.490.70 - EMS 536 (Paramedicine Field Internship) Course (page 213).
	AEMT is based on competency, but may be typically 150-250 beyond EMT, which is 150-190, and may be taught separately or combined.	No AEMT program currently exists.

CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard III.D. - Resource Assessment	<p>The program must, at least annually, assess the appropriateness and effectiveness of the resources described in these Standards.</p> <p>The program must include results of resource assessment from at least students, faculty, medical director(s), and advisory committee using the CoAEMSP resource assessment tools.</p> <p>The results of resource assessment must be the basis for ongoing planning and appropriate change. An action plan must be developed when deficiencies are identified in the program resources.</p> <p>Implementation of the action plan must be documented and results measured by ongoing resource assessment.</p>	<p>Section 1.560 - Program Evaluations (page 58).</p> <p>Results of student, faculty, and employer surveys are on file with the Program Director. Copies of Advisory Board minutes are on file with the Program Director which reflect reviewing these survey results.</p>

CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard IV.A. - Student Evaluation	<p>Evaluation of students must be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with valid and timely indications of the students' progress toward and achievement of the competencies and learning domains stated in the curriculum.</p> <p>Achievement of the program competencies required for graduation must be assessed by criterion-referenced, summative, comprehensive final evaluations in all learning domains.</p>	Sub-Section 3.490.40 - Paramedic Academy Grade Calculation (page 164).
	Records of student evaluations must be maintained in sufficient detail to document learning progress and achievements, including all program required minimum competencies in all learning domains in the didactic, laboratory, clinical and field experience/internship phases of the program.	Section 1.680 - Course and Student Records (page 61).
	The program must track and document that each student successfully meets each of the program established minimum patient/skill requirements for the appropriate exit point according to patient age-range, chief complaint, and interventions.	<p>Sub-Section 3.490.46 - Paramedic Academy Laboratory, Scenario, and Simulation Requirements (page 168).</p> <p>Sub-Section 3.490.48 - Paramedic Academy Clinical Requirements (page 172).</p>

CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard IV.B. - Outcomes	<p>The program must periodically assess its effectiveness in achieving its stated goals and learning domains. The results of this evaluation must be reflected in the review and timely revision of the program.</p> <p>Outcomes assessments must include, but are not limited to: national or state credentialing examination(s) performance, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement, and programmatic summative measures (i.e. final comprehensive students evaluations in all learning domains). The program must meet the outcomes assessment thresholds established by the CoAEMSP.</p> <p>“Positive placement” means that the graduate is employed full or part-time in the profession or in a related field; or continuing his/her education; or serving in the military. A related field is one in which the individual is using cognitive, psychomotor, and affective competencies acquired in the educational program.</p> <p>The program must periodically submit to the CoAEMSP the program goal(s), learning domains, evaluation systems (including type, cut score, and appropriateness/validity), outcomes, its analysis of the outcomes, and an appropriate action plan based on the analysis.</p> <p>Programs not meeting the established thresholds must begin a dialogue with the CoAEMSP to develop an appropriate plan of action to respond to the identified shortcomings.</p>	Section 1.720 - Academy Statistics (page 61).



CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard V.A. - Publications and Disclosure	Announcements, catalogs, publications, and advertising must accurately reflect the program offered.	Part 2 - Student Manual (page 56).  Section 3.490 - Paramedic Academy (page 137).
	At least the following must be made known to all applicants and students: 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;	Sub-Section 3.490.04 - Paramedic Academy Accreditation (page 138).
	admissions policies and practices, including technical standards (when used);	Sub-Section 3.490.12 - Paramedic Academy Prerequisites (page 142).  Sub-Section 3.490.20 - Paramedic Academy Application and Selection Process (page 151).
	policies on advanced placement,	Sub-Section 3.490.24 - Paramedic Academy Military Advanced Placement (page 152).  Sub-Section 3.490.26 - Paramedic Academy Registered Nurse Advanced Placement (page 154).  Sub-Section 3.490.28 - Non-Accredited Paramedic Graduate Advanced Placement (page 155).  Sub-Section 3.490.32 - Paramedic Academy Retake Advanced Placement (page 156).
	transfer of credits,	Sub-Section 3.490.30 - Paramedic Academy Anatomy and Physiology Transfer Credit (page 155).
	and credits for experiential learning;	Sub-Section 3.490.22 - Paramedic Academy Experiential Learning (page 151).
	number of credits required for completion of the program;	Sub-Section 3.490.38 - Paramedic Academy Academic Progress (page 162).
	tuition/fees and other costs required to complete the program;	Sub-Section 3.490.16 - Paramedic Academy Tuition Details (page 145).

CAAHEP Standard	Standard Details	Documentation of meeting the standard
	policies and processes for withdrawal and for refunds of tuition/fees.	Section 2.200 - Refund Policy (page 70).
	At least the following must be made known to all students: academic calendar,	Section 2.720 - Generic Education Calendar (page 87).
	student grievance procedure,	Section 2.480 - Appeal and Grievance Procedure (page 80).
	criteria for successful completion of each segment of the curriculum and for graduation,	Sub-Section 3.490.38 - Paramedic Academy Academic Progress (page 162).
	and policies and processes by which students may perform clinical work while enrolled in the program.	Sub-Section 3.490.52 - EMS 506 (Paramedicine Clinical Experience I) Course (page 183).  Sub-Section 3.490.60 - EMS 516 (Paramedicine Clinical Experience II) Course (page 195).  Sub-Section 3.490.66 - EMS 526 (Paramedicine Field Experience) Course (page 209).  Sub-Section 3.490.70 - EMS 536 (Paramedicine Field Internship) Course (page 213).
	The sponsor must maintain, and make available to the public, current and consistent summary information about student/graduate achievement that includes the results of one or more of the outcomes assessments required in these Standards.  The sponsor should develop a suitable means of communicating to the communities of interest the achievement of students/graduates (e.g., through a website or electronic or printed documents).	Section 1.720 - Academy Statistics (page 61).

CAAHEP Standard	Standard Details	Documentation of meeting the standard
CAAHEP Standard V.B. - Lawful and Non-Discriminatory Practices	All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accord with federal and state statutes, rules, and regulations. There must be a faculty grievance procedure made known to all paid faculty.	Refer to CMH Employee Policies.
	A program conducting educational activities in other State(s) must provide documentation to CoAEMSP that the program has successfully informed the state Office of EMS that the program has enrolled students in that state.	No activities occur in other states.
CAAHEP Standard V.C. - Safeguards	The health and safety of patients, students, faculty, and other participants associated with the educational activities of the students must be adequately safeguarded. All activities required in the program must be educational and students must not be substituted for staff.	Sub-Section 3.490.48 - Paramedic Academy Clinical Requirements (page 172).
CAAHEP Standard V.D. - Student Records	Satisfactory records must be maintained for student admission, advisement, counseling, and evaluation. Grades and credits for courses must be recorded on the student transcript and permanently maintained by the sponsor in a safe and accessible location.	Section 1.680 - Course and Student Records (page 61).
CAAHEP Standard V.E. - Substantive Change	The sponsor must report substantive change(s) as described in Appendix A to CAAHEP/CoAEMSP in a timely manner. Additional substantive changes to be reported to CoAEMSP within the time limits prescribed include:  1. Change in sponsorship 2. Change in location 3. Addition of a satellite location 4. Addition of a distance learning program	NA
CAAHEP Standard V.F. - Agreements	There must be a formal affiliation agreement or memorandum of understanding between the sponsor and all other entities that participate in the education of the students describing the relationship, roles, and responsibilities of the sponsor and that entity.	Copies of all articulation and affiliation agreements are on file with the Program Director.

Updated: 1/15/2020 Mission: Version 13 (1/15/20)

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

## **Section 1.160 - Training Budget**

### **Sub-Section 1.160.24 - Training Budget Purpose**

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

### **Sub-Section 1.160.48 - Annual Budgets**

<b>Fiscal Year</b>	<b>Budgeted Expenses</b>	<b>Budgeted Income</b>	<b>Budgeted Profit</b>	<b>Notes</b>
2016-2017	\$8,000	\$0	-\$8,000	Integrated into the operations budget
2017-2018	\$206,000	\$117,000	-\$89,000	First year for standalone EMS Education Department
2018-2019	\$165,000	\$129,000	-\$36,000	
2019-2020	\$187,000	\$90,000	-\$97,000	

Note: CMH fiscal year starts June 1<sup>st</sup>.

## **Section 1.200 - Medical Director**

### **Sub-Section 1.200.11 - 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.

### **Sub-Section 1.200.22 - 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.

### **Sub-Section 1.200.33 - 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.

### **Sub-Section 1.200.44 - 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

**Sub-Section 1.200.55 - Medical Director Appointment Letter**

Date: August 1<sup>st</sup>, 2019

Tony Cauchi  
1500 N Oakland Ave.  
Bolivar, MO 65613

Re: MD Appointment/Acceptance


Dear Dr. Cauchi:

Citizens Memorial Hospital is delighted to appoint Tony Cauchi, MD to serve as Medical Director effective August 1<sup>st</sup>, 2019.

Dr. Cauchi 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

8-21-19

Date



**Sub-Section 1.200.66 - Medical Director Acceptance Letter**

Date: August 1<sup>st</sup>, 2019

Donald Babb  
1500 N Oakland Ave.  
Bolivar, MO 65613

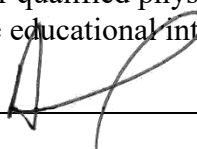
Re: MD Appointment/Acceptance

Dear Mr. Babb:

I, Tony Cauchi 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

1 Aug 2019  
\_\_\_\_\_  
Date

### **Sub-Section 1.200.77 - Medical Director Curriculum Vitae**

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

### **Sub-Section 1.200.88 - Medical Director Credentials**

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

## **Section 1.240 - Faculty, General**

### **Sub-Section 1.240.33 - 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.

### **Sub-Section 1.240.66 - 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 1.280 - Faculty, Program Director**

### **Sub-Section 1.280.09 - 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).

### **Sub-Section 1.280.18 - 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.

### **Sub-Section 1.280.27 - 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.

### **Sub-Section 1.280.36 - 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.

### **Sub-Section 1.280.45 - Program Director Job Description**

The official job description for the Director of the EMS Education Department can be found on the CMH Intranet at: F:\Depts\Pre-Hospital\Clinical\Professional Development\job descriptions

**Sub-Section 1.280.54 - Program Director Appointment Letter**

Date: February 1st, 2017

Theron Becker  
1500 N Oakland Ave.  
Bolivar, MO 65613

Re: PD Appointment/Acceptance

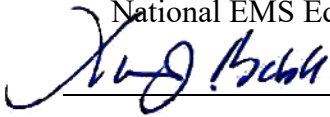
Dear Mr. Becker:

Citizens Memorial Hospital is delighted to appoint Theron Becker, MMPA, EFO, BS-FPE, NRP to serve as Program Director effective February 1st, 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

2-23-17

Date

**Sub-Section 1.280.63 - Program Director Acceptance Letter**

Date: February 1st, 2017

Donald Babb  
1500 N Oakland Ave.  
Bolivar, MO 65613

Re: PD Appointment/Acceptance

Dear Mr. Babb:

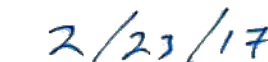
I, Theron Becker attest that I do meet or exceed the above listed qualification for the position of Program Director and do hereby accept this appointment to perform the responsibilities of the position as described in the CAAHEP Standards and Guidelines (Standards III.B.1).

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

### **Sub-Section 1.280.72 - Program Director Curriculum Vitae**

A separate document is maintained by the program director containing all curriculum vitae. Theron's full bio and curriculum vitae can be found here: <http://ozarksems.com/theron-resume.php>.

### **Sub-Section 1.280.81 - Program Director Credentials**

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



## **Section 1.320 - Faculty, EMT Lead Instructor**

### **Sub-Section 1.320.12 - 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).

### **Sub-Section 1.320.24 - 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.

### **Sub-Section 1.320.36 - 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.

**Sub-Section 1.320.48 - EMT Lead Instructor Appointment / Acceptance Letter**

Date: June 8th, 2018

Ryan 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 7th, 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.

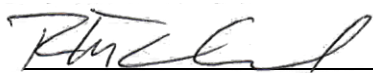


Signature of Director of EMS Education

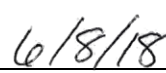


Date

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).



Signature of Appointee



Date

**Sub-Section 1.320.60 - EMT Lead Instructor Appointment / Acceptance Letter**

Date: June 8th, 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 7th, 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:

5. Professional healthcare credential(s).
6. Experience in emergency medicine and prehospital care.
7. Knowledge of instructional methods.
8. Teaching experience to deliver content, skills instruction, and remediation.

Theron Becker

Signature of Director of EMS Education

6/8/18

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).

Bobby OKeefe

Signature of Appointee

6-8-18

Date

### **Sub-Section 1.320.72 - EMT Lead Instructor Curriculum Vitae**

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

### **Sub-Section 1.320.84 - EMT Lead Instructor Credentials**

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

## **Section 1.360 - Faculty, Paramedic Lead Instructor**

### **Sub-Section 1.360.14 - 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).

### **Sub-Section 1.360.28 - 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.

### **Sub-Section 1.360.42 - 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.

**Sub-Section 1.360.56 - Paramedic Lead Instructor Appointment / Acceptance Letter**

Date: February 1st, 2017

Theron Becker  
1500 N Oakland Ave.  
Bolivar, MO 65613

Re: Paramedic Lead Instructor Appointment/Acceptance

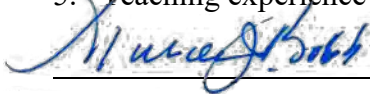
Dear Mr. Becker:

Citizens Memorial Hospital is delighted to appoint Theron Becker, MMPA, EFO, BS-FPE, NRP to serve as Paramedic Lead Instructor effective February 1st, 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

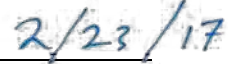


Date

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



Date



### **Sub-Section 1.360.70 - Paramedic Lead Instructor Curriculum Vitae**

A separate document is maintained by the program director containing all curriculum vitae. Theron's full bio an curriculum vitae can be found here: <http://ozarksems.com/theron-resume.php>.

### **Sub-Section 1.360.84 - Paramedic Lead Instructor Credentials**

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

## **Section 1.400 - Faculty, Field Training Officers**

Field Training Officers (FTOs) serve as preceptors for students and new hires.

- Advanced FTOs are ALS-level providers and educators. Paramedic students and Paramedic new-hires are assigned shifts with ALS FTOs.
- Basic FTOs 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 BLS FTOs.

### **Sub-Section 1.400.19 - FTO Requirements**

#### **PREREQUISITES TO BE ELIGIBLE FOR FTO STATUS:**

- CMH employee for at least one year.
- Licensed at the desired FTO level for at least two years. For example, a new paramedic can still be a BLS FTO if it has been at least two years since they got their EMT license.
- Complete required Platinum preceptor education. This education is only valid for 12 months and must be repeated for the next year.
  - “Platinum Ed EMS Preceptor Training”
  - “CMH EMS Ambulance Preceptor Orientation”
- Attain at least a 90% successful completion rate of the monthly protocol quizzes over the previous 12 months.
- Attain at least a 70% top box score on student satisfaction over the previous 12 months. If less than 70%, an action plan may be developed on a case-by-case basis for improvement.
- Attain at least a 70% average score on ePCR quality assurance evaluations over the previous 12 months.

#### **FTO STATUS APPROVAL:**

- After meeting all prerequisites above, the FTO applicant must be recommended by their direct supervisor. This recommendation is only valid for 12 months. This recommendation may be rescinded at any time by the direct supervisor and FTO status will be revoked.

#### **FTO STATUS MAINTENANCE:**

Annually, all FTOs shall be re-evaluated for eligibility status. Those that maintain all of the eligibility requirements must repeat the following:

- Repeat the required Platinum preceptor education.
- Direct supervisor must recommend the FTO applicant again for the next 12 months.

### **Sub-Section 1.400.38 - FTO 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.
- ALS FTOs have been a Paramedic for at least two years, CMH employee for at least one year, and have been recommended by their direct supervisor.
- BLS FTOs have been an EMT for at least two years, CMH employee for at least one year, and have been recommended by their direct supervisor.

### **Sub-Section 1.400.57 - FTO 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.

### **Sub-Section 1.400.76 - FTO Job Description**

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

## **Section 1.440 - Faculty, Guest Instructors**

### **Sub-Section 1.440.16 - 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.

### **Sub-Section 1.440.32 - 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.

### **Sub-Section 1.440.48 - 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.

#### **Sub-Section 1.440.64 - Guest Instructor Curriculum Vitae**

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

#### **Sub-Section 1.440.80 - Guest Instructor Access to Curriculum**

Guest instructor accounts have been created on the online platforms where curriculums are utilized for various academies:

<http://jblearning.com>

- User: [guest.instructor@ozarksems.com](mailto:guest.instructor@ozarksems.com)
- Pass: guest.instructor

## **Section 1.480 - EMS Education Advisory Board**

### **Sub-Section 1.480.33 - Advisory Board Standard Meeting Agenda**

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

- Review of Advisory Board Purpose and Responsibilities.
- Previous meeting minutes approval.
- Previous trimester's accomplishments.
  - Presentation of graphs.
  - New training equipment.
  - Academy reports:
    - Outcome data
    - Graduate surveys
    - Employer surveys
    - Resource assessment matrix
    - Instructor evaluations
    - Faculty surveys
- Review and approve (if changed):
  - Accreditation status
  - Program goals
  - Minimum requirements
  - Instructor/Preceptor changes
  - Clinical affiliation changes
  - Faculty development
  - Action plans for improvement
- Projected accomplishments for next trimester.
  - Community / first responder education.
  - CMH EMS employee education.
  - EMT Academy.
  - Paramedic Academy.
- Long range planning discussion
- Open discussion and questions from the board.
- Next meeting date/time.

Meeting date:\_\_\_\_\_

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

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

### **Sub-Section 1.480.66 - Advisory Board Members**

Check if they are present:

<b>Category</b>	<b>Title</b>	<b>Name</b>	<b>Email</b>	
EMS Employers	CMH EMS Director	Neal Taylor	<a href="mailto:neal.taylor@citizensmemorial.com">neal.taylor@citizensmemorial.com</a> ;	<input type="checkbox"/>
Facilitator	Program Director	Theron Becker	<a href="mailto:theron.becker@citizensmemorial.com">theron.becker@citizensmemorial.com</a> ;	<input type="checkbox"/>
Governmental Officials	EMA Director	Robert Dickson	<a href="mailto:emadirector@polkcountymo.org">emadirector@polkcountymo.org</a> ;	<input type="checkbox"/>
Hospital Administration	CMH Chief Nursing Officer	Sarah Hanak	<a href="mailto:sarah.hanak@citizensmemorial.com">sarah.hanak@citizensmemorial.com</a> ;	<input type="checkbox"/>
	CMH ER Director	Steffanie Haertling	<a href="mailto:steffanie.haertling@citizensmemorial.com">steffanie.haertling@citizensmemorial.com</a> ;	<input type="checkbox"/>
	CMH ER Education Coordinator	Alicia Zacher	<a href="mailto:alicia.zacher@citizensmemorial.com">alicia.zacher@citizensmemorial.com</a> ;	<input type="checkbox"/>
Paramedic Students	2019 CMH Paramedic Student	Goldie Masters	<a href="mailto:goldie.masters@citizensmemorial.com">goldie.masters@citizensmemorial.com</a> ;	<input type="checkbox"/>
	2019 CMH Paramedic Student	Brent Wallen	<a href="mailto:brent.wallen@citizensmemorial.com">brent.wallen@citizensmemorial.com</a> ;	<input type="checkbox"/>
	2018 CMH Paramedic Student	Albert Sherrer	<a href="mailto:ajsherrer44@gmail.com">ajsherrer44@gmail.com</a> ;	<input type="checkbox"/>
	2018 CMH Paramedic Student	Dawn Sloan	<a href="mailto:dawn.sloan@citizensmemorial.com">dawn.sloan@citizensmemorial.com</a> ;	<input type="checkbox"/>
	2018 Jackson County Paramedic Graduate	Allison Young	<a href="mailto:anyoung5@gmail.com">anyoung5@gmail.com</a> ;	<input type="checkbox"/>
	2016 Mercy Paramedic Graduate	Brice Flynn	<a href="mailto:brice.flynn@citizensmemorial.com">brice.flynn@citizensmemorial.com</a> ;	<input type="checkbox"/>
Physicians	CMH Medical Director	Dr. Tony Cauchi	<a href="mailto:tony@triadphysiciansolutions.com">tony@triadphysiciansolutions.com</a> ;	<input type="checkbox"/>
Police and Fire Services	Bolivar Fire Interim Chief	Brent Watkins	<a href="mailto:bwatkins@bolivar.mo.us">bwatkins@bolivar.mo.us</a> ;	<input type="checkbox"/>
Public		Kermit Hargis	<a href="mailto:pocoe@windstream.net">pocoe@windstream.net</a> ;	<input type="checkbox"/>
Sponsor Administration	BTC President	Charlotte Gray	<a href="mailto:cgray@texascountytech.edu">cgray@texascountytech.edu</a> ;	<input type="checkbox"/>
	SBU Provost	Dr. Lee Skinkle	<a href="mailto:lsinkle@sbuniv.edu">lsinkle@sbuniv.edu</a> ;	<input type="checkbox"/>

## **Section 1.520 - Physical Facilities**

### **Sub-Section 1.520.33 - Classroom Descriptions**

EMS Classrooms - 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.

EMS Classrooms - Stockton: Available for use is one classroom at the EMS station in Stockton. This classroom has desks and chairs for approximately 20 students. The classroom is wheelchair user accessible.

CMH Community Rooms - 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.

BTC Classrooms - Bolivar: 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.

### **Sub-Section 1.520.66 - Available Equipment and Supplies**

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.

#### **EQUIPMENT DEDICATED TO EMS EDUCATION**

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.



**High-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://ozarksems.com/library.php>.

**Other Equipment:**

- Projectors, Data (4)
- Numerous expired and otherwise out of service equipment and supplies
- Android tablet devices for students (12)

**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

**EQUIPMENT AVAILABLE (NOT DEDICATED TO TRAINING)**

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

## **Section 1.560 - Program Evaluations**

### **Sub-Section 1.560.16 - 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.

#### **WRITTEN AND ELECTRONIC TESTS (COGNITIVE ASSESSMENTS)**

##### **Definitions:**

- Quiz - Normally no point value. Student self-assessments.
- Test - Lowest point value for chapter or similar assessments.
- Exam - Medium point value for module or similar assessments. Usually twice the point value of a test.
- Final Exam - Highest point value for cumulative assessments. Usually twice the point value of an exam.

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 tests shall be at least partially comprehensive in nature. For example, EMR, EMT, and Paramedic Academies have a test after each chapter lecture. Each Academy chapter test will contain a few questions from all previous chapters covered.

High-value written tests (i.e. trimester final exams) will be discussed, reviewed, and/or approved by the medical director as needed. These high-value written testing instruments will be evaluated for poorly written questions. The process to evaluate test questions shall be, but not limited to:

- If the testing tool does NOT have Discrimination and Point-Biserial evaluation tools: 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 assessed to make them easier.

- If the testing tool DOES have Discrimination and Point-Biserial evaluation tools: Each question that has a negative score for National Discrimination, Class Discrimination, and Point-Biserial will be reviewed.

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.

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.

- Student Behavior Evaluation Form: <http://ozarksems.com/eval-behavior.php>

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.

- Clinical Student Evaluation Form: <http://ozarksems.com/eval-clinical.php>
- Clinical Student Field Internship Team Lead Evaluation Form: <http://ozarksems.com/eval-clinical-team-lead.php>
- Clinical Student Field Internship Mentor Final Evaluation Form: <http://ozarksems.com/eval-clinical-mentor-final.php>
- Refer to specific course syllabi for evaluation cards carried by students and given to preceptors with the links above for evaluations.

### **Sub-Section 1.560.32 - Instructor and Course Evaluations**

Instructor and course evaluations are mailed to students after the completion of each course. These evaluations must be completed prior to the students being able to download their certificate for the course.

- Instructor and Course Evaluation Form: <http://ozarksems.com/eval-course.php>

#### **Sub-Section 1.560.48 - Program Resource Survey Completed by Students**

At the end of each trimester, 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.

- Student Program Resource Survey Form: <http://ozarksems.com/eval-resource-student.php>

#### **Sub-Section 1.560.64 - Program Resource Survey Completed by Program Personnel**

At the end of each trimester, 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.

- Program Personnel Resource Survey Form: <http://ozarksems.com/eval-resource-program.php>

#### **Sub-Section 1.560.80 - Employer Survey**

At the end of each trimester, this survey is sent to employers of EMT and Paramedic Academy graduates.

- Employer Survey Form: <http://ozarksems.com/eval-employer.php>

## **Section 1.600 - Satellite Programs**

Currently, no satellite programs exist.

## **Section 1.640 - Use of Accreditation Numbers**

Accreditation Numbers will only be used on completion certificates, correspondence with Accreditation entities, and site/program identification purposes. Examples include, but not limited to:

- Missouri Bureau of EMS (BEMS)
- CAAHEP
- CoAEMSP
- VA
- NAEMT

## **Section 1.680 - Course and Student Records**

All student and course records are kept in an electronic student file on CMH's file server and are available to the student to review upon request.

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 1.720 - Academy Statistics**

Refer to <http://ozarksems.com> for course completion rates, certification pass rates, and employment placement rates for all Academies.



### **Section 1.780 - Academy Chapter Grade Entry Form**

Chapter completion date: \_\_\_\_\_

Chapter completion time: \_\_\_\_\_

Chapter number: \_\_\_\_\_

Chapter name: \_\_\_\_\_

Chapter lead instructor name: \_\_\_\_\_

Guest instructor(s) name(s): \_\_\_\_\_


---

Student name	Credit hours	Chapter score	Comments

Academy lead instructor signature: \_\_\_\_\_

## **Section 1.800 - 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>Theron Becker</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> Missouri BEMS Module Category			<b><u>June 12, 2019</u></b> Completion Date	
<b><u>12.00</u></b> Classroom/Lab Contact Hours	<b><u>0.00</u></b> Clinical Contact Hours	<b><u>0</u></b> College Credit Unit Hours	<b><u>100% (Passed with A+)</u></b> Score (Grade)	<b><u>Bolivar, MO</u></b> Location
<b><u>Becker, Theron</u></b> Lead Instructor			 Approving Signature	
				
<b>CMH EMS Accreditations:</b> Missouri Bureau of EMS licensed paramedic-level training entity. BEMS #: <b><u>16706P</u></b> National Association of EMTs authorized training center. NAEMT Site ID: <b><u>7119</u></b> Department of Veterans Affairs approved course provider. Facility Code: <b><u>15610625</u></b> Committee on Accreditation of EMS Programs Letter of Review. CoAEMSP#: <b><u>600874</u></b>				
				



## **Part 2 - Student Manual**

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

The current class schedule and calendar are available at <http://ozarksems.com>. This calendar is subject to change without notice. Changes to ongoing courses will be announced to the affected students.

### **Section 2.040 - Admission Criteria**

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

1. Complete Registration Form. <http://ozarksems.com/education-application.php>
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 prior to graduation from 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, residency within EMS response area, and score on an entrance exam. 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 2.080 - Fair Practices**

According to CAAHEP Standard V.A.2, at least the following must be made known to all applicants and students. Refer to Program Syllabi for details on each of these requirements. Contact the EMS Education Director and/or Lead Instructor for more information.

<b>Requirement</b>	<b>Section</b>	<b>Page</b>
The sponsor's institutional and programmatic accreditation status as well as the name, mailing address, website address, and phone number of the accrediting agencies.	Sub-Section 3.490.04 - Paramedic Academy Accreditation	138
Admission policies and practices.	Sub-Section 3.350.36 - EMT Academy Application and Selection Process	118
	Sub-Section 3.490.20 - Paramedic Academy Application and Selection Process	151
Policies on advanced placement.	Sub-Section 3.490.24 - Paramedic Academy Military Advanced Placement	152
	Sub-Section 3.490.26 - Paramedic Academy Registered Nurse Advanced Placement	154
Policies on transfer of credits.	Sub-Section 3.490.30 - Paramedic Academy Anatomy and Physiology Transfer Credit	155
Policies on credits for experiential learning.	Sub-Section 3.350.40 - EMT Academy Experiential Learning	118
	Sub-Section 3.490.22 - Paramedic Academy Experiential Learning	151
Number of credits required for completion of the program.	Sub-Section 3.350.64 - EMT Academy Examination and Graduation Requirements	122
	Sub-Section 3.490.44 - Paramedic Academy Examination and Graduation Requirements	167
Tuition/fees and other costs required to complete the program.	Section 2.160 - Course Fees	68
	Sub-Section 3.350.28 - EMT Academy Tuition Details	114
	Sub-Section 3.490.16 - Paramedic Academy Tuition Details	145
Policies and processes for withdrawal.	Section 2.240 - Student Withdraw Policy	71
Policies for refunds of tuition/fees.	Section 2.200 - Refund Policy	70

## **Section 2.120 - 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 2.160 - 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)	\$0	\$0	\$0	\$0	NA
	EMR (CMH-supplied book)	\$10	\$120	\$120	\$120	NA
	EMT	\$50	\$750 (see EMT Academy syllabus for details)			
	Paramedic	\$100	\$7,500 (see Paramedic Academy syllabus for details)			
Course Name		Application Fee	Tuition (in addition to application fee)			
			Regular	Partner	Volunteer	CMH, Cox, or Ellett
NAEMT	AHDR	\$10	\$70	\$60	\$50	\$50
	GEMS	\$20	\$140	\$110	\$90	\$90
	LEFR-TCC	\$10	\$70	\$60	\$50	\$50
	PHTLS	\$20 (CMH: \$0)	\$140	\$110	\$90	\$0
	PHTLS Refresher	\$10 (CMH: \$0)	\$70	\$60	\$50	\$0
	PTEP	\$10	\$70	\$60	\$50	\$50
	Safety Seminar (Safety, TIMS, & EVOS)	\$20	\$70	\$60	\$50	\$0
	TCCC	\$30	\$280	\$210	\$160	\$160
	TECC	\$20 (CMH: \$0)	\$140	\$110	\$90	\$0
	TFR	\$10	\$70	\$60	\$50	\$50
Other	EMS Instructor	\$40	\$340	\$260	\$200	\$200
	Hazmat Medic	\$10	\$70	\$60	\$50	\$50
Refresher	EMT	\$20 (CMH: \$0)	\$170	\$130	\$100	\$0
	Paramedic	\$40 (CMH: \$0)	\$340	\$260	\$200	\$0

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.

### **Sub-Section 2.160.50 - VA Delayed Payment Compliance**

CMH will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a student borrow additional funds

to cover the student's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the US Department of Veterans Affairs.

In other words, once the paperwork is submitted to VA, we consider course fees paid even though it may be some time later that a check is actually submitted by the VA.

## **Section 2.200 - 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.

### **Sub-Section 2.200.24 - 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.

### **Sub-Section 2.200.48 - Application Fee Refund Policy**

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.

### **Sub-Section 2.200.72 - Tuition Refund Policy**

Refer to each Academy syllabi for specific tuition details. 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 2.240 - Student Withdraw 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 2.280 - 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 70% of required course activities, including classroom and laboratory hours. More than 20% absence rate may be the reason for dismissal.

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.

### **Sub-Section 2.280.19 - Medical Absences**

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.

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.)

### **Sub-Section 2.280.38 - Tardiness**

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.



### **Sub-Section 2.280.57 - Visitors**

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.

### **Sub-Section 2.280.76 - Interruptions**

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 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 2.320 - Dress Code**

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.

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 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.)

### **Sub-Section 2.320.24 - Student Employees**

**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.

### **Sub-Section 2.320.48 - Student Uniforms Outside Class**

**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.

### **Sub-Section 2.320.72 - Polo Shirt Style Details**

The preferred student uniform polo shirt will be Propper ICE Performance Polo Shirt.

- Men's Galls style number: ST136
  - <https://www.galls.com/propper-i-c-e-performance-polo-shirt?PMSRCH=ST136>
- Women's Galls style number: ST284
  - <https://www.galls.com/propper-ice-short-sleeve-women-s-polo-shirt?PMSRCH=st284>
- Galls contact is Darnell Dennis (859-800-1260) [dennis-darnell@galls.com](mailto:dennis-darnell@galls.com)

EMR Academy students shall wear SILVER TAN



EMT Academy students shall wear HI VIZ YELLOW



AEMT Academy students shall wear GRAY



Paramedic Academy students shall wear RED



No image  
available

Critical Care Paramedic Academy students shall wear  
COBALT

No image  
available



Community Paramedic Academy students shall wear DARK  
GREEN



Instructors are issued and encouraged to wear DARK NAVY



## **Section 2.360 - 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 2.400 - 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-ems/emt-oath>:

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.

## **Section 2.440 - 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.

### **Sub-Section 2.440.24 - Infractions List**

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; Behavior indicating drug or alcohol abuse;
- 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;
- Violation of terms of use and disabling of your account if your class is required to use Platinum Planner, EMS Testing, or other software or service;
- 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.

### **Sub-Section 2.440.48 - Academic Dishonesty**

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.

### **Sub-Section 2.440.72 - Social Media**

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 2.480 - 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 2.520 - 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. 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:

<b>Grade</b>	<b>Percentage</b>	<b>Comments</b>
A+	86.7% - 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%	Minimum overall grade to be eligible for Academy certification test (i.e. NREMT)
C+	76.7% - 79.9%	
C	73.3% - 76.6%	
C-	70.0% - 73.2%	Minimum grade on any single test or significant course activity.
F	Below 70.0%	Not a passing grade. Course attendance certificate will be issued (not a successful course completion certificate).

Refer to specific 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 once for each final 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 2.560 - 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 2.600 - 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.).

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.

### **Sub-Section 2.600.33 - Clinical Exposures**

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.

### **Sub-Section 2.600.66 - Patient Protection**

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.

## **Section 2.640 - 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 2.680 - 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 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>).

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, Paramedic, or Community Paramedic in the state of Missouri.

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 each Academy program and those forms are found in the Academy syllabus.

Refer to the International Board of Specialty Certification (IBSC) website (<https://www.ibscertifications.org>) for information on testing for Community Paramedic, Critical Care Paramedic, Flight Paramedic, or Tactical Paramedic.

Refer to the National EMS Management Association (NEMSMA) website (<http://www.nemsma.org>) for information on Supervising Officer, Managing Officer, and Executive Officer testing requirements.

```

graph TD
    Q1[Do you pay attention in class and study?] -- YES --> Q2[Do you read well?  
Do you understand what is being asked in the test questions?]
    Q1 -- NO --> Q3[Do you want to be an EMT?  
Do you care?]
    Q2 -- YES --> Q4[Do you have problems paying attention or with concentration?]
    Q2 -- NO --> A1[Seek help with reading and comprehension.]
    Q4 -- YES --> Q5[Do you do well on exams in class?]
    Q4 -- NO --> A2[Work with your instructor or reading specialist using good NREMT style questions.]
    Q5 -- YES --> Q6[Were your instructor's exams demanding?]
    Q5 -- NO --> S1[Study Smart*]
    Q6 -- YES --> A3[OK, it may be test anxiety]
    Q6 -- NO --> S1
    A1 --> S1
    A2 --> S1
    Q3 -- YES --> S1
    Q3 -- NO --> A4[Look for another profession]
    S1 --> A5[2nd time might be easier]
    S1 --> A6[Use relaxation and visualization techniques]
  
```

**\*Smart Study Tips**

1. Study the right stuff. Focus on material that involves application and thinking. Not just facts.
2. Focus your mind. You can't text and watch TV and call it studying.
3. Determine your weak spots and concentrate your study there.
4. Use realistic practice exams.

**Study Smart\***

- 2nd time might be easier
- Use relaxation and visualization techniques

**OK, it may be test anxiety**

**Look for another profession**

**Seek help with reading and comprehension.**

**Work with your instructor or reading specialist using good NREMT style questions.**

**Seek help or screening for attention deficit issues.**

**Do you pay attention in class and study?**

**Do you read well?**  
**Do you understand what is being asked in the test questions?**

**Do you have problems paying attention or with concentration?**

**Do you do well on exams in class?**

**Were your instructor's exams demanding?**

**Do you want to be an EMT?**  
**Do you care?**

Updated: 1/15/2020                      Mission:                      Version 13 (1/15/20)

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

## **Section 2.720 - Generic Education Calendar**

The following calendars are for guidance only and are subject to change without notice. At the beginning of each trimester, a course announcement will be posted and distributed with specific courses and dates.

### **Sub-Section 2.720.24 - Spring Trimester Education Calendar**

Month	Week	Course	Paramedic Academy
Jan		New Year's Day (Jan 1) Mandatory holiday from coursework	First trimester (current year's class).  Fourth trimester (previous year's class).
	1		
	2	Advisory Board Meeting	
	3		
	4		
Feb	1	EMT and Paramedic Refresher begins	
	2		
		Washington's Birthday (Third Mon in Feb) Mandatory holiday from coursework	
	3		
	4		
Mar	1	Pre-Hospital Trauma Life Support (during the work-week)	
	2	! EMS Competencies	
	3	! EMS Competencies (3 <sup>rd</sup> Thursday at Stockton, if possible)	
	4	! EMS Competencies	
Apr	1		
	2		
	3	EMS Safety / Driving Seminar (during the work-week)	
	4		

**Sub-Section 2.720.48 - Summer Trimester Education Calendar**

Month	Week	Course	Paramedic Academy	EMT Academy
May	1		Second trimester (current year's class).	
	2	Advisory Board Meeting		
	3			
		Memorial Day (last Mon in May) Mandatory holiday from coursework		
	4			
Jun	1			Begin taking applications
	2	Pre-Hospital Trauma Life Support (during the work-week)		
	3			
	4			
Jul	1			Application deadline
		Independence Day (Jul 4) Mandatory holiday from coursework		
	2	🚑 EMS Competencies		EMT entrance exams
	3	🚑 EMS Competencies (3 <sup>rd</sup> Thursday at Stockton, if possible)		
	4	🚑 EMS Competencies		
Aug	1			Announce students
	2			
	3	EMS Safety / Driving Seminar (during the work-week)		EMT badge packets due
	4			



**Sub-Section 2.720.72 - Fall Trimester Education Calendar**

Month	Week	Course	Paramedic Academy	EMT Academy
Sep		Labor Day (First Mon in Sep) Mandatory holiday from coursework	Third trimester (current year's class)	
	1			Academy begins
	2	Advisory Board Meeting		
	3			
	4			
Oct	1		Begin taking applications (for next year's class)	
	2	! EMS Competencies		
	3	! EMS Competencies (3 <sup>rd</sup> Thursday at Stockton, if possible)		
	4	! EMS Competencies		
Nov	1	Pre-Hospital Trauma Life Support (on the weekend)	Application deadline	
		Veterans Day (Nov 11) Mandatory holiday from coursework		
	2		Paramedic entrance exams	
	3			
		Thanksgiving Day (Fourth Thu in Nov) Mandatory holiday from coursework		
	4			
Dec	1		Announce students	
	2	EMS Safety / Driving Seminar (on the weekend)		
	3		Paramedic badge packets due	
		Christmas Day (Dec 25) Mandatory holiday from coursework		
	4		Graduation	Graduation

## **Section 2.760 - 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.

I hereby perpetually authorize CMH to take, use, re-use, publish, and republish photos, videos, or audio recordings in which I appear or may be heard in whole or in part, individually, or in conjunction with other photographs, in any medium, for publicity, media, or marketing purposes, including, without limitation, for purposes of illustration, promotion, advertising, or trade. I hereby release CMH from any and all claims and demands arising out of or in connection with the creation and use of such photos, videos, or audio recordings. This authorization shall inure to the benefit of the legal representatives, licenses, heirs, and assigns of myself and Citizens Memorial Hospital.

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

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

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

## **Section 2.800 - 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: \_\_\_\_\_

## **Section 2.840 - 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.

You are enrolling in the following Academy: \_\_\_\_\_

Your final deadline for all laboratory and clinical requirements is below. Immediately after that date, you will be listed as "did not complete the program" on NREMT.org and will be unable to take the registry computer-based test.

Deadline for all laboratory and clinical requirements: \_\_\_\_\_

By signing below, I acknowledge that I have read, understood, and agree to all of the above.

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

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

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

## **Part 3 - Policy Manuals / Syllabi**

Academy	Course	Page
EMD	Sub-Section 3.210.55 - EMS 101 (Emergency Medical Dispatching) Course	98
EMR	Sub-Section 3.280.45 - EMS 201 (Emergency Medical Response) Course	103
EMT	Sub-Section 3.350.76 - EMS 301 (Emergency Medical Technology) Course	127
	Sub-Section 3.350.80 - EMS 306 (Emergency Medical Technology Clinical Experience) Course	130
AEMT	Sub-Section 3.420.33 - EMS 401 (Advanced Emergency Medical Technology) Course	135
	Sub-Section 3.420.66 - EMS 406 (Advanced Emergency Medical Technology Clinical Experience) Course	135
Paramedic	Sub-Section 3.490.50 - EMS 501 (Paramedicine I) Course	176
	Sub-Section 3.490.52 - EMS 506 (Paramedicine Clinical Experience I) Course	183
	Sub-Section 3.490.56 - BIO 111 (Anatomy and Physiology I) Course	188
	Sub-Section 3.490.58 - EMS 511 (Paramedicine II) Course	189
	Sub-Section 3.490.60 - EMS 516 (Paramedicine Clinical Experience II) Course	195
	Sub-Section 3.490.62 - BIO 211 (Anatomy and Physiology II) Course	202
	Sub-Section 3.490.64 - EMS 521 (Paramedicine III) Course	203
	Sub-Section 3.490.66 - EMS 526 (Paramedicine Field Experience) Course	209
	Sub-Section 3.490.70 - EMS 536 (Paramedicine Field Internship) Course	213
Critical Care Paramedic	Sub-Section 3.560.33 - EMS 601 (Critical Care Paramedicine) Course	221
	Sub-Section 3.560.66 - EMS 606 (Critical Care Paramedicine Clinical Experience) Course	221
Community Paramedic	Sub-Section 3.630.33 - EMS 701 (Community Paramedicine) Course	223
	Sub-Section 3.630.66 - EMS 706 (Community Paramedicine Clinical Experience) Course	223
Onboarding	Sub-Section 3.700.80 - EMS 801 (CMH EMS Onboarding) Course	235
Supervising Officer	Sub-Section 3.770.50 - EMS 901 (Supervising EMS Officer) Course	239
Managing Officer	Sub-Section 3.840.50 - EMS 1001 (Managing EMS Officer) Course	241
Executive Officer	Sub-Section 3.910.50 - EMS 1101 (Executive EMS Officer) Course	243

## **Section 3.070 - Continuing Education Courses**



### **Sub-Section 3.070.19 - 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.

### **Sub-Section 3.070.38 - 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.

### **Sub-Section 3.070.57 - 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.

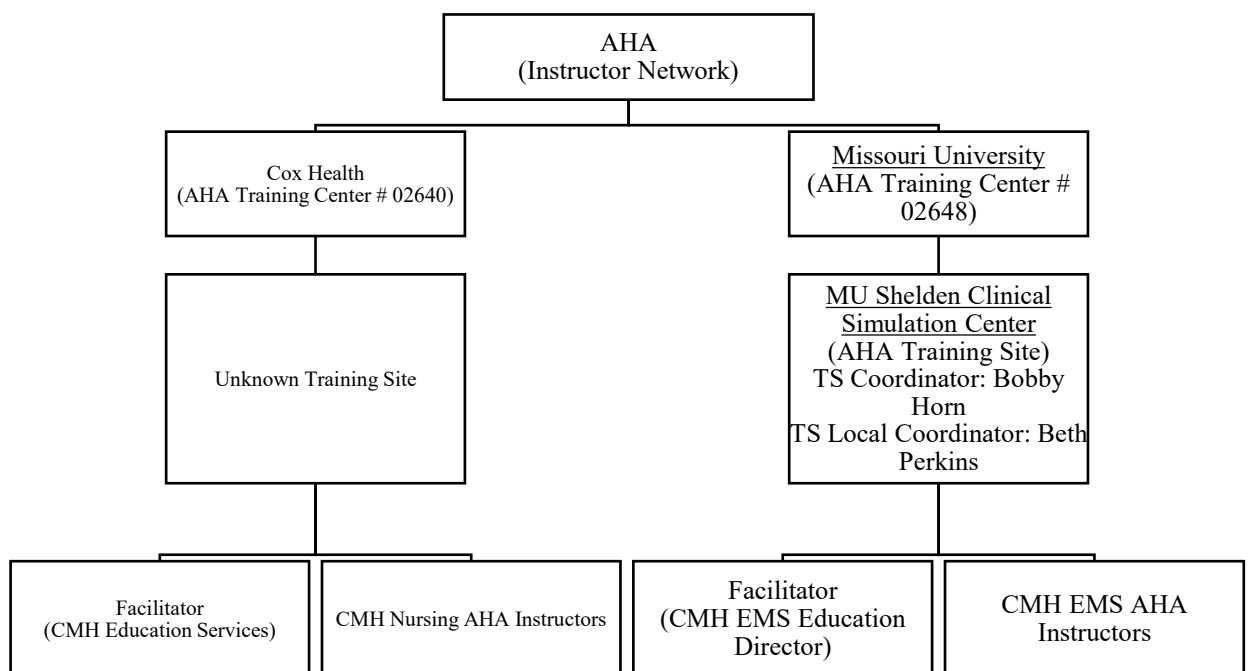
### **Sub-Section 3.070.76 - BEMS Core Requirements for Re-Licensure**

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.

## **Section 3.140 - Life Support Courses**



This section serves as the course syllabus for all life support courses provided through the American Heart Association. Citizens Memorial Hospital EMS Education instructors are aligned with Missouri University AHA Training Center (# 02648). Forms and policies can be found on MU's website: <https://ced.muhealth.org/american-heart-association>







### **Section 3.210 - 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.

#### **Sub-Section 3.210.11 - 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.

#### **Sub-Section 3.210.22 - EMD Academy Faculty**

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

#### **Sub-Section 3.210.33 - 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.

#### **Sub-Section 3.210.44 - 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.

#### **Sub-Section 3.210.55 - EMS 101 (Emergency Medical Dispatching) Course**

This section is reserved for classroom details for EMS 101.



#### **Sub-Section 3.210.66 - 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.

#### **Sub-Section 3.210.77 - EMD Academy Clinical Requirements**

There are no clinical requirements for EMD Academy. However, students are highly encouraged to ride on an ambulance for 12 hours as a job shadow (no patient contact).

**Sub-Section 3.210.88 - 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>Student name: _____</p> <p>Clinical date: _____</p> <p>Time in: _____ Time out: _____</p> <p>School contact for exposure or other reasons: <b>Theron Becker 417-597-3688</b></p>	<p>EMD students are to observe only without any patient contact or skills.</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>Student name: _____</p> <p>Clinical date: _____</p> <p>Time in: _____ Time out: _____</p> <p>School contact for exposure or other reasons: <b>Theron Becker 417-597-3688</b></p>	<p>EMD students are to observe only without any patient contact or skills.</p>



### **Section 3.280 - EMR Academy**



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

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

#### **Sub-Section 3.280.09 - EMR Academy Goal**

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.

##### **DESCRIPTION**

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 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.

#### **Sub-Section 3.280.18 - EMR Academy Faculty**

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

### **Sub-Section 3.280.27 - EMR Academy Curriculum Purpose**

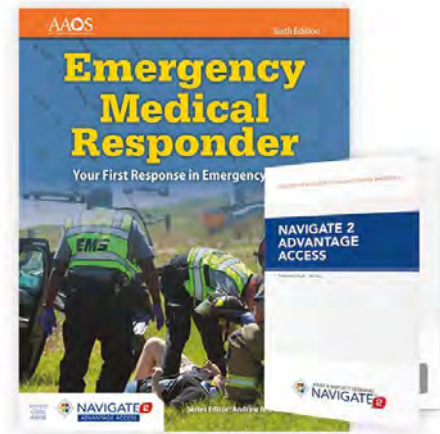
Provide specialty core and support courses to ensure the achievement of program goals and learning domains and to meet or exceed the content and competency demands of the latest edition of the NHTSA National Standard Curriculum.

### **Sub-Section 3.280.36 - 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 - 6th edition” with “Navigate 2 Advantage Package.”

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



Library of more than 700 reference books can be browsed and checked out by visiting <http://ozarksems.com/library.php>



### **Sub-Section 3.280.45 - EMS 201 (Emergency Medical Response) Course**

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

### **Sub-Section 3.280.54 - 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.

### **Sub-Section 3.280.63 - 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.

### **Sub-Section 3.280.72 - EMR Academy Clinical Requirements**

There are no clinical requirements for EMR Academy. However, students are highly encouraged to ride on an ambulance for 12 hours as a job shadow (no patient contact).



**Sub-Section 3.280.81 - 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>Student name: _____</p> <p>Clinical date: _____</p> <p>Time in: _____ Time out: _____</p> <p>School contact for exposure or other reasons: <b>Theron Becker 417-597-3688</b></p>	<p>EMR students are to observe only without any patient contact or skills.</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>Student name: _____</p> <p>Clinical date: _____</p> <p>Time in: _____ Time out: _____</p> <p>School contact for exposure or other reasons: <b>Theron Becker 417-597-3688</b></p>	<p>EMR students are to observe only without any patient contact or skills.</p>



### **Section 3.350 - EMT Academy**



This section serves as the course syllabus for the EMT Academy. A maximum of 16 students will be accepted into each EMT Academy.

#### **Sub-Section 3.350.04 - EMT Academy Goal**

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

#### **DESCRIPTION**

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.

### LIFE CHANGES DURING THE ACADEMY

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%.

### **Sub-Section 3.350.08 - EMT Academy Faculty**

#### **MEDICAL DIRECTOR**

Tony Cauchi, MD is a board certified emergency medicine physician. Dr. Cauchi attended medical school at Texas Tech University and completed his internship and residency at Michigan State University. He is currently the Chief Medical Officer for Triad Physician Solutions, a physician in the US Army, and the medical director for Citizens Memorial Hospital Emergency Room.



#### **PROGRAM DIRECTOR**

Theron Becker, MMPA, EFO, BS-FPE, NRP is a Nationally Registered Paramedic. Mr. Becker is the Director of the EMS Education Department at Citizens Memorial Hospital. Theron got his EMT license in 1995 while attending the Fire Engineering program at Oklahoma State University. Since then, he has obtained a Master degree in public administration management and Executive Fire Officer from the National Fire Academy.



Theron has been a volunteer firefighter since he was 16 years old in SW Missouri and has been employed on hazmat teams, as a fire protection engineer, and in public health in bioterrorism preparedness.

Full bio and curriculum vitae can be found here:  
<http://ozarksems.com/theron-resume.php>

### LEAD INSTRUCTOR

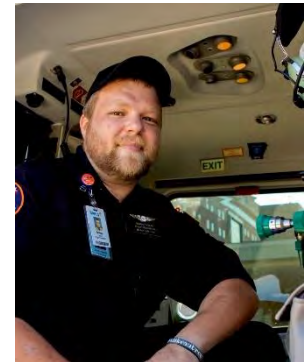
Ryan McDonald, EMT-P is a Missouri state licensed paramedic. Mr. McDonald took his EMT class through Breech Paramedics in Lebanon, MO in 1992. He graduated from paramedic class in 1994 through St. John's EMS in Springfield, MO. He also served ten years of volunteer fire service with the Lebanon Rural Fire Protection District from 1991 to 2001.

Mr. McDonald has over 20 years of EMS service, and has worked at multiple EMS services in Southwest Missouri over his career, in both full- and part-time/PRN positions. He has been with CMH EMS since 2016, and obtained his instructor certification in the Spring of 2018. He instructed his first EMT Academy in the Fall of 2018, and continues with pursuits of other educational instruction with CMH.



### LEAD INSTRUCTOR

Bobby J. O'Keefe A.A.S., NRP, FP-C obtained his EMT certificate through OTC in Springfield then went on to Paramedic school at St. John's Paramedic Academy and is a Nationally Registered Paramedic. Bobby has a degree in EMS and has also obtained his Flight Paramedic Certification. Bobby has worked in EMS for 13 years and has also volunteered as a firefighter and first responder in his hometown of Stockton. Bobby has worked as a Paramedic in both county and city settings. Bobby has worked as a Tactical Paramedic attached to a S.W.A.T. team and has flown as a Flight Paramedic. Bobby has taught Emergency Medical Responder class and EMT classes. Bobby has a wife and daughter and enjoys spending time with family and friends.



### **Sub-Section 3.350.12 - 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.

### **Sub-Section 3.350.16 - 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)



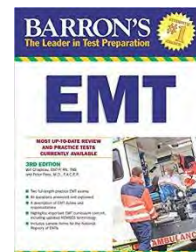
“People Care: Perspectives and Practices for Professional Caregivers - 3<sup>rd</sup> edition”

ISBN: [9781893446144](https://www.jonesandbartlett.com/9781893446144)



“Barron’s Emergency Medical Technician Exam - 3<sup>rd</sup> edition”

ISBN: [9781438003801](https://www.barrons.com/9781438003801)



Library of more than 700 reference books can be browsed and checked out by visiting <http://ozarksems.com/library.php>



### **Sub-Section 3.350.20 - 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.

### **Sub-Section 3.350.24 - 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.

### **Sub-Section 3.350.28 - 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 class.
- An additional \$200 is due before the Mid-Term Exam can be taken.
- An additional \$200 is due before the Final Exam can be taken.

### **Sub-Section 3.350.32 - Rick Seiner Memorial EMT Academy Scholarship**

Each year, each of the following individuals can sponsor one (1) scholarship to attend the EMT Academy. From those sponsorships, a maximum of two (2) scholarships will be awarded annually.

- 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 two (2) student applicants with the highest points will be awarded scholarships.

Student name: \_\_\_\_\_ Apply for year/trimester: \_\_\_\_\_

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

- ☐ 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]
- ☐ 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 (<https://mydss.mo.gov/food-assistance/food-stamp-program/income-limits>)  
[10 points]
  - ☐ Missouri WIC ([https://health.mo.gov/living/families/wic/eligibility\\_income.php](https://health.mo.gov/living/families/wic/eligibility_income.php))  
[5 points]
- ☐ I am currently an active volunteer emergency responder in my community.  
Agency: \_\_\_\_\_  
Chief Signature: \_\_\_\_\_  
[2 points]
- ☐ I am currently an employee of Citizens Memorial Hospital.  
[5 points]
- ☐ I intend to work at CMH as an EMT after graduation.  
[1 point]
- ☐ I intend to further my education and become a paramedic or RN within the next five years.  
[1 point]

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

THIS SECTION IS TO BE COMPLETED BY THE REVIEW COMMITTEE :

Student name:\_\_\_\_\_ Apply for year/trimester:\_\_\_\_\_

Total points for this student:\_\_\_\_\_

Total number of applications:\_\_\_\_\_

Rank of this application:\_\_\_\_\_

Was this student selected for award:

- ☐ Yes  
☐ No

Committee representative name:\_\_\_\_\_

Committee representative signature:\_\_\_\_\_

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

Date forwarded to CMH HR Department:\_\_\_\_\_

RICKY A. SEINER OBITUARY (NOV 16, 1951 - SEP 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.

### **Sub-Section 3.350.36 - 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 entrance exam score (if applicable).

In the event of more applicants than available seats, an 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.

### **Sub-Section 3.350.40 - EMT Academy Experiential Learning**

Credit for experiential learning, advanced placement, or transfer of credits from another institution will not be offered or provided with the exception of minor certificates. Minor certificates that have previously been completed may be used in lieu of attending those specific classes again. Case-by-case approval must be attained and certificates provided prior to the class in question. Additionally, if the course has a post-test, you must repeat the post-test with the rest of the class and that test score will be used. Examples include, but not limited to:

- AHA courses,
- NAEMT courses,
- NIMS courses,
- NIHSS course,
- Etc.

### **Sub-Section 3.350.44 - EMT Academy Classroom Details**

The class will meet two weekday nights from 6 pm to 10 pm at CMH EMS Headquarters Classrooms located at 1525 N Oakland Ave, Bolivar, MO. Weekdays may be Monday and Wednesday or Tuesday and Thursday. In the event of too many students for one session and additional instructors are available, two concurrent courses may be held on both Mon/Wed and Tue/Thu. Every other weekend days 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.

#### **“PEOPLE CARE” WEEKLY DISCUSSION QUESTIONS (DQ):**

Each week, a discussion question based on the reading assignment in the book “People Care” will be required in an online chat group. Meaningful participating each week is required. Instructors will post questions and conversation that must be responded to based on your experience and reading. Each week is pass/fail based on your responses. Participation in the weekly discussion is due by 8 AM each Thursday morning.

#### **GENERIC WEEKLY SCHEDULE:**

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>Morning</b>	Occasional EMT Class	Paramedic Class			Paramedic Class		EMT Class every other Sat
<b>Afternoon</b>							
<b>Evening</b>		M/W EMT Class	T/T EMT Class	M/W EMT Class	T/T EMT Class		

### **Sub-Section 3.350.48 - 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.

### **Sub-Section 3.350.52 - 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.

### **Sub-Section 3.350.56 - EMT Academy Grade Calculation**

Each chapter score (CHA) is calculated with the following formula. In simple terms, the Platinum post-test is 50% of the chapter score and the combined results of any quizzes make up the other 50%.

$$CHA = average(PLA, average(QUI))$$

- CHA = Chapter score
- PLA = Platinum post-test score
- QUI = Quiz score

The overall Academy score (ACA) is calculated with the following formula. In simple terms, if you pass your clinical, affective, and psychomotor evaluations, your Academy score is an average of all the chapter scores. If you do not pass your clinical, affective, or psychomotor evaluations, your Academy score is zero.

$$ACA = if(and(CLI, AFF, PSY = "pass"), average(CHAs, MTE, FTE), 0)$$

- ACA = Academy score
- AFF = Affective score
- CHA = Chapter score
- FTE = Final trimester exam
- MTE = Mid-trimester exam
- PSY = Psychomotor score



**Sub-Section 3.350.60 - 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)

### **Sub-Section 3.350.64 - EMT Academy Examination and Graduation Requirements**

EMSTesting website through Platinum Education will be used for tests and exams.

- Overall test reliability will be ensured through reviewing each test's KR20 score (ranges from 0.0 to 1.0). Scores below 0.7 indicate the test did not do a good job of discriminating between high and low performing students, the test had too many interruptions, material was not adequately covered, or cheating might have occurred. Tests with KR20 less than 0.7 may be completely thrown out, retaken, partially modified, or other action deemed appropriate by the lead instructor.
- Test item reliability will be ensured through reviewing each question's class discrimination score (ranges from -1.0 to 1.0). Scores below zero indicate the question did not do a good job of discriminating between high and low performing students. Questions may be completely thrown out, modified, or other action deemed appropriate by the lead instructor.
- Test item validity will be ensured through reviewing the percent of the class that answered the question correctly. Pval ranges from 0.0 to 1.0 indicating the percent of the students that answered correctly. Scores below 0.2 will be reviewed to ensure the material was adequately covered and the test question is written and keyed correctly. Questions may be completely thrown out, modified, or other action deemed appropriate by the lead instructor.
- Additionally, students may request test item review if they feel it was incorrect or clarifying information is requested.

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

- Early eligibility to take the NREMT psychomotor exam will be granted upon successful completion of the following no earlier than the end your first semester:
  - Achieve a cumulative score of no less than 80%.
  - Attain a score of at least 70% on at least 70% of all assignments, chapter quizzes, and unit tests.
  - Completion of all assigned tests and exams.
  - A "pass" certification on the final psychomotor evaluation.
- Eligibility to take the NREMT computer-based-test will be granted upon successful completion of the following:
  - Successfully complete all clinical minimum hour, patient contact, and skill requirements.
  - Must complete the Platinum Adaptive Test with a "GOOD" summary score with the following settings to take the final exam:
    - Type: Timed Test
    - Curriculum: Educational Standards
    - Module: Comprehensive

### **Sub-Section 3.350.68 - Tips to Succeed on an EMT Academy Exam**

Exams are 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.

The exams are intended to prepare you for your national or state certification exam. In addition to studying the textbook, we recommend familiarizing yourself with current American Heart Association guidelines.

Exam items generally include the following question styles. 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:**

- Read the question completely. Before looking at the possible answers imagine what you should do to take care of the patient.
- Read all possible answers completely and consider the BEST answer.
- 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.
- 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!

### **Sub-Section 3.350.72 - 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.

#### **ELIGIBILITY**

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

#### **STAFF SUBSTITUTIONS**

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.

#### **GENERAL REQUIREMENTS**

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 for dismissal from the course.

### SCOPE

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.

### IDENTIFICATION

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.

### LABORATORY REQUIREMENTS

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)

### CLINICAL REQUIREMENTS

Minimum hour requirements are listed below.

- Minimum of 24 hours in an Emergency Room.
- Minimum of 48 hours on an Ambulance.

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

- Successfully document an assessment on six (6) medical patients.
- Successfully document an assessment on six (6) trauma patients.

All requirements must be completed by the end of your second trimester.

### CLINICAL DOUBLE-DIPPING POLICY

In the event, you have a patient that has both medical and trauma complaints, this one patient can be counted as two separate patients if you perform a complete medical assessment and a complete trauma assessment.

However, if you encounter the same patient more than once in the same shift, the only way you can count multiple assessments is if the patient returns for a second visit to the ER or calls 911 a second time while riding on the ambulance.

### LABORATORY AND CLINICAL DOCUMENTATION SOFTWARE

Platinum Planner will be used to document and track skills, labs, scenarios, simulations, and clinical contacts. It is the student's responsibility to complete documentation.

When documenting live patient contacts and skills in Platinum Planner, 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.

All documentation in Platinum Planner for lab, scenarios, clinicals, field experience, and field internship MUST be submitted within 48 hours of completing the activity. If documentation is submitted late, it will be rejected and will not count.

### PLATINUM PLANNER SIGNUP DIRECTIONS:

1. Go to <http://platinumed.com> and click on "Create student account."
2. Complete the form. A course code will be given to you by your instructor.
3. Check your email and activate your account following the directions in the email.

### **Sub-Section 3.350.76 - EMS 301 (Emergency Medical Technology) Course**

Thirteen (13) college credit hours - 206 contact hours.

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

#### **PREREQUISITES:**

Enrollment in the EMT Academy.

#### **COURSE INSTRUCTORS:**

- Tuesday/Thursday course: Ryan McDonald. Email: [ryan.mcdonald@citizensmemorial.com](mailto:ryan.mcdonald@citizensmemorial.com).
- Monday/Wednesday course: Bobby OKeefe. Email: [bobby.okeefe@citizensmemorial.com](mailto:bobby.okeefe@citizensmemorial.com).
- Office hours by appointment.

Week	M/W Date	T/T Date	Description	Instructor	Tests and Exams	People Care
1	Mon 9/2/19	Tue 9/3/19	No class (Labor Day)			
	Wed 9/4/19	Thu 9/5/19	Study and Test Skills Ch 1 - EMS Systems	OKeefe, McDonald	Ch 1 Quiz	Ch 1
	Sat 9/7/19		AHA Basic Life Support CPR Course	Perkins, Becker	BLS Test	
2	Mon 9/9/19	Tue 9/10/19	Ch 2 - Workforce Safety and Wellness Ch 3 - Medical, Legal, and Ethical Issues	OKeefe, McDonald	Ch 2 Quiz Ch 3 Quiz	
	Wed 9/11/19	Thu 9/12/19	Ch 4 - Communications and Documentation Ch 5 - Medical Terminology	OKeefe, McDonald	Ch 4 Quiz Ch 5 Quiz Syllabus Test	Ch 2
3	Mon 9/16/19	Tue 9/17/19	Ch 6 - Human Body Ch 7 - Life Span Development	OKeefe, McDonald	Ch 6 Quiz Ch 7 Quiz	
	Wed 9/18/19	Thu 9/19/19	Ch 8 - Lifting and Moving Patients Ch 9 - Patient Assessment	OKeefe, McDonald	Ch 8 Quiz Ch 9 Quiz	Ch 3
	Sat 9/21/19		Assessment Skills	OKeefe, McDonald		
4	Mon 9/23/19	Tue 9/24/19	Ch 10 - Airway Management Ch 11 - Principles of Pharmacology	OKeefe, McDonald	Ch 10 Quiz Ch 11 Quiz	
	Wed 9/25/19	Thu 9/26/19	Ch 12 - Shock Ch 13 - BLS Resuscitation	OKeefe, McDonald	Ch 12 Quiz Ch 13 Quiz	Ch 4
5	Mon 9/30/19	Tue 10/1/19	Ch 14 - Medical Overview Ch 15 - Respiratory Emergencies	OKeefe, McDonald	Ch 14 Quiz Ch 15 Quiz	
	Wed 10/2/19	Thu 10/3/19	Airway and Respiratory Skills	OKeefe, McDonald		Ch 5
	Sat 10/5/19		NAEMT - Psychological Trauma in EMS Patients (PTEP)	Young	PTEP Test	
6	Mon 10/7/19	Tue 10/8/19	Ch 16 - Cardiovascular Emergencies	OKeefe, McDonald	Ch 16 Quiz	

Week	M/W Date	T/T Date	Description	Instructor	Tests and Exams	People Care
	Wed 10/9/19	Thu 10/10/19	Ch 17 - Neurologic Emergencies	OKeefe, McDonald	Ch 17 Quiz	Ch 6
7	Mon 10/14/19	Tue 10/15/19	Ch 18 - Gastrointestinal and Urologic Emergencies Ch 19 - Endocrine and Hematologic Emergencies	OKeefe, McDonald	Ch 18 Quiz Ch 19 Quiz	
	Wed 10/16/19	Thu 10/17/19	Ch 20 - Immunologic Emergencies Ch 21 - Toxicology	OKeefe, McDonald	Ch 20 Quiz Ch 21 Quiz	Ch 7
	Sat 10/19/19			OKeefe, McDonald	Mid-Term Practical Exam	
8	Mon 10/21/19	Tue 10/22/19	Ch 22 - Psychiatric Emergencies Ch 23 - Gynecologic Emergencies	OKeefe, McDonald	Ch 22 Quiz Ch 23 Quiz Mid-Term Exam	
	Wed 10/23/19	Thu 10/24/19	Skills practice Routine individual academic counseling with all students to evaluate affective domain	OKeefe, McDonald		Ch 8
9	Mon 10/28/19	Tue 10/29/19	Ch 24 - Trauma Overview Ch 25 - Bleeding	OKeefe, McDonald	Ch 24 Quiz Ch 25 Quiz	
	Wed 10/30/19	Thu 10/31/19	Ch 26 - Soft-Tissue Injuries Ch 27 - Face and Neck Injuries	OKeefe, McDonald	Ch 26 Quiz Ch 27 Quiz	Ch 9
	Sat & Sun 11/2/19 - 11/3/19		NAEMT PreHospital Trauma Life Support Course	Young, Becker	PHTLS Test	
10	Mon 11/4/19	Tue 11/5/19	Ch 28 - Head and Spine Injuries	OKeefe, McDonald	Ch 28 Quiz	
	Wed 11/6/19	Thu 11/7/19	Ch 29 - Chest Injuries Ch 30 - Abdominal and Genitourinary Injuries	OKeefe, McDonald	Ch 29 Quiz Ch 30 Quiz	Ch 10
11	Mon 11/11/19	Tue 11/12/19	No class (Veteran's Day)			
	Wed 11/13/19	Thu 11/14/19	Ch 31 - Orthopaedic Injuries Ch 32 - Environmental Emergencies	OKeefe, McDonald	Ch 31 Quiz Ch 32 Quiz	Ch 11
	Sat 11/16/19		Cox Air Care Landing Zone Class	Elsey		
12	Mon 11/18/19	Tue 11/19/19	Trauma Skills	OKeefe, McDonald		
	Wed 11/20/19	Thu 11/21/19	Ch 33 - Obstetrics and Neonatal Care	OKeefe, McDonald	Ch 33 Quiz	Ch 12
13	Mon 11/25/19	Tue 11/26/19	Ch 34 - Pediatric Emergencies	OKeefe, McDonald	Ch 34 Quiz	
	Wed 11/27/19	Thu 11/28/19	No class (Thanksgiving)			Ch 13
	Sat & Sun 11/30/19 - 12/1/19		Safety Seminar	Flynn, Becker	Safety Test EVOS Test	
14	Mon 12/2/19	Tue 12/3/19	Ch 35 - Geriatric Emergencies Ch 36 - Patients With Special Challenges	OKeefe, McDonald	Ch 35 Quiz Ch 36 Quiz	
	Wed 12/4/19	Thu 12/5/19	Ch 37 - Transport Operations Ch 38 - Vehicle Extrication and Special Rescue	OKeefe, McDonald	Ch 37 Quiz Ch 38 Quiz	Ch 14
15	Mon 12/9/19	Tue 12/10/19	Ch 39 - Incident Management	OKeefe, McDonald	Ch 39 Quiz NIMS 100 & 700	



Week	M/W Date	T/T Date	Description	Instructor	Tests and Exams	People Care
					HM Aware MO Class E DL	
	Wed 12/11/19	Thu 12/12/19	Ch 40 - Terrorism Response and Disaster Management Ch 41 - A Team Approach to Health Care	OKeefe, McDonald	Ch 40 Quiz Ch 41 Quiz	Ch 15
	Sat 12/14/19			OKeefe, McDonald	Final Practical Exam	
16	Mon 12/16/19	Tue 12/17/19	Test Review	OKeefe, McDonald		
	Wed 12/18/19	Thu 12/19/19	Routine individual academic counseling with all students to evaluate affective domain	OKeefe, McDonald	Final Exam	Ch 16 & 17
	Fri 12/20/19		EMT and Paramedic graduation ceremony			

### **Sub-Section 3.350.80 - EMS 306 (Emergency Medical Technology Clinical Experience) Course**

Five (5) college credit 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

If the minimum number of patient contacts listed in Sub-Section 3.350.72 - EMT Academy Clinical Requirements (page 124) are not completed by the end of the minimum hours required, additional hours must be scheduled to meet the contact requirements.

All hour and patient contact requirements are due by the end of your second trimester.



#### **EMERGENCY ROOM:**

- Prerequisites:
  - Complete AHA BLS CPR and
  - Completion of Patient Assessment lecture and test.
- Location options:
  - CMH Hospital (Bolivar)
  - Cox Hospital (Springfield)
  - Mercy Hospital (Springfield)
- EMT students will shadow ER tech.
- Complete a minimum of 24 hours.
- Student scheduling information (CMH):
  - 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
    - Only one EMT can be scheduled in the ER simultaneously.
  - Shifts available:
    - 0700 to 1900
    - 1900 to 0700
    - 1100 to 2300
- Where to go:
  - In the waiting room, tell the ER triage nurse you are an EMT student there for clinicals.

GROUND AMBULANCE:

- Prerequisites: Completion of all emergency room clinical hours.
- Location options:
  - CMH EMS (Bolivar, Eldorado, Hermitage, Osceola, or Stockton)
  - Cox EMS (Ava, Crane, Greenfield, Marshfield, Ozark, or Springfield)
  - Taney County Ambulance District (Branson, Hollister)
  - Vernon County Ambulance District (Nevada)
  - Warsaw-Lincoln Ambulance District (Warsaw)
- EMT students will shadow EMT.
- Complete a minimum of 48 hours.
- Student scheduling information:
  - CMH: Contact [ryan.mcdonald@citizensmemorial.com](mailto:ryan.mcdonald@citizensmemorial.com).
  - Cox: <http://emsftep.wix.com/main> (Admin contact Megan Wood 417-761-2945).
  - Mercy: Contact your direct supervisor at Mercy EMS.
  - TCAD: ?
  - VCAD: Call 417-667-5079 to schedule. One student at a time. Shifts are 8a-10p. (Admin contact Leland Splitter [vcadsplit@sofnet.com](mailto:vcadsplit@sofnet.com).)
  - WLAD: Contact Karen Orick at 660-438-2993 or [korick@warsawems.com](mailto:korick@warsawems.com). One student at a time. Shifts start at 8a.

### **Sub-Section 3.350.84 - 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>School contact for exposure or other reasons: <b>Theron Becker 417-597-3688</b></p>	<p>EMT students are to 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>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>School contact for exposure or other reasons: <b>Theron Becker 417-597-3688</b></p>	<p>EMT students are to 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>

### **Sub-Section 3.350.92 - 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: \_\_\_\_\_

- ☐ Passing overall score (80% min)
- ☐ “Pass” on at least 70% of the “People Care” weekly discussions
- ☐ Platinum timed comprehensive adaptive test:
  - ☐ “Exceptional” in at least two categories AND
  - ☐ “Good” in all other categories
- ☐ Practical skill sheets (includes all required skill sheets)
- ☐ Clinical tracking records
  - ☐ Hours tracking report attached
  - ☐ Platinum skills tracking report attached
- ☐ Affective learning domain evaluations
- ☐ Student counseling (as applicable) Notes: \_\_\_\_\_
- ☐ Required course certifications:
  - ☐ AHA BLS
- ☐ BEMS skills verification form completed  
(<https://health.mo.gov/safety/ems/pdf/TrainingEntityEMT-BSkillsVerification.pdf>)

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

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

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

After graduation outcomes are entered in the academy student database as progress is made by the student.

- ☐ Calendar reminder set to send surveys six (6) months after state licensure.
- ☐ Date: \_\_\_\_\_



### **Section 3.420 - AEMT Academy**



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.

#### **Sub-Section 3.420.33 - EMS 401 (Advanced Emergency Medical Technology) Course**

This is a placeholder for course information.

#### **Sub-Section 3.420.66 - EMS 406 (Advanced Emergency Medical Technology Clinical Experience) Course**

This is a placeholder for course information.





## **Section 3.490 - Paramedic Academy**



This section serves as the course syllabus for the Paramedic Academy. A maximum of 14 students will be accepted into each Paramedic Academy.

### **Sub-Section 3.490.02 - Paramedic Academy Goal**

CMH EMS Paramedic Academy goal is “To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.” (This verbatim language is required by 2015 CAAHEP Standard 11.C). Our program does not include exit points at EMR, EMT, or AEMT levels.

#### **DESCRIPTION**

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.

### LIFE CHANGES DURING THE ACADEMY

Paramedics are highly trained and extremely important members of the allied healthcare team caring for the critically ill or injured. This is a highly demanding 18- to 24-month study that provides students the opportunity to acquire the knowledge and master the skills necessary to enter the workforce as a competent entry-level paramedic. Didactic portions of the course are taught at CMH EMS Headquarters with clinical time at CMH and other various clinical sites.

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%.

### **Sub-Section 3.490.04 - 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.

Students are eligible to test for licensure who begin class with a program and successfully graduate from a program that holds a letter of review or fully accredited and that program subsequently does not gain accreditation or loses accreditation.

### **Sub-Section 3.490.06 - Paramedic Academy Faculty**

#### **MEDICAL DIRECTOR**

Tony Cauchi, MD is a board certified emergency medicine physician. Dr. Cauchi attended medical school at Texas Tech University and completed his internship and residency at Michigan State University. He is currently the Chief Medical Officer for Triad Physician Solutions, a physician in the US Army, and the medical director for Citizens Memorial Hospital Emergency Room.



#### **PROGRAM DIRECTOR**

Theron Becker, MMPA, EFO, BS-FPE, NRP is a Nationally Registered Paramedic. Mr. Becker is the Director of the EMS Education Department at Citizens Memorial Hospital. Theron got his EMT license in 1995 while attending the Fire Engineering program at Oklahoma State University. Since then, he has obtained a Master degree in public administration management and Executive Fire Officer from the National Fire Academy.



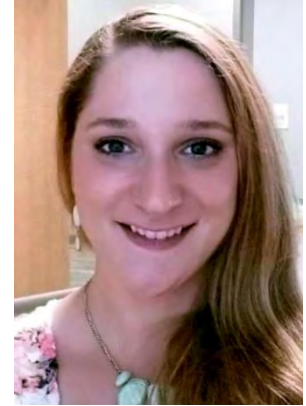
Theron has been a volunteer firefighter since he was 16 years old in SW Missouri and has been employed as an ambulance paramedic, on hazmat teams, as a fire protection engineer, and in public health in bioterrorism preparedness.

Full bio and curriculum vitae can be found here:  
<http://ozarksems.com/theron-resume.php>

### A&P I INSTRUCTOR

Lucinda Schmidt is the Nursing Faculty Mentor and Anatomy and Physiology I instructor at Bolivar Technical College. She also teaches Maternal-Child Obstetrics, Fundamentals of Nursing, and Microbiology.

Mrs. Schmidt has a background as a Labor and Delivery nurse along with immunization nurse.



### A&P II INSTRUCTOR

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.



### **Sub-Section 3.490.08 - 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 Paramedic Education Standards.

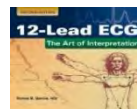
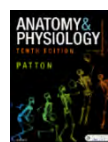
### **Sub-Section 3.490.10 - Paramedic Academy Curriculum**

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.

#### **Books included with tuition:**

- The current edition of the textbook is “Nancy Caroline’s Emergency Care in the Streets - 8th Edition” with “Navigate 2 Advantage Package.”
- ISBN: [9781284457025](https://www.jonesandbartlett.com/9781284457025)
- Textbook for Anatomy and Physiology courses includes, “Anatomy & Physiology - 10th Edition.”
- ISBN: [9780323528900](https://www.jonesandbartlett.com/9780323528900)
- Textbook for Cardiology units includes, “12-Lead ECG - The Art of Interpretation - 2nd 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.”
- “People Care: Perspectives and Practices for Professional Caregivers - 3<sup>rd</sup> edition”
- ISBN: [9781893446144](https://www.jonesandbartlett.com/9781893446144)



#### **Books available for checkout during Academy:**

- “Publication Manual of the American Psychological Association.”
- Library of more than 700 reference books can be browsed and checked out by visiting <http://ozarksems.com/library.php>



### **Sub-Section 3.490.12 - 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.

### **Sub-Section 3.490.14 - 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.



### **Sub-Section 3.490.16 - 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 trimester final exam can be taken.
- An additional \$2,500 is due before the second trimester final exam can be taken.
- The final \$1,000 is due before the third trimester final exam can be taken.

Employment contract is available for a maximum of two (2) currently employed CMH EMT students per year. Contact your manager for details.

### **A&P TRANSFER CREDIT TUITION DETAILS**

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 trimester final exam can be taken.
- An additional \$2,500 is due before the second trimester final exam can be taken.
- The final \$1,000 is due before the third trimester 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 trimester final exam can be taken.
- An additional \$1,500 is due before the second trimester final exam can be taken.
- The final \$1,000 is due before the third trimester final exam can be taken.

### **Sub-Section 3.490.18 - Chris Loderhose Memorial Paramedic Academy Work-Study Program**

Each trimester, each of the following individuals can sponsor one (1) student in the work-study program. From these sponsorships, a maximum of one (1) work-study student will be selected per trimester.

- 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 trimester 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 trimester 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 one (1) student applicant with a sponsor and with the highest points will be awarded the work-study opportunity for the given trimester.

WORK-STUDY APPLICATION:

Student name: \_\_\_\_\_ Apply for year/ trimester: \_\_\_\_\_

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

- ☐ I currently have an overall course grade of at least 80% and will maintain that minimum grade throughout the trimester.  
[mandatory]
- ☐ I am currently at the suggested milestone in regards to laboratory and clinical requirements.  
[mandatory]
- ☐ 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]
- ☐ 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 (<https://mydss.mo.gov/food-assistance/food-stamp-program/income-limits>)  
[10 points]
- ☐ Missouri WIC ([https://health.mo.gov/living/families/wic/eligibility\\_income.php](https://health.mo.gov/living/families/wic/eligibility_income.php))  
[5 points]
- ☐ I am currently an active volunteer emergency responder in my community.  
Agency: \_\_\_\_\_  
Chief Signature: \_\_\_\_\_  
[2 points]
- ☐ I am currently an employee of Citizens Memorial Hospital.  
[5 points]
- ☐ I intend to work at CMH as a paramedic after graduation.  
[1 point]

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

THIS SECTION IS TO BE COMPLETED BY THE REVIEW COMMITTEE :

Student name:\_\_\_\_\_ Apply for year/trimester:\_\_\_\_\_

Total points for this student:\_\_\_\_\_

Total number of applications:\_\_\_\_\_

Rank of this application:\_\_\_\_\_

Was this student selected for award:

- ☐ Yes  
☐ No

Committee representative name:\_\_\_\_\_

Committee representative signature:\_\_\_\_\_

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

Date forwarded to CMH HR Department:\_\_\_\_\_

CHRISTOPHER ALLEN LODERHOSE OBITUARY (AUG 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"

Student name: \_\_\_\_\_

End date (max 15 weeks after the start): \_\_\_\_\_

Number of work hours per week (maximum of 12 hours per week): \_\_\_\_\_

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.):

[illegible]

Program director signature:\_\_\_\_\_

### **Sub-Section 3.490.20 - 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 entrance exam score (if applicable).

If the number of applicants exceeds classroom capacity, an entrance exam will be 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.

### **Sub-Section 3.490.22 - 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:

- Sub-Section 3.490.24 - Paramedic Academy Military Advanced Placement (page 152).
- Sub-Section 3.490.26 - Paramedic Academy Registered Nurse Advanced Placement (page 154)
- Sub-Section 3.490.28 - Non-Accredited Paramedic Graduate Advanced Placement (page 155).
- Sub-Section 3.490.30 - Paramedic Academy Anatomy and Physiology Transfer Credit (page 155).
- Sub-Section 3.490.32 - Paramedic Academy Retake Advanced Placement (page 156).
- Minor certificates that have previously been completed may be used in lieu of attending those specific classes again. Case-by-case approval must be attained and certificates provided prior to the class in question. Additionally, if the course has a post-test, you must repeat the post-test with the rest of the class and that test score will be used. Examples include, but not limited to:
  - AHA courses,
  - NAEMT courses,
  - NIMS courses,
  - NIHSS course,
  - Etc.

### **Sub-Section 3.490.23 - Advanced EMT Advanced Placement**

To take advantage of this advanced placement, the individual must be currently registered as an Advanced EMT with NREMT and at least a current EMT license in the state of Missouri.

Full tuition is required. The following ALS skills are expected:

- IM/SQ medication administration
- IV and IO access and medication administration
- IV blood draw
- Nebulizer medication administration
- ET intubation

Advanced placement with this specialty includes the following:

- Laboratory skills and scenarios added to the tracker that will not be required by the student:
  - IM/SQ, IV, IO
  - Nebulizer
- Clinical skills, assessments, and patient encounters added to the tracker that will not be required by the student:
  - IV starts
  - Medication administrations
  - Hours required in Same-Day-Surgery for IV start practice (still highly encouraged)
  - Airway management (all of the BVM and live human intubations are still required)

### **Sub-Section 3.490.24 - 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

Full tuition is required. The following ALS skills are expected:

- IM/SQ medication administration
- IV and IO access and medication administration
- IV blood draw
- Nebulizer medication administration
- Needle chest decompression
- OG tube placement
- Surgical cricothyrotomy

Advanced placement with this specialty includes the following:

- Laboratory skills and scenarios added to the tracker that will not be required by the student:
  - IM/SQ, IV, IO
  - Nebulizer
  - Needle decompression
  - OG tube placement
  - Surgical cricothyrotomy
  - Many of the trauma laboratory sessions may not be required, but they are encouraged.
- Clinical skills, assessments, and patient encounters added to the tracker that will not be required by the student:
  - IV starts
  - Medication administrations
  - Hours required in Same-Day-Surgery for IV start practice (still highly encouraged)

### ARMY HEALTH CARE SPECIALIST (MOS 68W) LEVEL II

Full tuition is required. 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

Full tuition is required. 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
- Laboratory skills and scenarios added to the tracker that will not be required by the student:
  - Airway
- Clinical skills, assessments, and patient encounters added to the tracker that will not be required by the student:
  - Airway management (all of the BVM and live human intubations are still required)

### **Sub-Section 3.490.26 - 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.
- Complete application process as described in Sub-Section 3.490.20 - Paramedic Academy Application and Selection Process (page 151).

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 trimester Mid-Term and Final Exams and the final written and psychomotor exams must be successfully completed. Finally, all candidates must successfully complete all requirements of Sub-Section 3.490.66 - EMS 526 (Paramedicine Field Experience) Course (page 209) and Sub-Section 3.490.70 - EMS 536 (Paramedicine Field Internship) Course (page 213) 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.

### **Sub-Section 3.490.28 - Non-Accredited Paramedic Graduate Advanced Placement**

Currently licensed paramedics from a non-accredited school may apply for advanced placement into the Paramedic Academy. Students must complete the following:

- Have a current, undisciplined Missouri Paramedic License.
- Complete application process as described in Sub-Section 3.490.20 - Paramedic Academy Application and Selection Process (page 151).

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 trimester Mid-Term and Final Exams and the final written and psychomotor exams must be successfully completed. Finally, all candidates must successfully complete all requirements of Sub-Section 3.490.66 - EMS 526 (Paramedicine Field Experience) Course (page 209) and Sub-Section 3.490.70 - EMS 536 (Paramedicine Field Internship) Course (page 213) 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.

### **Sub-Section 3.490.30 - Paramedic Academy 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.

### **Sub-Section 3.490.32 - Paramedic Academy Retake Advanced Placement**

Paramedic Academy students that have failed previous attempts may return into the paramedic academy following this procedure. Students must complete the following:

- Meet all prerequisite requirements.
- Complete application process as described in Sub-Section 3.490.20 - Paramedic Academy Application and Selection Process (page 151).

Upon acceptance into the program, the written and practical exams will be completed for all previously completed courses where a score of greater than 80% was originally attained. If the retest results are greater than 70%, the student will not need to retake that course and the previous grade will be used in the new academy. Courses where the original score was less than 80%, the entire course will need to be retaken.

All candidates must successfully complete all requirements of all clinical, field experience, and field internship courses 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.

### **Sub-Section 3.490.34 - Paramedic Academy Classroom Details**

Each trimester is broken into eight (8) modules of two weeks.

- First trimester:
  - First half (eight weeks):
    - Paramedic classroom every Monday 0730 hours to 1730 hours.
    - Paramedic classroom every Thursday 0730 hours to 1730 hours.
  - Second half (eight weeks):
    - Paramedic classroom every other Monday 0730 hours to 1730 hours. The week without a Monday classroom session, students are required to complete at least one clinical shift.
    - Paramedic classroom every Thursday 0730 hours to 1730 hours.
- Second trimester:
  - Paramedic classroom every other Monday 0730 hours to 1730 hours. The week without a Monday classroom session, students are required to complete at least one clinical shift.
  - A&P I Classroom every Thursday 0730 hours to 1230 hours.
  - Paramedic classroom every Thursday 1330 hours to 1730 hours.
- Third trimester:
  - Paramedic classroom every other Monday 0730 hours to 1730 hours. The week without a Monday classroom session, students are required to complete at least one clinical shift.
  - A&P II Classroom every Thursday 0730 hours to 1230 hours.
  - Paramedic classroom every Thursday 1330 hours to 1730 hours.
- Fourth trimester:
  - Students are on their own to schedule and attend the reminder of clinicals, field experience, and field internship shifts.

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.

TRIMESTER, CONTACT, AND CLINICAL HOURS:

Course	Trimester Hours	Classroom Hours	Clinical Hours	Field Experience Hours	Field Internship Hours	Total Hours
EMS 501	16	252				252
EMS 506	5		84			84
<b>First Trimester Total</b>	21	252	84			<b>336</b>
BIO 111	4	64				64
EMS 511	14	224				224
EMS 516	10		166			166
<b>Second Trimester Total</b>	28	288	166			<b>454</b>
BIO 211	4	64				64
EMS 521	14	224				224
EMS 526	9			100		100
<b>Third Trimester Total</b>	27	288		100		<b>388</b>
EMS 536	6				150	150
<b>Fourth Trimester Total</b>	6				150	<b>150</b>
<b>Academy Total</b>	<b>82</b>	<b>828</b>	<b>250</b>	<b>100</b>	<b>150</b>	<b>1,328</b>

### 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. Each student will have completed the practice chapter quiz found on JBLearning with a passing score of greater than 70% to be allowed to attend class.
2. Case study: The chapter case study is presented to develop classroom discussion.
3. Chapter lecture. This involves highlights from the reading assignment, tips and tricks from the field, and guest lecturers. Student-led impromptu lecture based on student questions is also included.
4. 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.
5. Skills lab: Specific skills associated with the lecture will be reviewed, practiced, and tested. Observation, practice, and refinement of individual skills on manikins and fellow students.
6. Pharmacology Quiz: Assigned medication(s) and/or random medication(s) that have already been quizzed. This activity makes up 25% of the chapter grade.
7. EKG Quiz: A random EKG will be selected and must be interpreted. This activity makes up 25% of the chapter grade.
8. Simulation Lab: The on-duty student team manages a simulation scenario developed by their peers based on an actual call and patient. Other students play as actors or patients, evaluate the team, or observe as assigned.
9. Simulation Review: Directly after the scenario, the entire class reviews the scenario. The on-duty team critiques themselves first, followed by the instructor, and then the entire class. Instructor-led impromptu lecture based on street and real-life experience.

### “PEOPLE CARE” WEEKLY DISCUSSION QUESTIONS (DQ):

Each week, a discussion question based on the reading assignment in the book “People Care” will be required in an online chat group. Meaningful participating each week is required. Instructors will post questions and conversation that must be responded to based on your experience and reading. Each week is pass/fail based on your responses. Participation in the weekly discussion is due by 8 AM each Thursday morning.

## DAILY AGENDA

### **Full-Day Class**

#### **One Chapter**

<u>Start</u>	<u>End</u>	<u>Ch</u>	<u>Description</u>
08:30	09:00		Med prep for next class
09:00	09:15	0	Platinum test review
09:15	09:30	1	JBL pre-test review
09:30	10:30	1	Case study
10:30	11:00	1	EKG/Med quiz
11:00	12:00		Lunch
12:00	16:30	1	Lecture
16:30	16:45	1	Platinum post-test prep
16:45	17:30		Simulation

#### **Two Chapters**

<u>Start</u>	<u>End</u>	<u>Ch</u>	<u>Description</u>
08:30	09:00		Med prep for next class
09:00	09:15	0	Platinum test review
09:15	09:30	1	JBL pre-test review
09:30	10:00	1	Case study
10:00	11:45	1	Lecture
11:45	12:15	1	EKG/Med quiz
12:15	13:15		Lunch
13:15	13:30	1	Platinum post-test prep
13:30	13:45	2	JBL pre-test review
13:45	14:15	2	Case study
14:15	16:00	2	Lecture
16:00	16:30	2	EKG/Med quiz
16:30	16:45	2	Platinum post-test prep
16:45	17:30		Simulation

### **Afternoon-Only Class**

#### **One Chapter**

<u>Start</u>	<u>End</u>	<u>Ch</u>	<u>Description</u>
13:00	13:30		Med prep for next class
13:30	13:45	0	Platinum test review
13:45	14:00	1	JBL pre-test review
14:00	14:30	1	Case study
14:30	16:00	1	Lecture
16:00	16:30	1	EKG/Med quiz
16:30	16:45	1	Platinum post-test prep
16:45	17:30		Simulation

#### **Two Chapters**

<u>Start</u>	<u>End</u>	<u>Ch</u>	<u>Description</u>
--------------	------------	-----------	--------------------



### **Sub-Section 3.490.36 - 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 trimester. Specific details can be found in the appropriate course description.

- Part one - Describe the problem and perform a literature review.
- Part two - Generate new and original research data and describe results.
- Part three - Using parts one and two, develop recommendations and present findings.

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>



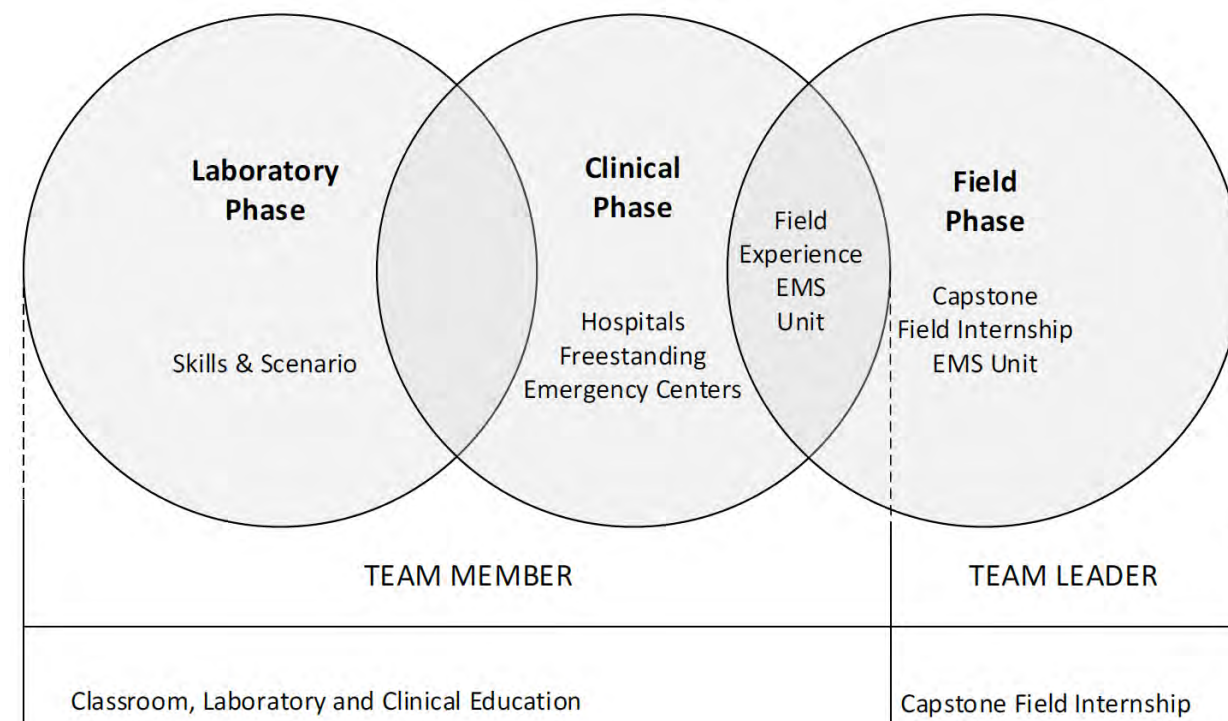
### **Sub-Section 3.490.38 - Paramedic Academy Academic Progress**

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.



(National Registry of Emergency Medical Technicians, Inc., 2015)

PARAMEDIC ACADEMY COURSE PROGRESS GRAPHIC

Trimester	Mo	First Trimester		Second Trimester		Third Trimester		Fourth Trimester
		Class	Clinical	Class	Clinical	Class	Clinical	Clinical
1 Spring	Jan	EMS 501						Previous Academy
	Feb							
	Mar		EMS 506					
	Apr							
2 Summer	May			BIO 111 & EMS 511	EMS 516			
	Jun							
	Jul							
	Aug							
3 Fall	Sep					BIO 211 & EMS 521	EMS 526	
	Oct							
	Nov							
	Dec							
4 Spring	Jan	Next Academy						EMS 536
	Feb							
	Mar		Next Academy					
	Apr							

### **Sub-Section 3.490.40 - Paramedic Academy Grade Calculation**

Each chapter score (CHA) is calculated with the following formula. In simple terms, the Platinum post-test is 50% of the chapter score and the combined results of the EKG and Pharmacology quizzes make up the other 50%.

$$CHA = average(PLA, average(EKG, PHA, SIM))$$

- CHA = Chapter score
- EKG = EKG quiz
- PHA = Pharmacology quiz
- PLA = Platinum post-test
- SIM = Simulation grade for team leader, if it exists

Each module score (MOD) is calculated with the following formula. If you pass your clinical and affective evaluation, your module score is an average of all the chapter scores in that module. If you do not pass your clinical or your affective evaluation, your module score is zero.

$$MOD = if(and(CLI = "pass", AFF = "pass", PPL = "pass"), average(CHAs), 0)$$

- AFF = Affective score
- CHA = Chapter score
- CLI = Clinical score
- MOD = Module score
- PPL = "People Care" meaningful participation for both weeks

Each course score (COU) is calculated with the following formula. In simple terms, if you pass your psychomotor evaluation, your course score is an average of all the module scores in that course. If you do not pass your psychomotor evaluation, your course score is zero.

$$COU = if(PSY = "pass", average(MODs, MTE, FTE, ARP), 0)$$

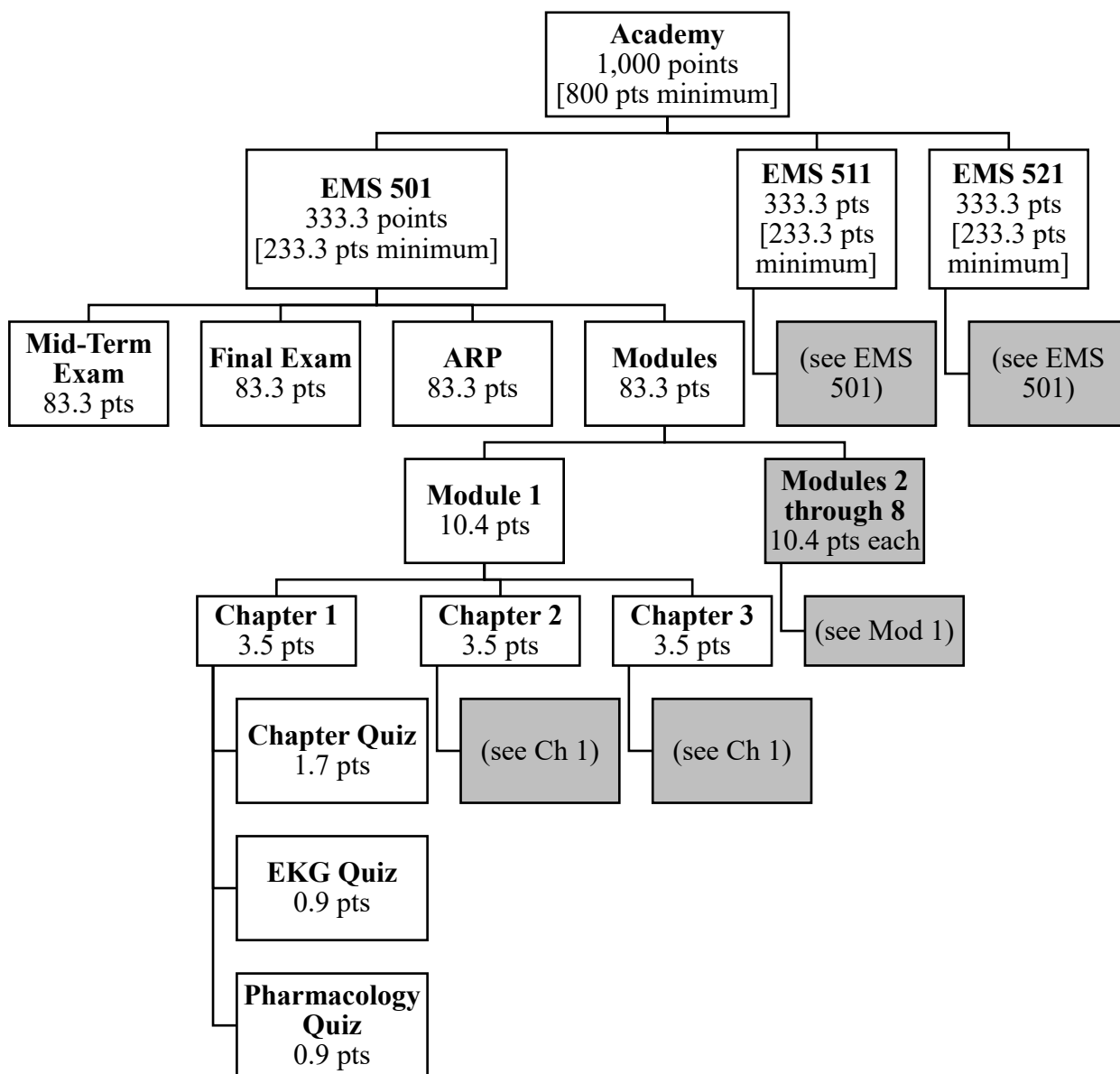
- ARP = Applied Research Project
- COU = Course score
- FTE = Final trimester exam
- MOD = Module score
- MTE = Mid-trimester exam
- PSY = Psychomotor score

The overall Academy score (ACA) is calculated with the following formula. In simple terms, if you pass your final evaluation, your academy score is an average of all the course scores. If you do not pass your final evaluation, your academy score is zero.

$$ACA = if(FIN = "pass", average(COU), 0)$$

- ACA = Academy score
- FIN = Final evaluation score (includes cognitive, affective, and psychomotor exams after team leads are completed)
- COU = Course score

GRADE BREAKDOWN GRAPHIC (EXAMPLE ONLY)



### **Sub-Section 3.490.42 - Certifications Gained after Completion of the Paramedic Academy**

- American Heart Association (AHA) - Advanced Cardiac Life Support (ACLS)
- American Heart Association (AHA) - Neonatal Resuscitation Program (NRP)
- American Heart Association (AHA) - Pediatric Advanced Life Support (PALS)
- Hazmat Medic
- National Association of Emergency Medical Technicians (AMLS) - Advanced Medical Life Support
- 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) - Psychological Trauma in EMS Patients (PTEP)
- National Association of Emergency Medical Technicians (NAEMT) - Tactical Emergency Casualty Care (TECC)
- National Fire Administration - Q0427 - Applied Research Design for Fire and Emergency Medical Services
- National Incident Management System (NIMS) 200: Incident Command System for Single Resources and Initial Action Incident
- Paramedic course credit may be transferred to colleges where we have articulation agreements. Refer to the program director for the list of colleges.
- Port Access Course
- Prepared and eligible to test for Missouri Licensed Paramedic
- Prepared and eligible to test for Nationally Registered Paramedic

### **Sub-Section 3.490.44 - Paramedic Academy Examination and Graduation Requirements**

EMSTesting website through Platinum Education will be used for tests and exams.

- Overall test reliability will be ensured through reviewing each test's KR20 score (ranges from 0.0 to 1.0). Scores below 0.7 indicate the test did not do a good job of discriminating between high and low performing students, the test had too many interruptions, material was not adequately covered, or cheating might have occurred. Tests with KR20 less than 0.7 may be completely thrown out, retaken, partially modified, or other action deemed appropriate by the lead instructor.
- Test item reliability will be ensured through reviewing each question's class discrimination score (ranges from -1.0 to 1.0). Scores below zero indicate the question did not do a good job of discriminating between high and low performing students. Questions may be completely thrown out, modified, or other action deemed appropriate by the lead instructor.
- Test item validity will be ensured through reviewing the percent of the class that answered the question correctly. Pval ranges from 0.0 to 1.0 indicating the percent of the students that answered correctly. Scores below 0.2 will be reviewed to ensure the material was adequately covered and the test question is written and keyed correctly. Questions may be completely thrown out, modified, or other action deemed appropriate by the lead instructor.
- Additionally, students may request test item review if they feel it was incorrect or clarifying information is requested.

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

- Early eligibility to take the NREMT psychomotor exam will be granted upon successful completion of the following no earlier than the end your third semester:
  - 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 trimester.
  - Completion of all assigned tests and exams.
- Eligibility to take the NREMT computer-based-test will be granted upon successful completion of the following:
  - Successfully complete all requirements of the capstone course final assessment. See Sub-Section 3.490.70 - EMS 536 (Paramedicine Field Internship) Course (page 213).

### **Sub-Section 3.490.46 - Paramedic Academy Laboratory, Scenario, and Simulation Requirements**

#### **DEFINITIONS**

**Laboratory**: This is the class time and activities where individual skills are practiced and evaluated on manikins or peers. This is the first step in skill mastery. For example, paramedic students will use lab time to start IVs on manikin arms and each other.

**Scenario**: This is the class time and activities where skills are incorporated into a full patient scenario where background, patient, and scene information is presented. The focus is still on the skill, however, scene management and limited decision making is incorporated. For example, an evaluator may present some patient information where an IV is needed and the student will start an IV on a manikin arm or a peer.

**Simulation**: This is the class time and activities where an entire patient encounter event is simulated in a 20-minute evolution. Students act in teams and will need to manage all aspects of the situation and patient. For example, a simulation might present a patient with chest pain where the student must assess the patient, start an IV and give medication.

#### **SKILL PROGRESSION**

Skills will be practiced and mastered in a progression format from basic to advanced. Refer to the table below where the first column of requirements for a particular skill must be completed before moving to the next column. All requirements below for a particular skill must be completed in lab, scenario, or simulation before performing the skill in the clinical setting.

#### **SIMULATION TEAMS**

A schedule will be developed where each student 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 participate as patients or actors, serve as peer evaluators, or observe the simulated emergency.

Simulations are written by instructors and peers based on actual call and real patient information. Simulations are validated by the use of actual patient demographics, complaints, vitals, and response to treatments as documented in the ePCR data.



### INSTRUCTOR EVALUATIONS

Instructor evaluations also count as peer evaluations. For example, if the IV Therapy Skill requires one (1) peer evaluation and one (1) instructor evaluation and the student obtains two (2) instructor evaluations, the requirements have been met. Additionally, Simulation Evaluations also meet the requirements of Scenario Evaluations.

In general, the first and last evaluations are preferred to be instructor evaluations. If the last evaluation is failed, all previous peer evaluations must be completed by the student and the peer(s) that documented the successful evaluations. In addition to not missing any critical fail criteria, a successful evaluation obtains at least 80% of the possible points on the evaluation form.

### LABORATORY AND CLINICAL DOCUMENTATION SOFTWARE

Platinum Planner will be used to document and track skills, labs, scenarios, simulations, and clinical contacts. It is the student's responsibility to complete documentation.

When documenting live patient contacts and skills in Platinum Planner, 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.

All documentation in Platinum Planner for lab, scenarios, clinicals, field experience, and field internship MUST be submitted within 48 hours of completing the activity. If documentation is submitted late, it will be rejected and will not count.

### PLATINUM PLANNER SIGNUP DIRECTIONS:

10. Go to <http://platinumed.com> and click on "Create student account."
11. Complete the form. A course code will be given to you by your instructor.
12. Check your email and activate your account following the directions in the email.

## LABORATORY SKILL REQUIREMENTS

The table below meets or exceeds CoAEMSP Appendix G requirements.

Skill	Minimum Number of Successful Attempts				
	Individual Lab Skill		Individual Lab Scenario		Simulation
	Peer Evaluator	Instructor Evaluator	Peer Evaluator	Instructor Evaluator	Instructor Evaluator
Abnormal Delivery with Newborn Care		1	2	4	
Airway Management	24	1			
Basic - 1 & 2 Rescuer CPR for Adults		1		2	
Basic - 1 & 2 Rescuer CPR for Children		1		2	
Basic - 1 & 2 Rescuer CPR for Infants		1		2	
Basic - 12-Lead ECG Placement	2			2	
Basic - Automated External Defibrillator		1			
Basic - Bag-Mask Technique and Rescue Breathing for Adults		1		1	
Basic - Bag-Mask Technique and Rescue Breathing for Children		1		1	
Basic - Glucometer	2				
Basic - Hemorrhage Control	1			2	
Basic - Inhaled Medication Administration	2			2	
Basic - Intranasal Medication Administration	2			2	
Basic - Joint Splinting	1			2	
Basic - Long Bone Splinting	1			2	
Basic - Relief of Choking in Infants		1		1	
Basic - Relief of Choking in Patients 1 Year of Age and Older		1		1	
Basic - Spinal Immobilization Adult (Seated Patient)	1			2	
Basic - Spinal Immobilization Adult (Supine Patient)	1			2	
Basic - Traction Splinting	1			2	
Comprehensive Normal Physical Assessment - Adult	1	1			
Comprehensive Normal Physical Assessment - Pediatric	1	1	2		
CPAP and PEEP	1		2		
Defibrillation	1	1	4	10	
Direct Orotracheal Intubation - Adult	9	1	2		
Direct Orotracheal Intubation - Pediatric	9	1	2	12	
Intramuscular Medication Administration		1	1		
Intraosseous Infusion	1	1	4	2	
Intravenous Piggyback Infusion	1	1	2		
Intravenous Therapy	1	1	10		
IV Medication Administration	1	1	2		
Medical Including Cardiac Physical Assessment	1	1	2		
Nasotracheal Intubation - Adult	2				
Needle Cricothyrotomy	1	1	4	2	
Neonatal Resuscitation Beyond Routine Newborn Care	1		2	4	

Skill	Minimum Number of Successful Attempts				
	Individual Lab Skill		Individual Lab Scenario		Simulation
	Peer Evaluator	Instructor Evaluator	Peer Evaluator	Instructor Evaluator	Instructor Evaluator
Normal Delivery with Newborn Care	1		2	2	
Obtain a Patient History from an Alert and Oriented Patient	1	1			
Pathology - Any - Team Member					10
Pathology - Team Lead - Cardiac Dysrhythmia - Adult					1
Pathology - Team Lead - Chest Pain - Geriatric					1
Pathology - Team Lead - Delivery with Neonate Resuscitation - Pediatric					1
Pathology - Team Lead - OB/GYN - Adult					1
Pathology - Team Lead - Respiratory Distress - Pediatric					1
Pathology - Team Lead - Sepsis - Geriatric					1
Pathology - Team Lead - Shock - Adult					1
Pathology - Team Lead - Stroke - Geriatric					1
Pathology - Team Lead - Trauma - Adult					1
Pathology - Team Lead - Trauma - Pediatric					1
Pleural Decompression	1	1	2	2	
Port Access		1			
Subcutaneous Medication Administration		1	1		
Supraglottic Airway Device - Adult	6	2	10	2	
Synchronized Cardioversion	1	1	4	10	
Transcutaneous Pacing	1	1	4	10	
Trauma Endotracheal Intubation - Adult	2		2	2	
Trauma Physical Assessment - Adult	1	1	2		

### **Sub-Section 3.490.48 - Paramedic Academy Clinical Requirements**

#### **DEFINITIONS**

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.

#### **ELIGIBILITY**

To be eligible to attend clinical rotations, the student must maintain passing status (min 70% overall grade) in the Paramedic Academy. Urine drug screen may be required prior to starting clinicals. CMH Lab will be used for these drug screens. Administrative contact for CMH Lab is Paulette Ivey.

#### **STAFF SUBSTITUTIONS**

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.

#### **GENERAL REQUIREMENTS**

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 for dismissal from the course.

### INABILITY TO ENCOUNTER LIVE PATIENTS

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.

In the event a student is unable to obtain the minimum number of live patient encounters or skill competence, he or she should request in writing for an evaluation and alternative action plan. 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. Simulations will replace live encounters on a 1:1 ratio basis with the following exceptions:
  - At least two pediatric live encounters must be done on live pediatric humans and may not be simulated.
  - All required team leads in Sub-Section 3.490.70 - EMS 536 (Paramedicine Field Internship) Course (page 213) must be done on humans and may not be simulated.

### SCOPE

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.

### IDENTIFICATION

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.

## DOCUMENTATION

Platinum Planner ([www.platinumplanner.net](http://www.platinumplanner.net)) will be used to document and track skills, labs, scenarios, simulations, and clinical contacts. Documentation is the responsibility of the student. The patient medical record number must be documented with the skills performed. If the medical record number is not included, the patient encounter and skills associated will be returned to the student and will not count until the medical record number is attached. If, during spot checks and subsequent investigation, a falsification is found, disciplinary action will be taken and may include termination from the program.

When documenting live patient contacts and skills in Platinum Planner, 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.

## CLINICAL DOUBLE-DIPPING POLICY

When documenting skills, you may document as many skills on the same patient as you actually perform (i.e. medication administration), however, patient assessments may only be documented once per patient per patient visit. If you assess the same patient on different shifts, both assessments may be counted. If the patient leaves and returns for a second visit (or calls 911 a second time while riding the ambulance), both assessments and both team leads (if applicable) may be documented.

## CLINICAL SKILL REQUIREMENTS

The table below meets or exceeds CoAEMSP Appendix G requirements. Asterisks (\*) in the table indicate a minimum success rate is also required. Only successful attempts are counted toward your minimum requirements, however, all attempts should be documented regardless if they are successful or not.

- ALS Team Leads requires 9 successes out of the last 10 attempts.
- Intravenous Therapy Live Skill requires 16 successes out of the last 20 attempts.
- Direct Orotracheal Intubation - Adult Clinical Skill requires nine (9) success out of the last ten (10) attempts.

Skill	Minimum Number of Successful Attempts		
	Individual Live Skill	Live Skill in Clinical or Field Experience	Live Skill in Field Internship
	Preceptor Evaluator	Preceptor Evaluator	Preceptor Evaluator
Airway Management		25	
ALS Team Leads			30 *
Assessment of Adolescents		2	
Basic - 12-Lead ECG Placement	4		
Basic - Inhaled Medication Administration		2	
Comprehensive Normal Physical Assessment - Pediatric	2		
CPAP and PEEP		2	
Direct Orotracheal Intubation - Adult		12 *	
Intramuscular Medication Administration		3	
Intravenous Therapy	20 *	30	
IV Medication Administration	2	30	
Medical Including Cardiac Physical Assessment	40	10	
Normal Delivery with Newborn Care		2	
Obtain a Patient History from an Alert and Oriented Patient		8	
Pathology - Any - Pediatric - Adolescent (12-18 yr)		2	
Pathology - Any - Pediatric - Infant (1-12 mo)		2	
Pathology - Any - Pediatric - Neonate (1-28 dy)		2	
Pathology - Any - Pediatric - Newborn (1-24 hr)		2	
Pathology - Any - Pediatric - Preschooler (3-6 yr)		2	
Pathology - Any - Pediatric - School-Ager (6-12 yr)		2	
Pathology - Any - Pediatric - Toddler (1-3 yr)		2	
Pathology - Medical - Abdominal Pain		2	
Pathology - Medical - Acute Coronary Syndrome		2	
Pathology - Medical - Altered Mental Status		10	
Pathology - Medical - Any - Adult (18-64 yr)		36	
Pathology - Medical - Any - Geriatric (>63 yr)		12	
Pathology - Medical - Any- Pediatric (<18 yr)		18	
Pathology - Medical - Cardiac Dysrhythmia		5	
Pathology - Medical - Chest Pain		15	
Pathology - Medical - Hypoglycemia		2	
Pathology - Medical - Psychiatric		6	
Pathology - Medical - Respiratory Distress - Adult		10	
Pathology - Medical - Respiratory Distress - Pediatric		5	
Pathology - Medical - Sepsis		5	
Pathology - Medical - Shock		2	
Pathology - Medical - Stroke		2	
Pathology - Medical - Toxicological Event		2	
Subcutaneous Medication Administration		1	
Trauma Physical Assessment - Geriatric		6	
Trauma Physical Assessment - Adult	6	18	
Trauma Physical Assessment - Pediatric		6	
Ventilate via BVM		10	

### **Sub-Section 3.490.50 - EMS 501 (Paramedicine I) Course**

#### **PREREQUISITES:**

Enrollment in the Paramedic Academy.

This course contains the following sections of the paramedic educational standards:

- PR - Preparatory (all sections),
- PA - Patient Assessment (all sections),
- AM - Airway Management, Respiration, and Ventilation (all sections),
- MT - Medicine (only section MT10 - Respiratory).

#### **COURSE SCHEDULE:**

Lecture and Laboratory is on Mondays and Thursdays from 0730 to 1730. During the last eight weeks of the course, class will meet every other Monday and every Thursday.

#### **COURSE INSTRUCTOR:**

Theron Becker. Office hours by appointment. Email: [theron.becker@citizensmemorial.com](mailto:theron.becker@citizensmemorial.com).

#### **COURSE SCHEDULE FOR 2020:**

Mod	Wk	Day	Description	Guest Instructor	Tests and Exams	People Care
1	1	Mon (9 hr) 1/6/20 <b>KG</b>	Student Success / Platinum Walkthrough <b>Basic Skills Check</b> <b>NFA Q0427 Assignment</b>	Dr. Cauchi (medical director)	<b>Education Manual Quiz</b> EKG Quiz (Padawn) Simulation	Foreword (p5-6), Preface - That word, medic (p7)
		Thu (9 hr) 1/9/20 <b>KG</b>	<b>Applied Research Project (ARP) instructions</b> <b>ARP Problem Statements</b> Ch 11 - Patient Assessment		Ch 11 Case Study Ch 11 Test EKG Quiz (Padawn) Simulation	
	2	Mon (9 hr) 1/13/20 <b>KG</b>	Ch 13 - Pharmacology Pharmacology Review (NS, LR)		Ch 13 Case Study Ch 13 Test EKG Quiz (Padawn) Simulation	Introduction (p8), Chapter 1 - Are you gifted? (p9-12)
		Thu (9 hr) 1/16/20 <b>KG</b>	Ch 14 - Medication Administration Pharmacology Review (Neo-Synephrine, Oxygen)		Ch 14 Case Study Ch 14 Test Pharmacology Quiz (NS, LR) EKG Quiz (Padawn) Simulation	



Mod	Wk	Day	Description	Guest Instructor	Tests and Exams	People Care
					<b>ARP Problem Statements due by 1700 hours</b> Module Affective Evaluation	
2	3	Mon (9 hr) 1/20/20 KG	<b>Port Access Class Medical Math</b> Pharmacology Review (Etomidate, Ketamine)	Cassie Ahlers (Vascular Access Team)	Pharmacology Quiz (Neo-Synephrine, Oxygen) EKG Quiz (Padawn) Simulation	Emotional intelligence (p12), EMS preceptors (p12-13), Safety and the value of the people (p13-14)
		Thu (9 hr) 1/23/20 KG	Ch 15 - Airway Management and Ventilation Pharmacology Review (Rocuronium, Vecuronium)		Ch 15 Case Study Ch 15 Test Pharmacology Quiz (Etomidate, Ketamine) EKG Quiz (Padawn) Simulation	
	4	Mon (9 hr) 1/27/20 KG	<b>BLS Airway Review ENT and Airway Emergencies</b> Pharmacology Review (Succinylcholine, Albuterol)	[unconfirmed] Shelly Elsey (Flight nurse) Matt Ericksen (ENT Surgeon)	Pharmacology Quiz (Rocuronium, Vecuronium) EKG Quiz (Padawn) Simulation	Professional repertoire and artistic style (p15-16)
		Thu (9 hr) 1/30/20 KG	Ch 16 - Respiratory Emergencies <b>Difficult Airways</b> Pharmacology Review (Duoneb, Ipratropium)	Jacob Snyder (Cox Air Care) [unconfirmed] Neal Taylor (EMS Director)	Ch 16 Case Study Ch 16 Test Pharmacology Quiz (Succinylcholine, Albuterol) EKG Quiz (Padawn) Simulation Module Affective Evaluation	
3	5	Mon (9 hr) 2/3/20 KG	<b>Rapid Sequence Intubation</b> Ch 7 Medical Terminology Pharmacology Review (Racemic Epi, Xopenex)		Ch 7 Case Study Ch 7 Test Pharmacology Quiz (Duoneb, Ipratropium) EKG Quiz (Padawn) Simulation	Chapter 2 - Loving the best job in the world (p17-20)
		Thu (9 hr) 2/6/20 KG	<b>Basic Rhythm Identification</b> Pharmacology Review (Atropine, Epi 1:10,000)	Ryan McDonald (Paramedic)	Pharmacology Quiz (Racemic Epi, Xopenex) EKG Quiz (Padawn) Simulation	
	6	Mon (9 hr) 2/10/20 KG	Ch 17 - Cardiovascular Emergencies Pharmacology Review (Adenosine, Sodium Bicarb)	Dr. John Best (Cardiologist)	Ch 17 Case Study Ch 17 Test Pharmacology Quiz (Atropine, Epi 1:10,000) EKG Quiz (Jedi) Simulation	Good mental and emotional health (p20-21), A liking for people (p21-22),

Mod	Wk	Day	Description	Guest Instructor	Tests and Exams	People Care
		Thu (9 hr) 2/13/20 <b>KG</b>	<b>Introduction to 12-Leads Congestive Heart Failure</b> Pharmacology Review (Amiodarone, Lidocaine)	Ryan McDonald (Paramedic) Kyla Inman (Cardiac NP)	Pharmacology Quiz (Adenosine, Sodium Bicarb) EKG Quiz (Jedi) Simulation Module Affective Evaluation	Emotional intelligence (p22), Humor (p22)
4	7	Mon 2/17/20	Washington's birthday (mandatory holiday)			Finding joy in the work (p22), Loving the work (p23-24) Hating the work (p24) Personal balance (p24-26)
		Thu (9 hr) 2/20/20	<b>AHA - Advanced Cardiac Life Support (ACLS) - Part 1</b> Pharmacology Review (Cardizem, Procainamide)	Beth Perkins (Paramedic)	Pharmacology Quiz (Amiodarone, Lidocaine) EKG Quiz (Jedi Knight) Simulation	
	8	Mon (9 hr) 2/24/20	<b>AHA - Advanced Cardiac Life Support (ACLS) - Part 2</b> Pre-Hospital Cardiac Arrest Management Pharmacology Review (Aspirin, Heparin)	Beth Perkins (Paramedic)	ACLS Test Pharmacology Quiz (Cardizem, Procainamide) EKG Quiz (Jedi Knight) Simulation	Humility (p26-27), Secondary income (p28), Honesty with family (p28-29)
		Thu (9 hr) 2/27/20 <b>KG</b>	Ch 8 - Anatomy and Physiology <b>Advanced STEMI topics (mimicks, Sgarbossa, 3-Vessel, DeWinters, Wellens, IABP)</b> Pharmacology Review (Captopril, Dopamine) <b>One-on-one academic counseling with each student</b>	Dr. Joseph Moore (Cardiologist)	Ch 8 Case Study Ch 8 Test Pharmacology Quiz (Aspirin, Heparin) EKG Quiz (Jedi Ace) Simulation Module Affective Evaluation <b>NFA Q0427 due by 1700 hours</b> <b>ARP Problem Statements due by 1700 hours</b> <b>Mid-Term Exam</b>	
5	9	Mon (9 hr) 3/2/20	Ch 2 - Workforce Safety and Wellness Ch 9 - Pathophysiology Pharmacology Review (Decadron, Solu-Medrol)	Brice Flynn (EMS Safety Chief)	Ch 2 Case Study Ch 2 Test Ch 9 Case Study Ch 9 Test Pharmacology Quiz (Captopril, Dopamine) EKG Quiz (Jedi Ace) Simulation	That name, patient (p29), Get a life (p29-30), Personal sense of significance (p30-31) Sleep management (p31) Chronic depression (p31-32)
		Thu (9 hr) 3/5/20 <b>KG</b>	Ch 3 - Public Health Ch 43 - Pediatric Emergencies Pharmacology Review (Lasix, Oxytocin)	<b>[unconfirmed]</b> Wanita Lister (Public Health RN)	Ch 3 Case Study Ch 3 Test Ch 43 Case Study Ch 43 Test Pharmacology Quiz (Decadron, Solu-Medrol) EKG Quiz (Jedi Ace)	

Mod	Wk	Day	Description	Guest Instructor	Tests and Exams	People Care
					Simulation	
	10	Varies	At least one clinical shift			Mental health days (p32)
		Thu (9 hr) 3/12/20 KG	<b>AHA Neonatal Resuscitation</b> Ch 41 - Obstetrics Ch 42 - Neonatal Care	Ashley Jones (OB RN)	Ch 41 Case Study Ch 41 Test Ch 42 Case Study Ch 42 Test Pharmacology Quiz (Lasix, Oxytocin) EKG Quiz (Jedi Ace) Simulation Module Affective Evaluation	Criticism (p32) Recognizing toxic work environments (p32-34)
6	11	Mon (9 hr) 3/16/20	<b>AHA - Pediatric Advanced Life Support (PALS) - Part 1</b>	[unconfirmed] Beth Perkins (Paramedic)		Chapter 3 - You're OK and I hope I am too (p35-36)
		Thu (9 hr) 3/19/20	<b>AHA - Pediatric Advanced Life Support (PALS) - Part 2</b> Ch 1 - EMS Systems	[unconfirmed] Beth Perkins (Paramedic)	<b>PALS Test</b> Ch 1 Case Study Ch 1 Test Pharmacology Quiz (random, random) EKG Quiz (Jedi Ace) Simulation	Nobody is perfect (p36-39)
	12	Varies	At least one clinical shift			About obesity (p39-40)
		Thu (9 hr) 3/26/20 KG	Ch 4 - Medical Legal and Ethical Issues Ch 6 - Documentation <b>Courtroom Experience</b>	[unconfirmed] Jeff Anderson (Lawyer)	Ch 4 Case Study Ch 4 Test Ch 6 Case Study Ch 6 Test Pharmacology Quiz (random, random) EKG Quiz (Jedi Ace) Simulation Module Affective Evaluation	Using people's names (p40-41) Transposition of feeling (p41-42)
7	13	Mon (9 hr) 3/30/20	Ch 5 - Communications Ch 46 - Transport Operations		Ch 5 Case Study Ch 5 Test Ch 46 Case Study Ch 46 Test Pharmacology Quiz (random, random) EKG Quiz (Jedi Ace) Simulation	Chapter 4 - Treasure all around you (p43) Your TY/FY ratio (p43-46)
		Thu (9 hr) 4/2/20 KG	Ch 10 - Life Span Development Ch 28 - Psychiatric Emergencies Pharmacology Review (Ativan, Haldol)	Joy Murphy (Psychologist)	Ch 10 Case Study Ch 10 Test Ch 28 Case Study Ch 28 Test Pharmacology Quiz (random, random) EKG Quiz (Jedi Ace) Simulation	
	14	Varies	At least one clinical shift			People are scared (p46)
		Thu (9 hr) 4/9/20	<b>NAEMT - Psychological Trauma in EMS Patients (PTEP)</b>	[unconfirmed] Morgan Young (Paramedic)	<b>PTEP Test</b> Pharmacology Quiz (Ativan, Haldol)	Fakers (p46)

Mod	Wk	Day	Description	Guest Instructor	Tests and Exams	People Care
					EKG Quiz (Jedi Ace) Simulation Module Affective Evaluation	Understanding people who are different (p46-49)
8	15	Mon (9 hr) 4/13/20	Ch 48 - Vehicle Extrication and Special Rescue Ch 50 - Terrorism		Ch 48 Case Study Ch 48 Test Ch 50 Case Study Ch 50 Test Pharmacology Quiz (random, random) EKG Quiz (Jedi Ace) Simulation	Being nice (p49) Being gentle (p49-50) Give yourself a hug (p51)
		Thu (9 hr) 4/16/20 KG	Ch 12 - Critical Thinking and Decision Making Ch 52 - Crime Scene Awareness		Ch 12 Case Study Ch 12 Test Ch 52 Case Study Ch 52 Test Pharmacology Quiz (random, random) EKG Quiz (Jedi Ace) Simulation	
	16	Varies	At least one clinical shift			Therapeutic smile (p51-52) Modesty matters (p52) Transfer calls (p52-53)
		Thu (9 hr) 4/23/20 KG	<b>One-on-one academic counseling with each student</b>		Module Affective Evaluation <b>Final Exam</b> <b>Psychomotor Exam</b> <b>ARP Part 1 due by 1700 hours</b>	

### 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:

#### Problem:

- 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:

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.	13 points possible in this section
Problem	<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

**Sub-Section 3.490.52 - EMS 506 (Paramedicine Clinical Experience I) Course**

**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.

If the minimum number of patient assessments and skills listed in Sub-Section 3.490.48 - Paramedic Academy Clinical Requirements (page 172) are not completed by the end of the minimum hours required, additional hours must be scheduled to meet the contact requirements.

### SAME-DAY SURGERY / ENDOSCOPY / OUTPATIENT RADIOLOGY:

- Prerequisites: Complete Chapter 13 (Pharmacology) and 14 (Medication Administration) and Port Access Class. Refer to Section 6.600.54 - Paramedic Academy Clinical Requirements (page 191) 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 trimester.
- 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.



- 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)
  - Cox South (Springfield)
  - Mercy Hospital (Springfield)
  - Cox Branson (Branson)
- Paramedic students will shadow intensive care nurse.
- Complete a minimum of 24 hours by the end of second trimester.
- Student scheduling information:
  - Email [iani.hayes@citizensmemorial.com](mailto:iani.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 first trimester final exam.
- Location options:
  - CMH Hospital (Bolivar)
  - Cox South (Springfield)
  - Mercy Hospital (Springfield)
  - Cox Branson (Branson)
- Paramedic students will shadow respiratory therapist.
- Complete a minimum of 12 hours by the end of second trimester.
- 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)

### **Sub-Section 3.490.54 - Paramedic Clinical Evaluation Cards**

<p>Thank you for being a preceptor for a CMH paramedic 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: _____</p> <p>Clinical date: _____</p> <p>Time in: _____ Time out: _____</p> <p>School contact for exposure or other reasons: <b>Theron Becker 417-597-3688</b></p>	<p>Paramedic students are to 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>• 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</li><li>• Perform cardioversion, manual defibrillation, and transcutaneous pacing</li><li>• Manage adult cardiac arrests</li><li>• Manage the following TCD patients: STEMI, Stroke, or Sepsis</li></ul>
<p>Thank you for being a preceptor for a CMH paramedic 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: _____</p> <p>Clinical date: _____</p> <p>Time in: _____ Time out: _____</p> <p>School contact for exposure or other reasons: <b>Theron Becker 417-597-3688</b></p>	<p>Paramedic students are to 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>• 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</li><li>• Perform cardioversion, manual defibrillation, and transcutaneous pacing</li><li>• Manage adult cardiac arrests</li><li>• Manage the following TCD patients: STEMI, Stroke, or Sepsis</li></ul>

**Sub-Section 3.490.56 - BIO 111 (Anatomy and Physiology I) Course**

See course syllabus from Bolivar Technical College.

### **Sub-Section 3.490.58 - EMS 511 (Paramedicine II) Course**

#### **PREREQUISITES:**

Successful completion of Sub-Section 3.490.50 - EMS 501 (Paramedicine I) Course (page 176).

This course contains the following sections of the paramedic educational standards:

- MT - Medicine (all sections except section MT10 - Respiratory, which was covered in the previous trimester).

#### **COURSE SCHEDULE:**

Lecture and Laboratory is on every other Monday from 0730 to 1730 and on every Thursday from 1330 to 1730.

#### **COURSE INSTRUCTOR:**

Theron Becker. Office hours by appointment. Email: [theron.becker@citizensmemorial.com](mailto:theron.becker@citizensmemorial.com).

#### **COURSE SCHEDULE FOR 2020:**

Mod	Wk	Day	Description	Guest Instructor	Tests and Exams	People Care
1	1	Mon (9 hr) 5/4/20 KG	<b>Applied Research Project (ARP) instructions</b> Ch 19 - Diseases of the Ears, Nose, and Throat		Ch 19 Case Study Ch 19 Test EKG Quiz (Jedi Warrior) Simulation	Chapter 5 - Professional etiquette (p54-55) Etiquette toward other medical professionals (p55-56)
		Thu (4 hr) 5/7/20	Ch 21 - Genitourinary and Renal Emergencies Pharmacology Review (Toradol)		Ch 21 Case Study Ch 21 Test Pharmacology Quiz (random, random) EKG Quiz (Jedi Warrior) Simulation	
	2	Varies	At least one clinical shift			Etiquette toward first responders (p56-57) Etiquette toward other drivers (p57) On-scene etiquette (p58-59) In-station etiquette (p59)
		Thu (4 hr) 5/14/20 KG	Ch 22 - Gynecologic Emergencies Pharmacology Review (Reglan, Zofran)		Ch 22 Case Study Ch 22 Test Pharmacology Quiz (Toradol, random) EKG Quiz (Jedi Warrior) Simulation Module Affective Evaluation	
2	3	Mon (9 hr) 5/18/20	Ch 20 - Abdominal and Gastrointestinal Emergencies		Ch 20 Case Study Ch 20 Test	Sick people's bill of rights (p59-61)

Mod	Wk	Day	Description	Guest Instructor	Tests and Exams	People Care
		KG	Pharmacology Review (Phenergan)		Pharmacology Quiz (Reglan, Zofran) EKG Quiz (Jedi Warrior) Simulation	Etiquette toward muckety-mucks (p61-62)
		Thu (4 hr) 5/21/20 KG	Ch 18 - Neurologic Emergencies - Part 1 <b>NIHSS Assigned</b> Pharmacology Review (Hydralazine, Valium)	[unconfirmed] Aaron Weaver (Paramedic)	Ch 18 Case Study Pharmacology Quiz (Phenergan, random) EKG Quiz (Jedi Warrior) Simulation	
	4	Varies	At least one clinical shift			Domestic etiquette (p62-64) Etiquette at death scenes (p64-65) Etiquette summarized (p65)
		Thu (4 hr) 5/28/20 KG	Ch 18 - Neurologic Emergencies - Part 2 Pharmacology Review (Versed)	[unconfirmed] Aaron Weaver (Paramedic)  <b>Theron at Accredicon</b>	Ch 18 Test <b>NIHSS Due</b> Pharmacology Quiz (Hydralazine, Valium) EKG Quiz (Jedi Warrior) Simulation Module Affective Evaluation	
3	5	Mon (9 hr) 6/1/20	Ch 23 - Endocrine Emergencies Pharmacology Review (Dextrose, Glucose)	<b>Theron at Accredicon</b>	Ch 23 Case Study Ch 23 Test Pharmacology Quiz (Versed, random) EKG Quiz (Jedi Warrior) Simulation	Levels of litigation (p65-67)
		Thu (4 hr) 6/4/20 KG	Ch 24 - Hematologic Emergencies Pharmacology Review (Glucagon, Thiamine)		Ch 24 Case Study Ch 24 Test Pharmacology Quiz (Dextrose, Glucose) EKG Quiz (Jedi Warrior) Simulation	
	6	Varies	At least one clinical shift			Chapter 6 - Are you a hero (p68-70)
		Thu (4 hr) 6/11/20	Ch 25 - Immunologic Emergencies Pharmacology Review (Benadryl, Epi 1:1,000)		Ch 25 Case Study Ch 25 Test Pharmacology Quiz (Glucagon, Thiamine) EKG Quiz (Jedi Warrior) Simulation Module Affective Evaluation	
4	7	Mon (9 hr) 6/15/20 KG	<b>NAEMT - Advanced Medical Life Support (AMLS) - Part 1</b>			Are you a hero - continued (p71-73)
		Thu (4 hr) 6/18/20 KG	<b>NAEMT - Advanced Medical Life Support (AMLS) - Part 2</b>			
	8	Varies	At least one clinical shift			Are you a hero - continued (p74-75)
		Thu (4 hr) 6/25/20	<b>NAEMT - Advanced Medical Life Support (AMLS) - Part 3</b>		<b>AMLS Test</b>	

Mod	Wk	Day	Description	Guest Instructor	Tests and Exams	People Care
		KG	Pharmacology Review (Activated Charcoal, Narcan) <b>One-on-one academic counseling with each student</b>		Pharmacology Quiz (Benadryl, Epi 1:1,000) EKG Quiz (Jedi Warrior) Simulation <b>ARP Problem Purpose Due Mid-Term Exam</b> Module Affective Evaluation	
5	9	Mon (9 hr) 6/29/20 KG	Ch 27 - Toxicology Pharmacology Review (Calcium Chloride)	[unconfirmed] Morgan Young (Paramedic)	Ch 27 Case Study Ch 27 Test Pharmacology Quiz (Activated Charcoal, Narcan) EKG Quiz (Jedi Commander) Simulation	Chapter 7 - Death notification (p76- 77) The opening act (p78- 79)
		Thu (4 hr) 7/2/20 KG	Ch 26 - Infectious Diseases - Part 1 Pharmacology Review (Acetaminophen, Ibuprofen)		Ch 26 Case Study Pharmacology Quiz (Calcium Chloride, random) EKG Quiz (Jedi Commander) Simulation	
	10	Varies	At least one clinical shift			How do we do this (p79-82)
		Thu (4 hr) 7/9/20 KG	Ch 26 - Infectious Diseases - Part 2		Ch 26 Test Pharmacology Quiz (Acetaminophen, Ibuprofen) EKG Quiz (Jedi Commander) Simulation Module Affective Evaluation	
6	11	Mon (9 hr) 7/13/20	<b>Hazmat Medic</b>	Mike Schultz (Hazmat Medic)	Pharmacology Quiz (random, random) EKG Quiz (Jedi Commander) Simulation	How do we do this - continued (p83- 84)
		Thu (4 hr) 7/16/20	Ch 49 - Hazardous Materials - Part 1		Ch 49 Case Study Pharmacology Quiz (random, random) EKG Quiz (Jedi Commander) Simulation	
	12	Varies	At least one clinical shift			Chapter 8 - Dark night of the soul (p85- 87)
		Thu (4 hr) 7/23/20	Ch 49 - Hazardous Materials - Part 2		Ch 49 Test Pharmacology Quiz (random, random) EKG Quiz (Jedi Commander) Simulation	



Mod	Wk	Day	Description	Guest Instructor	Tests and Exams	People Care
					Module Affective Evaluation	
7	13	Mon (9 hr) 7/27/20 KG	NAEMT - Geriatric Education for EMS (GEMS) - Part 1	[unconfirmed] Morgan Young (Paramedic)		Recognizing suicidal people (p87-88) How to help (p88-90)
		Thu (4 hr) 7/30/20 KG	NAEMT - Geriatric Education for EMS (GEMS) - Part 2	[unconfirmed] Morgan Young (Paramedic)		
	14	Varies	At least one clinical shift			Chapter 9 - Part of the job (p91-93) Family members as resources (p93-94)
		Thu (4 hr) 8/6/20 KG	NAEMT - Geriatric Education for EMS (GEMS) - Part 3	[unconfirmed] Morgan Young (Paramedic)	<b>GEMS Test</b> Pharmacology Quiz (random, random) EKG Quiz (Jedi Commander) Simulation Module Affective Evaluation	
8	15	Mon (9 hr) 8/10/20	Ch 44 - Geriatric Emergencies Ch 45 - Patients with Special Challenges		Ch 44 Case Study Ch 44 Test Ch 45 Case Study Ch 45 Test Pharmacology Quiz (random, random) EKG Quiz (Jedi Commander) Simulation	Careful what you say (p94-95) A few thoughts about bystanders (p95-96)
		Thu (4 hr) 8/13/20 KG			<b>Psychomotor Exam</b>	
	16	Varies	At least one clinical shift			Chapter 10 - Caring for colleagues (p97-98) Shaken medic syndrome (p98-100)
		Thu (4 hr) 8/20/20 KG	<b>One-on-one academic counseling with each student</b>		Module Affective Evaluation <b>Final Exam</b> <b>ARP Part 2 Due</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:

#### Purpose:

- 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.

#### References:

- Reference list in APA format.

#### Appendix:

- Provide a copy of research tool(s) utilized.
- Provide complete results of research.

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
Purpose	<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

### **Sub-Section 3.490.60 - EMS 516 (Paramedicine Clinical Experience II) Course**

#### **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 advanced airway skills, geriatric patient assessments, and cardiac patient assessments. Additionally, assessment and treatment of emergency room patients are included in this course.

If the minimum number of patient assessments and skills listed in Sub-Section 3.490.48 - Paramedic Academy Clinical Requirements (page 172) are not completed by the end of the minimum hours required, additional hours must be scheduled to meet the contact requirements.

### ANESTHESIA:

- Prerequisites: Start second trimester.
- Location options:
  - CMH Hospital (Bolivar) or
  - CMH Douglas Building (Bolivar)
  - Mercy OR (Springfield)
  - Cox South OR (Springfield)
  - Cox Branson OR (Branson)
- 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

- Mercy Springfield: Use the south elevators to the 3<sup>rd</sup> floor and tell the desk you are a paramedic student.
- 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 trimester.
- Location options: CMH Hospital (Bolivar)
- Paramedic students will shadow psychiatric nurse.
- Complete a minimum of 12 hours by the end of third trimester.
- Student scheduling information:
  - Email [iani.hayes@citizensmemorial.com](mailto:iani.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.



- Administrative contact information: [angela.tucker@citizensmemorial.com](mailto:angela.tucker@citizensmemorial.com)

### EMERGENCY ROOM:

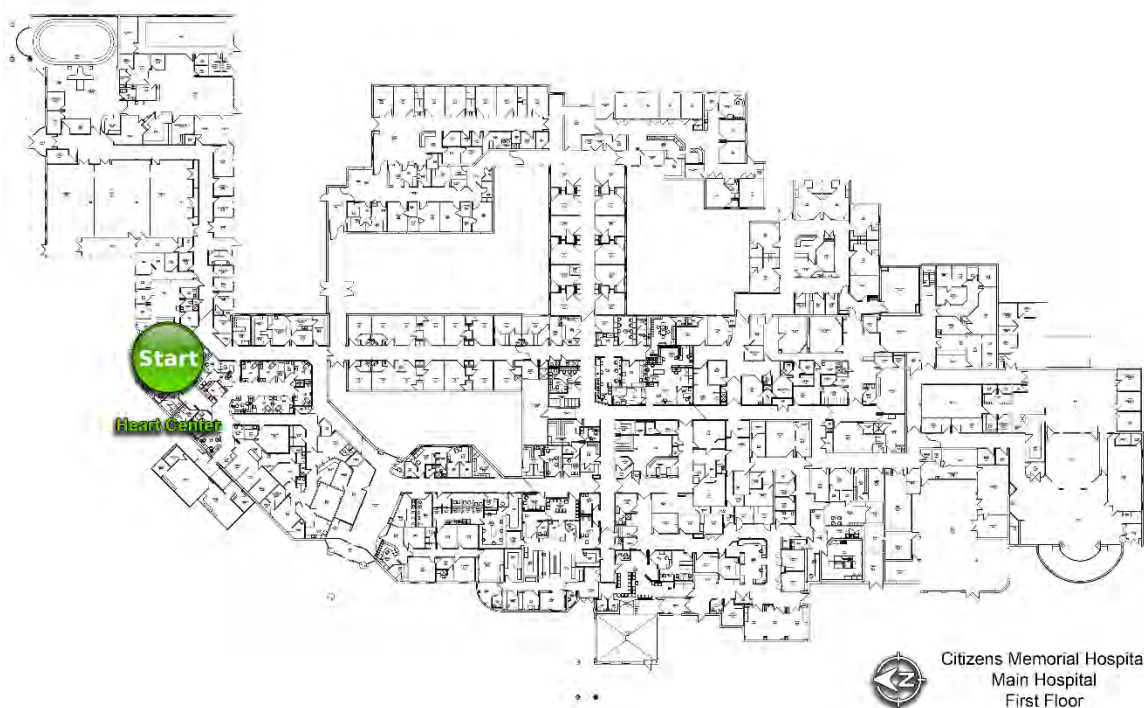
- Prerequisites:
  - Complete ACLS Course
  - Must have done at least one shift in Anesthesia with at least one successful live human intubation.
- Location options:
  - CMH Hospital (Bolivar)
  - Cox Hospital (Springfield)
  - Mercy Hospital (Springfield)
  - Cox Branson (Branson)
- Paramedic students will shadow ER nurse.
- Complete a minimum of 136 hours by the end of third trimester.
- 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.





### 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 trimester.
- 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.



- 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)

### WALK-IN CLINIC:

- Prerequisites: Complete Obstetrics and Pediatrics chapters and successfully complete PALS course.
- Location options:
  - CMH Bolivar Family Care Center (Bolivar)
  - CMH Bolivar Walk-In Clinic (Bolivar)
  - CMH Osceola Family Care Center (Osceola)
  - CMH Stockton Family Medical Center (Stockton)
  - CMH El Dorado Springs Medical Center (El Dorado Springs)
- Paramedic students will shadow clinic nurse.
- Complete a minimum of 10 hours by the end of fourth trimester.
- Where to go:
  - BFCC: Only one student at a time Mon-Fri 8a-5p.
- Administrative contact information:
  - BFCC: [sarah.matlock@citizensmemorial.com](mailto:sarah.matlock@citizensmemorial.com)
  - Stockton: [stacy.rogers@citizensmemorial.com](mailto:stacy.rogers@citizensmemorial.com) Shifts can be 8a-6p Mon-Fri.
  - El Dorado: [heather.allen@citizensmemorial.com](mailto:heather.allen@citizensmemorial.com) Shifts are 8- or 12-hours Mon-Fri, one student at a time.



### LABOR AND DELIVERY:

- Prerequisites: Complete Obstetrics and Pediatrics chapters and successfully complete PALS course.
- Location options: CMH Hospital (Bolivar)
- Paramedic students will shadow labor and delivery nurse.
- Complete a minimum of 12 hours by the end of fourth trimester.
- 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)

**Sub-Section 3.490.62 - BIO 211 (Anatomy and Physiology II) Course**

See course syllabus from Bolivar Technical College.

### **Sub-Section 3.490.64 - EMS 521 (Paramedicine III) Course**

#### **PREREQUISITES:**

Successful completion of Sub-Section 3.490.58 - EMS 511 (Paramedicine II) Course (page 189).

This course contains the following sections of the paramedic educational standards:

- ST - Shock, Resuscitation, Trauma (all sections).
- SP - Special Patient Populations (all sections),
- OP - EMS Operations (all sections).

#### **COURSE SCHEDULE:**

Lecture and Laboratory is on every other Monday from 0730 to 1730 and on every Thursday from 1330 to 1730.

#### **COURSE INSTRUCTOR:**

Theron Becker. Office hours by appointment. Email: [theron.becker@citizensmemorial.com](mailto:theron.becker@citizensmemorial.com).

#### **COURSE SCHEDULE FOR 2020:**

Mod	Wk	Day	Description	Guest Instructor	Tests and Exams	People Care
1	1	Mon (9 hr) 8/31/20 <b>KG</b>	Applied Research Project (ARP) instructions <b>NIMS 200 Assigned</b> Ch 29 - Trauma Systems and Mechanism of Injury Ch 31 - Soft-Tissue Trauma Pharmacology Review (Tetracaine, TXA)		Ch 29 Case Study Ch 29 Test Ch 31 Case Study Ch 31 Test EKG Quiz (Master) Simulation	Chapter 11 - Old friends (p101-102) Bloody mechanics (p102-103) The graying of America (p103-104)
		Thu (4 hr) 9/3/20	Ch 30 - Bleeding Pharmacology Review (Fentanyl, Morphine)		Ch 30 Case Study Ch 30 Test Pharmacology Quiz (Tetracaine, TXA) EKG Quiz (Master) Simulation	
	2	<b>Varies</b>	<b>At least one clinical shift</b>			Differences among the elderly (p104)
		Thu (4 hr)	Ch 33 - Face and Neck Trauma		Ch 33 Case Study Ch 33 Test	

Mod	Wk	Day	Description	Guest Instructor	Tests and Exams	People Care
		9/10/20 KG	Pharmacology Review (Dilaudid, Propofol)		Pharmacology Quiz (Fentanyl, Morphine) EKG Quiz (Master) Simulation Module Affective Evaluation	Etiquette toward the elderly (p105) Key truths about aging (p105-108)
2	3	Mon (9 hr) 9/14/20 KG	Ch 32 - Burns	[unconfirmed] Morgan Young (Paramedic)	Ch 32 Case Study Ch 32 Test Pharmacology Quiz (Dilaudid, Propofol) EKG Quiz (Master) Simulation	Voyage in the spaceship of the mind (p108- 113)
		Thu (4 hr) 9/17/20 KG	Ch 34 - Head and Spine Trauma - Part 1		Ch 34 Case Study Pharmacology Quiz (random, random) EKG Quiz (Master) Simulation	
	4	Varies	At least one clinical shift			Prevention (p113-116)
		Thu (4 hr) 9/24/20 KG	Ch 34 - Head and Spine Trauma - Part 2		Ch 34 Test Pharmacology Quiz (random, random) EKG Quiz (Master) Simulation Module Affective Evaluation	
3	5	Mon (9 hr) 9/28/20 KG	Ch 35 - Chest Trauma	[unconfirmed] Dr. Brent Bartgis (Surgeon) Coordinate with Kristy Egel	Ch 35 Case Study Ch 35 Test Pharmacology Quiz (random, random) EKG Quiz (Master) Simulation	Fear as a barrier to care (p116-117) Stupid old people (p117)
		Thu (4 hr) 10/1/20	Ch 36 - Abdominal and Genitourinary Trauma - Part 1		Ch 36 Case Study Pharmacology Quiz (random, random) EKG Quiz (Master) Simulation	
	6	Varies	At least one clinical shift			Chapter 12 - Violent people (p118-119) Behavioral emergencies (p119-120) Psych transfers (p120- 123)
		Thu (4 hr) 10/8/20	Ch 36 - Abdominal and Genitourinary Trauma - Part 2		Ch 36 Test Pharmacology Quiz (random, random) EKG Quiz (Master) Simulation Module Affective Evaluation	
4	7	Mon (9 hr)	Ch 39 - Responding to the Field Code	[unconfirmed] Alicia Zacher	Ch 39 Case Study Ch 39 Test	Chapter 13 - Caring for people whose

Mod	Wk	Day	Description	Guest Instructor	Tests and Exams	People Care
		10/12/20 KG		(Trauma Coordinator)	Pharmacology Quiz (random, random) EKG Quiz (Master) Simulation	cultures are different (p124-127)
		Thu (4 hr) 10/15/20	Ch 37 - Orthopaedic Trauma - Part 1		Ch 37 Case Study Pharmacology Quiz (random, random) EKG Quiz (Master) Simulation	
	8	Varies	At least one clinical shift			Chapter 14 - Owner's manual for an EMS workforce (128-129) Heartache in the heart-land (p130-131) Humility (p131-132)
		Thu (4 hr) 10/22/20 KG	Ch 37 - Orthopaedic Trauma - Part 2 <b>One-on-one academic counseling with each student</b>		Ch 37 Test Pharmacology Quiz (random, random) EKG Quiz (Master) Simulation <b>NIMS 200 Due Mid-Term Exam</b> Module Affective Evaluation	
5	9	Mon (9 hr) 10/26/20 KG	Ch 40 - Management of the Critical Patient	[unconfirmed] Jeffrey Wischmeyer (Flight Medic)	Ch 40 Case Study Ch 40 Test Pharmacology Quiz (random, random) EKG Quiz (GMaster) Simulation	Safety (p132) 50 little things (p133-135)
		Thu (4 hr) 10/29/20 KG	Ch 38 - Environmental Trauma		Ch 38 Case Study Ch 38 Test Pharmacology Quiz (random, random) EKG Quiz (GMaster) Simulation	
	10	Varies	At least one clinical shift			Mental health (p135-136) Command and control (p136-137) Wanting to do the work (p137) Leading medics (p137--138) Choosing the right people (p138-140)
		Thu (4 hr) 11/5/20 KG	Ch 47 - Incident Management and Mass Casualty Incidents		Ch 47 Case Study Ch 47 Test Pharmacology Quiz (random, random) EKG Quiz (GMaster) Simulation Module Affective Evaluation	
6	11	Mon (9 hr) 11/9/20 KG	<b>NAEMT - All Hazard Disaster Response (AHDR)</b>	[unconfirmed] Morgan Young (Paramedic)	<b>AHDR Test</b> Pharmacology Quiz (random, random) EKG Quiz (GMaster) Simulation	That first 90 days (p140-141) SSSSSS! (p141) Measuring staff (p141-142)

Mod	Wk	Day	Description	Guest Instructor	Tests and Exams	People Care
		Thu (4 hr) 11/12/20	Ch 51 - Disaster Response - Part 1		Ch 51 Case Study Pharmacology Quiz (random, random) EKG Quiz (GMaster) Simulation	
	12	Varies	At least one clinical shift			The reactive mind-set (p142-143) System status irritants (p143) Collaborative environments (p143-144)
		Thu (4 hr) 11/19/20	Ch 51 - Disaster Response - Part 2		Ch 51 Test Pharmacology Quiz (random, random) EKG Quiz (GMaster) Simulation Module Affective Evaluation	
7	13	Mon (9 hr) 11/23/20 KG	NAEMT - Tactical Emergency Casualty Care (TECC) - Part 1	[unconfirmed] Morgan Young (Paramedic)		How medics view incentives (p144-146) Choosing the right field leaders (p147) Foxhole people (p147)
		Thu 11/26/20	Thanksgiving (mandatory holiday)			
	14	Varies	At least one clinical shift			Chapter 15 - Ceiling inspections (p149-150) In the ambulance (p151) In a medical facility (p151-152)
		Thu (4 hr) 12/3/20 KG	NAEMT - Tactical Emergency Casualty Care (TECC) - Part 2	[unconfirmed] Morgan Young (Paramedic)	TECC Test Pharmacology Quiz (random, random) EKG Quiz (GMaster) Simulation Module Affective Evaluation	
8	15	Mon (9 hr) 12/7/20 KG	Ch 53 - Career Development NIEMT Psychomotor Review	[unconfirmed] Mike Gooch (Paramedic Evaluator)	Ch 53 Case Study Ch 53 Test Pharmacology Quiz (random, random) EKG Quiz (GMaster) Simulation ARP Presentations	Chapter 16 - String of pearls (p153-155)
		Thu (4 hr) 12/10/20 KG			Psychomotor Exam	
	16	Varies	At least one clinical shift			Chapter 17 - Foxhole people (p156-159)
		Thu (4 hr) 12/17/20 KG	One-on-one academic counseling with each student		Module Affective Evaluation Final Exam	
		Fri (1 hr) 12/18/20	Graduation Ceremony			

### 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:

#### 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.
- Does the research support what was found in the literature?
- Interpretation of all results and clearly state the implications for his/her organization. (i.e. If this is implemented, \_\_\_\_ are the positive results. If this is not implemented, \_\_\_\_ are the negative impacts.)

#### Recommendations:

- Provide recommendations that flow from the data in the second paper and relate to the problem statement in the first paper.

#### References:

- Reference list in APA format.

#### Appendix:

- Provide a copy of the document or change recommended. This may be a policy, protocol, or other information that answers the problem statement.
- This document needs to be in its final form and read to be adopted by the target agency.

#### 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
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
References	<input type="checkbox"/> Correct APA format of reference section.	1 point possible in this section
Appendix	<input type="checkbox"/> Final product(s) of research included. <input type="checkbox"/> Answers the problem statement. <input type="checkbox"/> Useful document worthy of implementation. <input type="checkbox"/> Document in its "final" form with minimal changes needed before implementation.	50 points 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



APPLIED RESEARCH PROJECT PRESENTATION GRADING SHEET

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

Student name: \_\_\_\_\_

Topic: \_\_\_\_\_

Evaluator name: \_\_\_\_\_

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

	Points Possible	Points Given
Problem statement defined?	10	
Purpose statement defined?	10	
Research questions summarized?	10	
Procedures summarized?	10	
Results summarized?	10	
Recommendations summarized?	10	
Includes audio and/or visual?	10	
Sufficiently persuasive?	20	
Stays within target time of 10-15 minutes?	10	
TOTAL POINTS	100	

Comments: \_\_\_\_\_

---

---

---

---

### **Sub-Section 3.490.66 - EMS 526 (Paramedicine Field Experience) Course**

#### **PREREQUISITES:**

Successful completion of

- Sub-Section 3.490.60 - EMS 516 (Paramedicine Clinical Experience II) Course (page 195).

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.

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 Sub-Section 3.490.48 - Paramedic Academy Clinical Requirements (page 172) are not completed by the end of the minimum hours required, additional hours must be scheduled to meet the contact requirements.

### AIR AMBULANCE:

- Prerequisites: Start third trimester.
- 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 can be completed. A total of 100 hours must be completed between both air and ground ambulance.
- Student scheduling information:
  - Contact [susan.crum@coxhealth.com](mailto:susan.crum@coxhealth.com).
  - Shifts are 8a-8p in Bolivar.
- Where to go: Bolivar Air Care Base.
- Administrative contact information: [susan.crum@coxhealth.com](mailto:susan.crum@coxhealth.com)

### GROUND AMBULANCE:

- Prerequisites: Start third trimester 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) \*Must be a Mercy EMS employee to do ride time with Mercy.
  - Taney County Ambulance District (Branson, Hollister)
  - Vernon County Ambulance District (Nevada)
  - Warsaw-Lincoln Ambulance District (Warsaw)
- Paramedic students will shadow ground paramedic.
- Complete a minimum of 100 hours (combined total between air and ground).
- Student scheduling information:
  - CMH: Contact [ryan.mcdonald@citizensmemorial.com](mailto:ryan.mcdonald@citizensmemorial.com).
  - Cox: <http://emsftep.wix.com/main> (Admin contact Megan Wood 417-761-2945).
  - Mercy: Contact your direct supervisor at Mercy EMS.
  - TCAD: ?
  - VCAD: Call 417-667-5079 to schedule. One student at a time. Shifts are 8a-10p. (Admin contact Leland Splitter [vcadsplit@sofnet.com](mailto:vcadsplit@sofnet.com).)
  - WLAD: Contact Karen Orick at 660-438-2993 or [korick@warsawems.com](mailto:korick@warsawems.com). One student at a time. Shifts start at 8a.

### **Sub-Section 3.490.68 - Paramedic Field Experience Evaluation Cards**

Thank you for being a preceptor for a CMH paramedic field experience student.

**For the student to get credit for completing this field experience, an evaluation must be completed by you.**

Please go to the following link and complete the shift evaluation.

<http://ozarksems.com/eval-clinical.php>



Student name: \_\_\_\_\_

Clinical date: \_\_\_\_\_

Time in: \_\_\_\_\_ Time out: \_\_\_\_\_

School contact for exposure or other reasons:

**Theron Becker 417-597-3688**

Paramedic students are to encouraged and allowed to perform the following skills:

- Advanced assessments
- 12-lead acquisition and interpretation
- Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways
- Needle decompression
- Upper airway and tracheal suctioning
- CPAP and BiPAP
- Establish IV and IO access
- Maintain and utilize port or central line access
- Administration of any medication by any route
- Perform cardioversion, manual defibrillation, and transcutaneous pacing
- Manage OB and gynecological emergencies
- Manage adult and pediatric cardiac arrests
- Manage the following TCD patients: STEMI, Stroke, Sepsis or Trauma
- Manage hazardous materials exposures and mass casualty incidents

Thank you for being a preceptor for a CMH paramedic field experience student.

**For the student to get credit for completing this field experience, an evaluation must be completed by you.**

Please go to the following link and complete the shift evaluation.

<http://ozarksems.com/eval-clinical.php>



Student name: \_\_\_\_\_

Clinical date: \_\_\_\_\_

Time in: \_\_\_\_\_ Time out: \_\_\_\_\_

School contact for exposure or other reasons:

**Theron Becker 417-597-3688**

Paramedic students are to encouraged and allowed to perform the following skills:

- Advanced assessments
- 12-lead acquisition and interpretation
- Pharyngeal, blind-insertion, endotracheal, and cricothyrotomy airways
- Needle decompression
- Upper airway and tracheal suctioning
- CPAP and BiPAP
- Establish IV and IO access
- Maintain and utilize port or central line access
- Administration of any medication by any route
- Perform cardioversion, manual defibrillation, and transcutaneous pacing
- Manage OB and gynecological emergencies
- Manage adult and pediatric cardiac arrests
- Manage the following TCD patients: STEMI, Stroke, Sepsis or Trauma
- Manage hazardous materials exposures and mass casualty incidents

### **Sub-Section 3.490.70 - EMS 536 (Paramedicine Field Internship) Course**

#### **PREREQUISITES:**

Successful completion of ALL classroom, laboratory, and clinical requirements of ALL previous paramedic courses including completion of:

- Sub-Section 3.490.50 - EMS 501 (Paramedicine I) Course (page 176),
- Sub-Section 3.490.52 - EMS 506 (Paramedicine Clinical Experience I) Course (page 183),
- Sub-Section 3.490.56 - BIO 111 (Anatomy and Physiology I) Course (page 188),
- Sub-Section 3.490.58 - EMS 511 (Paramedicine II) Course (page 189),
- Sub-Section 3.490.60 - EMS 516 (Paramedicine Clinical Experience II) Course (page 195),
- Sub-Section 3.490.62 - BIO 211 (Anatomy and Physiology II) Course (page 202),
- Sub-Section 3.490.64 - EMS 521 (Paramedicine III) Course (page 203), and
- Sub-Section 3.490.66 - EMS 526 (Paramedicine Field Experience) Course (page 209).

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.

#### **DEADLINE:**

All requirements for this course must be completed by the end of your fourth trimester.

#### **ASSESSMENTS:**

At the completion of all the team leader 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: Platinum Adaptive Test with a “GOOD” summary score with the following settings to take the final exam:
  - Type: Timed Test
  - Curriculum: Educational Standards
  - Module: Comprehensive
2. Psychomotor assessment: Must have passed the NREMT Psychomotor test.
3. Affective assessment: An 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 77).

### AMBULANCE TEAM LEADER:

- Prerequisites: Complete third trimester ambulance clinicals.

Location options: Refer to Ground Ambulance locations in Sub-Section 3.490.66 - EMS 526 (Paramedicine Field Experience) Course (page 209).

- 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 30 ALS patients as team leader. An average CMH paramedic assesses and treats four (4) patients every ambulance shift.
- The last 9 of 10 attempted team leads must be successful.
- An ALS patient is defined as one that required and was provided at least one medication or at least one ALS intervention.
  - 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).
  - Team leads cannot be substituted with high fidelity simulations.
  - Every team lead patient encounter attempt in this phase must include documentation by both the preceptor and student.
- The first six (6) and last six (6) 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 the mentor final approval form. This approval covers cognitive, psychomotor, and affective domains.
- As part of the 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.

**Sub-Section 3.490.72 - 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 of your selected 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 the required number of 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. Skills should not be 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. 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. The student should be responsible for the call from the start to the end (including routing to the call, staff interaction, and 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 Platinum Planner website 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 (417-597-3688, [theron.becker@citizensmemorial.com](mailto:theron.becker@citizensmemorial.com)). Thank you for your dedication to our profession.

**Sub-Section 3.490.74 - Paramedic Field Internship Evaluation Cards**

<p>Thank you for being a preceptor for a CMH paramedic field internship student.</p> <p><b>For the student to get credit for completing this field internship (HOURS), 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>School contact for exposure or other reasons: <b>Theron Becker 417-597-3688</b></p>	<p><b>For the student to get credit for completing this field internship (TEAM LEAD), an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the 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 field internship student.</p> <p><b>For the student to get credit for completing this field internship (HOURS), 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>School contact for exposure or other reasons: <b>Theron Becker 417-597-3688</b></p>	<p><b>For the student to get credit for completing this field internship (TEAM LEAD), an evaluation must be completed by you.</b></p> <p>Please go to the following link and complete the 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>
---	--

### **Sub-Section 3.490.76 - 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: \_\_\_\_\_

- ☐ Passing overall score (80% min)
- ☐ "Pass" on at least 70% of the "People Care" weekly discussions
- ☐ Platinum timed comprehensive adaptive test:
  - ☐ "Exceptional" in at least two categories AND
  - ☐ "Good" in all other categories
- ☐ Affective learning domain evaluations
- ☐ Practical skill sheets (includes all required skill sheets)
- ☐ Clinical tracking records (includes required hours, areas, procedures, patient contacts, etc.)
  - ☐ Academy hours status report attached
  - ☐ Academy team-lead status report attached
  - ☐ Platinum skills report attached
- ☐ Student counseling (as applicable). Notes:
- ☐ Required course certifications:
  - ☐ ACLS
  - ☐ PALS
- ☐ Field Internship mentor approval form
- ☐ Fourth trimester post-field internship exams
  - ☐ Cognitive
  - ☐ Affective
  - ☐ Psychomotor
- ☐ Medical Director interview

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

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

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

After graduation outcomes are entered into academy graduates database.

- ☐ Calendar reminder set to send surveys six (6) months after state licensure.  
Date: \_\_\_\_\_



## **Section 3.560 - Critical Care Paramedic Academy**



This Academy and associated Courses are pending development.

### **Sub-Section 3.560.33 - EMS 601 (Critical Care Paramedicine) Course**

### **Sub-Section 3.560.66 - EMS 606 (Critical Care Paramedicine Clinical Experience) Course**



## **Section 3.630 - Community Paramedic Academy**



This Academy and associated Courses are pending development.

### **Sub-Section 3.630.33 - EMS 701 (Community Paramedicine) Course**

### **Sub-Section 3.630.66 - EMS 706 (Community Paramedicine Clinical Experience) Course**





## **Section 3.700 - CMH EMS Employee Onboarding Academy**



This section serves as the course syllabus for the EMS Onboarding Academy.

### **Sub-Section 3.700.08 - Welcome**

Welcome to Citizens Memorial Hospital - Pre-Hospital Services (CMH EMS). This syllabus is designed to facilitate your successful integration into our family. If you are new to EMS, welcome to your favorite job you will ever have. If you are old to EMS (seasoned), CMH is a great place to work and we look forward to your contribution. Jobs come and go, but we hope you decide to make a career at CMH EMS.

### **Sub-Section 3.700.16 - EMS Onboarding Packet**

This packet is only part of your orientation requirements. Checklists and assignments have been (or will be) assigned to your HealthStream and Platinum Education. HealthStream is used by all hospital employees to verify competence. Platinum Education is used by CMH EMS Education to track student and new hire progress. Each shift, you will work on these checklists. At the end of each shift, checklists should be completed and submitted by your FTO. Your orientation is not complete until all completed checklists and assignments are completed.

### **Sub-Section 3.700.24 - Onboarding Documentation Software**

Platinum Planner will be used to document and track skills, labs, scenarios, simulations, and clinical contacts. It is the new hire's responsibility to complete documentation.

#### **PLATINUM PLANNER SIGNUP DIRECTIONS:**

1. Go to <http://platinumed.com> and click on "Create student account."
2. Complete the form. Enter the course code **U7JUR**.
3. Check your email and activate your account following the directions in the email.

#### **DOCUMENTING YOUR ONBOARDING PROGRESS DIRECTIONS:**

1. Select "Reports" - "Progress Report" to view all the hours and topics required.
2. Select "Labs" - "My Labs" - "Create A New Lab" to create a place to add lab skills.
  - Select "Add/Remove Skill(s)" - "All Classifications" to add items that need to be checked off.
  - Note: You are required to do all your own documentation for all skills except for those skills that begin with "Clinical."
  - Select each item, then "Add New Attempt" to actually document completing that item.
  - Select "Submit Lab" to finalize for approval and to get credit.
  - Repeat this process until all lab requirements in your Progress Report show 100%.
3. Select "Opportunities" - "My Opportunities" - "Create Opportunity" to create a place to add your ambulance shifts
  - Select your preceptor's name.
  - You must add a patient encounter to add items to the opportunity that need to be checked off.
  - Obtain your preceptor's signature and submit documentation for approval to get credit.
  - Repeat this process for every ambulance shift.

#### **CAPSTONE SHIFT DIRECTIONS:**

1. Create an Opportunity just as listed above.
2. Print and bring to your shift your Progress Report showing every item with 100% completed except for those that start with "Manager."
  - If you do not have 100% on each item, contact your manager and schedule an additional shift prior to your capstone shift to get everything completed.

### **Sub-Section 3.700.32 - Tips for New Hires**

#### **POSITIVE:**

- Be nice, but have a thick skin.
- Skills and ability are good, but attitude and habits make or break you.

#### **RESPECTFUL:**

- Take care of yourself, your family, your co-workers, and your patients (in that order).
- Your previous knowledge and experience is very valuable, however, please be patient and attentive with people that want to teach and show you the CMH-way.
- If you are going to be late to your shift, please ensure the supervisor, your partner, your FTO (if applicable), and the person you are relieving are notified.

#### **INNOVATIVE:**

- Learn from your mistakes.
- Use down-time (both on and off the clock) to learn policies, protocols, and navigation.
- Never stop learning and challenging yourself.

#### **DEDICATED:**

- Be prepared and carry the tools of the trade. Also, be proficient in how to use them: Pen, watch with a second hand, stethoscope, and flashlight.
- Show up early and be prepared to leave late.
- Your ambulance is your office, be proud of it. Make sure it is stocked and clean at all times.
- Carry extra clothes in your car to change into if things get messy on your shift.

#### **EMPOWERED:**

- Be confident, we've got your back.
- Don't be afraid to ask for assistance.
- Don't be a victim of "social media assisted career suicide."

### **Sub-Section 3.700.40 - CMH EMS History**

Please review our history to have a better understanding of our culture.

- Unknown: Funeral homes traditionally transported ill people to hospitals. Polk County Ambulance Service was formed and funeral homes no longer transported live people in Polk County.
- Unknown: Countywide Ambulance Service began operating on a subscription membership basis.

- Unknown: Polk County Ambulance Service and Countywide Ambulance Service both went out of business.
- 1970's: Humansville Hospital closed.
- 1982: Citizens Memorial Hospital formed.
- 1985: CMH began providing EMS services with a contribution from the Dunnegan family (why it is called Dunnegan Critical Care Unit) with Mike Moore as director. Several people transitioned through CMH EMS Director in the early years; including Linda Harris, Charlie Blake, Drew Alexander, Carol Nichols, and Steve Shelton.
- 1985: CMH's first ambulance arrived before equipment was available, so it was traded to Cox in Springfield as their ambulance was not to arrive until later. Cox's ambulance arrived and was placed in service. It was later given to Cedar County First Responders and is still in service with Stockton Fire Department.
- 1985: CMH purchased two sets of hydraulic extrication tools, scene lighting, rope rescue, and water rescue equipment. This equipment was kept on each ambulance. One set of rescue equipment was given to Polk County Rescue and one set given to Pleasant Hope Fire Department. When Polk County Rescue disbanded, most of that equipment was passed to Central Polk County Fire Rescue.
- 1986: CMH EMS began covering Hickory County.
- 1990: Mike Moore becomes Director of CMH EMS... again.
- 1991: CMH EMS establishes CMH Fleet Services with George Watson as Director. Has grown from just servicing ambulances to maintaining all 90 CMH vehicles.
- 1992: Neal Taylor becomes Director of CMH EMS.
- 1995: CMH initiated a 9-1-1 answering point for Polk County staffed with Emergency Medical Dispatcher (EMD) and dispatched ambulances and county fire departments from CMH campus. This service replaced the various 7-digit emergency numbers and Polk County Sheriff (PCSD) dispatching ambulance and fire departments. PCSD continued dispatching deputies and Bolivar Police Department (BPD) continued dispatching police and Bolivar Fire Department (BCFD).
- 1998: Jim Bayer becomes Director of CMH EMS.
- 1999: Steve Keller becomes Director of CMH EMS.
- 2000: Polk County Central Dispatch (911) formed and began dispatching for all agencies in Polk County.
- 2005: Rick Seiner struck and killed by an automobile on Highway 13 at the scene of an MVA while working for CMH EMS as an EMT.
- 2010: Kerri Schiegoleit becomes Director of CMH EMS.
- 2011: Neal Taylor becomes Director of CMH EMS... again.
- 2012: CMH EMS acquired contract for EMS services for Cedar County.
- 2014: Sac Osage Hospital closed. CMH EMS began providing ambulance service to St Clair County.
- 2017: EMS Education Department created. CMH Paramedic education program accredited.

### **Sub-Section 3.700.48 - EMS Onboarding Academy Faculty**

#### **MEDICAL DIRECTOR**

Tony Cauchi, MD is a board certified emergency medicine physician. Dr. Cauchi attended medical school at Texas Tech University and completed his internship and residency at Michigan State University. He is currently the Chief Medical Officer for Triad Physician Solutions, a physician in the US Army, and the medical director for Citizens Memorial Hospital Emergency Room.



#### **EMS DIRECTOR**

Neal Taylor, AAS-EMT-EMT-P is Director of Pre Hospital Services and began his EMS career in 1985. Neal has served as a volunteer fire fighter and held positions of as captain and assistant chief and was a first responder with Hickory County fire Rescue. Neal started his CMH career in 1986 as an EMT in Hickory County. Neal has worked a Flight Paramedic for both Cox Air Care and Mercy Lifeline as a Flight Paramedic with over 1,100 missions flown. Neal has been Director of CMH PHS (twice) for a total of 15 years. During his time at CMH, Neal has been Director of Safety/Security and Emergency Manager as well. Neal is an avid triathlete and a coffee connoisseur.



#### **PROGRAM DIRECTOR**

Theron Becker, MMPA, EFO, BS-FPE, NRP is a Nationally Registered Paramedic. Mr. Becker is the Director of the EMS Education Department at Citizens Memorial Hospital. Theron got his EMT license in 1995 while attending the Fire Engineering program at Oklahoma State University. Since then, he has obtained a Master degree in public administration management and Executive Fire Officer from the National Fire Academy.



Theron has been a volunteer firefighter since he was 16 years old in SW Missouri and has been employed as an ambulance paramedic, on hazmat teams, as a fire protection engineer, and in public health in bioterrorism preparedness.

Full bio and curriculum vitae can be found here:  
<http://ozarksems.com/theron-resume.php>

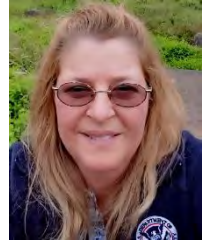
### LEAD INSTRUCTOR - POLK COUNTY

Aaron Weaver, EMT-P is the Manager of Polk County and has been with CMH EMS since 1996. Aaron started as a first responder in the Humansville area when he was 14 years old. When he is not at work, Aaron is an avid diver and SCUBA instructor.



### LEAD INSTRUCTOR - HICKORY COUNTY

Alice Roberts, EMT-P is the Manager of Hickory County and has been with CMH EMS since 2002.



### LEAD INSTRUCTOR - CEDAR COUNTY

Thomas Ryan, EMT-P is the Manager of Cedar County and has been with CMH EMS since 2013.



### LEAD INSTRUCTOR - ST CLAIR COUNTY

John Frazer, EMT-P is the Manager of St Clair County and has been with CMH EMS since 2016.



### CLINICAL COORDINATOR

Goldie Masters, AASMA, is a Nationally Registered EMT who has been with CMH EMS since 2014 and has been a CMH employee since 2005.





### **Sub-Section 3.700.56 - Station Locations**



#### **Bolivar**

1525 N Oakland Ave, Bolivar, MO 65613  
37.627542, -93.423696

<https://map.what3words.com/trill.poems.clearly>



#### **Hermitage**

121 Jackson St, Hermitage, MO 65668  
37.941971, -93.315745

<https://map.what3words.com/respite.clutching.chest>



#### **Stockton**

319 W Englewood, Stockton, MO 65785  
37.687270, -93.801351

<https://map.what3words.com/grammar.motels.verge>



#### **El Dorado Springs**

722 E Hwy 54, El Dorado Springs, MO 64744  
37.862373, -94.013977

<https://map.what3words.com/chef.tilting.glazes>



#### **Osceola**

700 Giesler Dr, Osceola, MO 64776  
38.052007, -93.688791

<https://map.what3words.com/fusion.owner.fizzy>



### **Sub-Section 3.700.64 - Important Phone Numbers and Codes**

#### **BOLIVAR AREA:**

- CMH Ash Grove Healthcare door codes ..... (outer door) 1234, (inner door) 5439
- CMH EMS Bolivar auxillary bay door code .....1400
- CMH EMS Bolivar crew rooms .....417-328-6354
- CMH EMS Bolivar door code .....241
- CMH EMS Bolivar offices .....417-328-6348
- CMH EMS Bolivar stock room door code .....342
- CMH EMS director.....417-328-6358
- CMH ER door code .....6301#
- CMH ER .....417-328-6301
- CMH ICU door code.....5548#
- Colonial Springs door code.....1102\*
- Cox EMS dispatch .....417-269-3773
- Cox North ER .....417-269-3393
- Cox South ER door code.....0318
- Cox South ER .....417-269-4983
- Cox South switchboard .....800-362-6264
- Dallas County Dispatch non-emergency .....417-345-1999
- Mercy EMS dispatch.....417-820-3003
- Mercy Springfield EMS Supervisor.....417-844-4422
- Mercy Springfield ER door code .....3002
- Mercy Springfield ER .....417-820-2115
- Mercy Springfield switchboard.....417-820-2000
- Missouri Child Abuse Hotline .....800-392-3738
- Missouri Elder Abuse Hotline .....800-392-0210
- Missouri Highway Patrol Troop D .....417-895-6888
- Missouri Poison Control Center (Healthcare Hotline) .....888-268-4195
- Polk County Central Dispatch non-emergency.....417-777-3911
- Willard Care Center door code .....379

#### **HERMITAGE AREA:**

- Camden County Dispatch non-emergency .....573-346-2243
- Christian Healthcare Special Care Unit door code .....2007\*
- CMH EMS Hermitage .....417-745-2104
- Hickory County Dispatch non-emergency.....417-745-6415



STOCKTON AREA:

- Cedar County Dispatch non-emergency .....417-276-5133
- CMH EMS Stockton .....417-276-2000
- Dade County Dispatch non-emergency .....417-637-1911
- Dade County Nursing Home door code.....1234\*
- Good Sheppard Nursing Home door code .....232
- Lake Stockton Healthcare Facility door code .....2020\*

EL DORADO SPRINGS AREA:

- Barton County Memorial Hospital ER door code.....5207\*
- Barton County Memorial Hospital Switchboard .....417-681-5100
- Cedar County Memorial Hospital ER door code.....1898\*
- Cedar County Memorial Hospital Switchboard.....417-876-2511
- CMH EMS Eldorado.....417-876-2829
- Freeman West ER door code .....0704\*
- Mercy Joplin ER door code .....2300\*
- Ozark Medical Center ER door code .....21103
- Osceola area:
- CMH EMS Osceola .....417-646-2257
- Golden Valley Memorial Hospital ER.....660-885-5511
- St Clair County Dispatch non-emergency: .....417-646-2565

**Sub-Section 3.700.72 - Demographic Form**

Last name:	DSN (assigned):
First name:	CMH employee number:
Home physical address (street, city, state, zip):	CMH employee username:
	Mobile phone number:
	Mobile phone carrier:
Home email address:	Emergency contact name:
	Emergency contact phone number:
Google username if email above is not Gmail:	FCC call sign (amateur radio):

### **Sub-Section 3.700.80 - EMS 801 (CMH EMS Onboarding) Course**

New hire's name: \_\_\_\_\_

<b><u>Hospital Orientation</u></b>		
Date:	Deadline for manager shift (+60 days):	
<b><u>EMS Orientation</u></b> Note: The three sessions below are four-hours each and can be accomplished in one 12-hour shift		
Office date:	Office preceptor:	Start time:
Classroom date:	Classroom preceptor:	Start time:
Driving date:	Driving preceptor:	Start time:
<b><u>EMS Observation</u></b> Note: Orientation shifts (min 72 hours) must be completed prior to 60 days past the Hospital Orientation above. This phase is not required for current EMT employees that have completed CMH's Paramedic Academy and their Field Internship mentor is a CMH Paramedic and team leads were done at CMH.		
Shift 1 date: (Bolivar)	Shift 1 FTO:	Shift 1 location: <b><u>Bolivar</u></b> Shift start time:
Shift 2 date: (24-hour station)	Shift 2 FTO:	Shift 2 location: Shift start time:
Shift 3 date: (Home station)	Shift 3 FTO:	Shift 3 location: Shift start time:
Shift 4 date: (Home station)	Shift 4 FTO:	Shift 4 location: Shift start time:
Shift 5 date: (Bolivar)	Shift 5 FTO:	Shift 5 location: <b><u>Bolivar</u></b> Shift start time:
<b><u>EMS Evaluation</u></b>		
Shift date:	Manager:	Location:
<b><u>EMS Remediation</u></b>		
Shift date(s):	Crew members:	Location(s):

**Sub-Section 3.700.84 - Completion Signatures**

Employee name: \_\_\_\_\_

Hire date: \_\_\_\_\_

- ☐ Demographic form faxed to Polk County Central Dispatch (417-777-5343).
- ☐ All shifts scheduled.
- ☐ Demographic form, all copies of certificates/licenses, and shift schedule given to Director of EMS Education.

Clinical Coordinator Signature: \_\_\_\_\_

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

- ☐ Completed all "clinical" Platinum items.
- ☐ Demographic form, copies of certificates/licenses, and shift schedule scanned into student folder on F drive.
- ☐ Shift schedule given to Manager.

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

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

- ☐ Student completed all shifts.
- ☐ Print Platinum report showing 100% complete on all items.
- ☐ Shift schedule and Platinum report given to Director of EMS Education.

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



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

- ☐ Add shift schedule information to transcript database.
- ☐ Mark student as graduated on Platinum.
- ☐ Print and scan the following into student folder on F drive:
  - ☐ Shift schedule,
  - ☐ Academy status report,
  - ☐ Platinum report, and
  - ☐ This signature page.

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

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

### **Sub-Section 3.700.88 - New Hire Clinical Evaluation Cards**

<p>Thank you for being a preceptor for a CMH new hire employee.</p> <p><b>For the employee 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>Employee name: _____ Clinical date: _____ Time in: _____ Time out: _____</p> <p>School contact for exposure or other reasons: <b>Theron Becker 417-597-3688</b></p>	<p>EMT new hires are encouraged and allowed to perform all the EMT skills allowed in protocols.</p> <p>AEMT new hires are encouraged and allowed to perform all the AEMT skills allowed in protocols.</p> <p>Paramedic new hires are encouraged and allowed to perform all the Paramedic skills allowed in protocols. Leading the team is expected at some point before the end of orientation.</p>
<p>Thank you for being a preceptor for a CMH new hire employee.</p> <p><b>For the employee 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>Employee name: _____ Clinical date: _____ Time in: _____ Time out: _____</p> <p>School contact for exposure or other reasons: <b>Theron Becker 417-597-3688</b></p>	<p>EMT new hires are encouraged and allowed to perform all the EMT skills allowed in protocols.</p> <p>AEMT new hires are encouraged and allowed to perform all the AEMT skills allowed in protocols.</p> <p>Paramedic new hires are encouraged and allowed to perform all the Paramedic skills allowed in protocols. Leading the team is expected at some point before the end of orientation.</p>



### **Section 3.770 - Supervising Officer Academy**



This Academy and associated Courses are pending development.

#### **Sub-Section 3.770.50 - EMS 901 (Supervising EMS Officer) Course**





### **Section 3.840 - Managing Officer Academy**



This Academy and associated Courses are pending development.

#### **Sub-Section 3.840.50 - EMS 1001 (Managing EMS Officer) Course**



### **Section 3.910 - Executive Officer Academy**



This Academy and associated Courses are pending development.

#### **Sub-Section 3.910.50 - EMS 1101 (Executive EMS Officer) Course**



## **Part 4 - Appendix**

### **Section 4.240 - References**

- American Heart Association. (2019). *Program administration manual*. Retrieved November 18, 2019, from AHA instructor network: [https://ahainstructornetwork.americanheart.org/AHAIECC/PAM/UCM\\_499848\\_Program-Administration-Manual.jsp](https://ahainstructornetwork.americanheart.org/AHAIECC/PAM/UCM_499848_Program-Administration-Manual.jsp)
- Bledsoe, B. E., & Cherry, R. A. (2017). *Paramedic care: Principles & practice* (5th ed., Vols. 1-5). Boston, MA: Pearson Education, Inc.
- Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions. (2016). *Checklist for program directors of letter of review (LoR) programs*.
- Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions. (2016). *CoAEMSP interpretations of the CAAHEP 2015 standards and guidelines for the accreditation of educational programs in the EMS professions*.
- Department of the Army. (2009). *Soldier's manual and trainer's guide - MOS 68W - Health care specialist*. Washington, DC: Department of the Army. doi:STP 8-68W13-SM-TG
- FEMA. (2013, November). Executive development student manual. 4th. Emmitsburg, Maryland.
- Field Internship Student Data Acquisition Project (FISDAP). (2017, February 2). Retrieved from Online tools for EMS and healthcare education: <https://www.fisdap.net/home>
- Harding, T. S., Carpenter, D. D., Finelli, C. J., & Passow, H. J. (2004). Does academic dishonesty relate to unethical behavior in professional practice? An exploratory study. *Science and engineering ethics*, 10(2), 1-14.
- Kaufman, H. E. (2008, July 1). Moral and ethical issues related to academic dishonesty on college campuses. *Journal of college and character*, 9(5).
- Limmer Creative. (2015, September 22). *Trouble passing the NREMT*. Retrieved April 4, 2017, from Limmer Creative: <http://limmercreative.com/trouble-passing-the-nremt/>
- 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.

National Registry of Emergency Medical Technicians, Inc. (2015). *2015 paramedic psychomotor competency portfolio (PPCP)*. Retrieved May 14, 2019, from National Registry of Emergency Medical Technicians:  
[https://content.nremt.org/static/documents/Paramedic\\_Psychomotor\\_Competency\\_Portfolio\\_Manual\\_v4.pdf](https://content.nremt.org/static/documents/Paramedic_Psychomotor_Competency_Portfolio_Manual_v4.pdf)

## **Section 4.480 - Change Log**

### **Sub-Section 4.480.01 - 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.



### **Sub-Section 4.480.02 - 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 5.770 - Student Transcripts	1/18/16	Updated FTO program to reflect current program details as approved by EMS director.
Part 6 - Program Details	1/18/16	Updated documents.
Section 6.840 - Field Training Officer (FTO) Training Program	1/18/16	Added this section to move these documents out of MO BEMS document section. Updated all documents.

### **Sub-Section 4.480.03 - 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 1.100 - 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.
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.
	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.
Section 6.840 - Field Training Officer (FTO) Training Program	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.



### **Sub-Section 4.480.04 - 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 1.100 - 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.
	1/29/17	Reduced dispatch clinical requirement to four hours.
Section 6.360 - Emergency Medical Technician Program [EMT Academy]	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.

### **Sub-Section 4.480.05 - 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.”

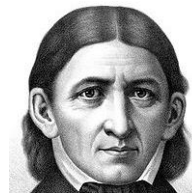


Section	Date	Description
Entire Document	2/15/17	Several additions of policies and documents to comply with CoAEMSP accreditation application.
	5/8/17	Added QR codes throughout document where internet links were already located.
Section 0.500 - Scope	3/6/17	Added CoAEMSP definition of profession.
Section 1.100 - 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.

Section	Date	Description
	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.
	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 that 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 that 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.

### **Sub-Section 4.480.06 - 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.
	12/12/17	Added Michael Krteck CV.
Section 1.900 EMS Education Advisory Board	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.

### **Sub-Section 4.480.07 - Changes from Version 6 to Version 7 (Galilee)**

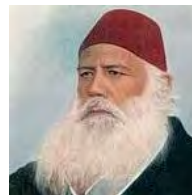
Version Seven is named in dedication to Galileo Galilei who was an Italian renaissance man who lived in the 1500's and is the central figure in the transition from natural philosophy to modern science.



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.

### **Sub-Section 4.480.08 - 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.
	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.

### **Sub-Section 4.480.09 - Changes from Version 8 to Version 9 (Locke)**

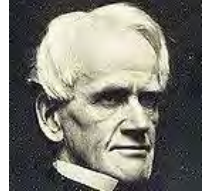
Version Nine is named in dedication to John Locke who was an English philosopher and physician widely regarded as one of the most influential of enlightenment thinkers and commonly known as the “Father of Liberalism.” Locke postulated late in the 1600s the philosophy of empiricism, which is a concept 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.
Section 3.330 - Student 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 4th 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 10th 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.

### **Sub-Section 4.480.10 - Changes from Version 9 to Version 10 (Mann)**

Version Ten is named in dedication to Horace Mann who was an American educational reformer in the 1800s. Mann argued that universal public education was the best way to turn unruly American children into disciplined, judicious citizens. He established a public education system and a program for normal schools to train professional teachers in Massachusetts that were adopted by most states afterward.



Section	Date	Description
Section 1.900 EMS Education Advisory Board	4/11/19	Added new ER director.
	5/14/19	Removed Cody Liccardi at his request. Added new Interim Bolivar Fire Chief.
Section 3.330 - Student evaluations	5/14/19	Added discussion on how item analysis is done and criteria for removing poor questions. Also added comment that all tests have a comprehensive component.
Section 4.160 - Course Fees	4/11/19	Updated the new name for the Safety Seminar.
Section 4.640 - Academic Criteria: Grading and Examination Policies	5/14/19	Typo corrected.
Section 6.120 - Emergency Medical Responder Program [EMR Academy]	5/14/19	Added contact information to clinical evaluation card in case of student exposure.
Section 6.240 - Emergency Medical Dispatch Program [EMD Academy]	5/14/19	Added contact information to clinical evaluation card in case of student exposure.
Section 6.360 - Emergency Medical Technician Program [EMT Academy]	5/14/19	Added contact information to clinical evaluation card in case of student exposure. Added program administration manual familiarization test to the third week of class.
Section 6.600 - Paramedic Program (Paramedic Academy)	1/18/19	Modified the definition of an ALS patient for team leads. Previously, starting an IV did not make a patient ALS. Due to difficulty in getting ALS team lead contacts by the first student to do team leads in the busiest service area available, this change was made to give a more realistic target for students.
	1/26/19	Added photo and bio info from Lucinda Schmidt. Updated BTC A&P I syllabus
	1/28/19	Modified second semester schedule to reflect actual dates and topics for 2019. Removed requirements for two pediatric and two unconscious team leads in field internship phase.
	2/19/19	Modified first semester schedule to reflect actual dates and topics for 2019.
	4/10/19	Added course details and hours for each course, semester, and overall to the classroom details section. Removed references to number of hours listed on each class to eliminate confusion or multiple areas needing updates. Updated all four classroom course schedules to reflect actual dates for 2019. Added clinical scheduling details for Cox Air Care, TCAD, and WLAD.
	4/11/19	Pretty significant changes to the lab and clinical requirements to comply with CoAEMSP Appendix G.
	5/14/19	Typos corrected. Added clarification that each semester clinical requirements are due within six months of completing the semester and a total deadline of 12 month deadline after completing all classroom requirements. Also clarified there will be no extensions given past the 12 month deadline. Added adaptive mid-term and semester final exam descriptions to each semester schedule. Updated EMS 105 schedule to represent actual guest instructors and events. Modified ER clinical prerequisite from completing ALL intubations to just must complete ONE intubation and ONE anesthesia shift. Modified number of ALS team leads must be with mentor from first and last ten to first and last six. Added NREMT progression of lab-clinical-field. Added comments that skills must be completed in lab prior to the field. Also added requirement that field documentation must include medical record number to count and if there is a falsification, removal from the program is an option. Added requirements that all ALS patient encounters must be documented and only successful team leads count and the last 18 of 20 must be successful. The first and last skill evaluation should be done by an instructor and if the final evaluation is unsuccessful the student and peer evaluators must repeat all evaluations. Definition of successful skill evaluation is 80% of the points. Added description of how simulations are validated. Added contact information to clinical evaluation card in case of student exposure. Added program administration manual familiarization test to the third week of class.



### **Sub-Section 4.480.11 - Changes from Version 10 to Version 11 (Nye)**

Version Eleven is named in dedication to Bill Nye who was an American science educator, communicator, television presenter, and mechanical engineer.



This version represents a significant change in this document. A re-organization was done where the previous format was based on Missouri BEMS accreditation and the new format is based on Commission on Accreditation of Allied Health Education Programs accreditation.

Section Title	Old Number	New Number
Front Matter	0.000	0.000
Approval Signatures	0.330	0.190
Scope	0.500	0.380
Table of Contents	0.660	0.760
General Requirements	1.000	1.000
Training Needs Evaluation / Mission Statements	1.200	1.040
Organizational Chart	1.400	1.120
Training Budget	1.500	1.160
Medical Director	1.600	1.200
Faculty, General	1.625	1.240
Faculty, Program Director	1.650	1.280
Faculty, EMT Academy Lead Instructor	1.675	1.320
Faculty, Paramedic Academy Lead Instructor	1.700	1.360
Faculty, Clinical Education Specialists	1.725	1.400
Faculty, Guest Instructors	1.750	1.440
EMS Education Advisory Board	1.900	1.480
Physical Facilities	2.000	1.520
Classroom Descriptions	2.330	1.520
Available Equipment and Supplies	2.660	1.520
Program Evaluations	3.00	1.560
Student Evaluations	3.330	1.560
Instructor and Course Evaluations	3.660	1.560
Program Resource Survey Completed by Students	3.770	1.560
Program Resource Survey Completed by Program Personnel	3.880	1.560
Employer Survey	3.990	1.560
Policy Manual	4.00	2.000
Admission Criteria	4.080	2.040
Fair Practices	4.100	2.080
Non-Discrimination	4.120	2.120
Course Fees	4.160	2.160
Refund Policy	4.240	2.200
Student Withdrawal Policy	4.280	2.240
Attendance Policy	4.320	2.280
Dress Code	4.360	2.320
Class Cancellation Policy	4.400	2.360
Academic Integrity	4.440	2.400
Student Dismissal	4.480	2.440
Appeal and Grievance Procedure	4.560	2.480
Academic Criteria: Grading and Examination Policies	4.640	2.520
Remedial Education	4.680	2.560
Health and Safety Procedures	4.720	2.600
Drug and Substance Use and Abuse	4.800	2.640
Certification Requirements	4.880	2.680
Photo and Video Release	4.920	2.760
Authorization for Release of Information	4.940	2.800
Policy Manual Acknowledgment	4.960	2.840
Records and Reports	5.000	1.000
Satellite Programs	5.140	1.600

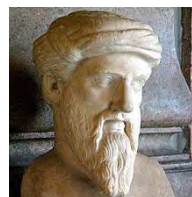
Section Title	Old Number	New Number
Use of BEMS Number	5.280	1.640
Course Records	5.420	1.680
Initial Course Records	5.490	1.720
Training Roster Form	5.700	1.760
Student Transcripts	5.770	1.680
Sample Certificate of Completion	5.840	1.800
Program Details	6.000	3.000
Generic Educational Calendar	6.030	2.720
Emergency Medical Responder Program	6.120	3.280
Emergency Medical Dispatch Program	6.240	3.210
Emergency Medical Technician Program	6.360	3.350
Advanced EMT Program	6.480	3.420
Paramedic Program	6.600	3.490
Continuing Education Program	6.720	3.070
Field Training Officer Training Program	6.840	3.700
Appendix	7.000	4.000
MO BEMS Documents	7.120	removed
References	7.420	4.240
Change Log	7.560	4.480
Index	7.700	4.720

Section	Date	Description
Entire document	7/17/19	Completed major revisions after attending Accreditation.
		Replaced all instances of Clinical Education Officer with Field Training Officer.
	7/31/19	Changed all references to “semester” to “trimester” to more accurately describe the annual schedule. Changed medical director to Gustavo Nix.
	8/1/19	Changed medical director to Tony Cauchi.
Section 1.200 - Medical Director	8/23/19	Added Mr. Babb signature to appointment letter.
Part 3 - Policy Manuals / Syllabi	7/17/19	Updated all program course numbers to reflect new courses and better coordination.
Section 1.160 - Training Budget	7/17/19	Updated based on FY 19-20 budget.
Section 1.440 - Faculty, Guest Instructors	7/17/19	Added guest instructor access to JBLearning information.
Section 1.480 - EMS Education Advisory Board	7/17/19	Major updates to this section to make generic agenda meet CoAEMSP requirements and details for minutes.
Section 1.520 - Physical Facilities	7/17/19	Changed classroom description from Eldorado to Stockton to reflect new ambulance station. Updated website link for the library card catalog.
Section 1.560 - Program Evaluations	7/17/19	Improved detailed descriptions of each type of written tests. Added more details of when to review test items based on discrimination.
Section 1.760 - Training Roster Form	7/17/19	Updated form to have a separate page for each student to gather more information.
Section 2.080 - Fair Practices	7/17/19	Updated all links to each section.
Section 2.160 - Course Fees	7/17/19	Updated course fees based on the FY18-19 expenses and number of classroom hours. All expenses divided by all hours was between \$9 and \$10.
Section 2.320 - Dress Code	7/17/19	Updated shirt colors and ordering process for Galls.
Section 2.720 - Generic Education Calendar	7/17/19	Updated summer semester to include EMT Academy entrance exams and clinical student packet due dates.
Section 3.140 - Life Support Courses	7/17/19	Added this section as a placeholder for future AHA training site.
Section 3.350 - EMT Academy	7/17/19	Added Barron’s EMT Test Prep to the textbook list. Updated class dates to reflect 2019 dates. Clarified deadlines for clinicals to be one semester after completion of the Academy. Added form to facilitate grade communication between instructors and program director. Updated terminal competency form. Added details of students that already have certificates such as BLS, NIMS, etc can have credit without repeating them. Added section that describes the grading calculations.
	7/18/19	Changed all documentation deadlines to 48 hours. Added section detailing when students can “double-dip” patient contacts during clinicals.
	7/31/19	Modified the tuition details to only have payments on the first day, mid-term, and final. Modified grade calculation to include mid-term and final scores. Also added requirement for Platinum Adaptive before final exam.
	8/1/19	Added photos and bios for EMT instructors.

Section	Date	Description
Section 3.490 - Paramedic Academy	7/17/19	Removed additional goal that did not include the ability to measure it. Made significant changes to include one classroom and one clinical course each semester with one field experience and one field internship course. Also made chapter re-arrangements to allow starting of clinicals as soon as possible. Switched to two-week module format that includes a mandatory clinical shift each module. Added textbooks that are available to students and not provided to keep. Added section to describe how non-accredited medic graduates can enter the program. Added section to describe how students can re-enter the program after failing out. Added details of students that already have certificates such as ACLS, NIMS, NIHSS, etc can have credit without repeating them. Added section that describes the grading calculations. Added AMLS and NFA Q courses to the curriculum. Added details of when simulations can replace clinical patient contacts. Clarified deadlines for clinicals completions. Added the ability for BLS team leads after completion of minimum hours. Updated terminal competency form to include evaluations after team leads and added medical director meeting.
	7/18/19	Added note that JBLearning practice chapter quiz must be completed with a passing score before being allowed to sit for the lecture or classroom activities for that chapter. Changed all documentation deadlines to 48 hours. Added section detailing when students can “double-dip” patient contacts during clinicals.
	7/31/19	Modified grade calculation to include mid-term exam, final exam, and ARP. Added age range definitions to clinical skill requirement table. Added requirement to have Platinum Adaptive exam complete before starting field internship.
	8/23/19	Added Osceola Clinic site.
Section 3.560 - Critical Care Paramedic Academy	7/17/19	Added this section for eventual addition of this program.
Section 3.630 - Community Paramedic Academy	7/17/19	Added this section for eventual addition of this program.
Section 3.700 - CMH EMS Employee Onboarding Academy	7/17/19	Significant changes to this section (used to be labeled the FTO program but included onboarding information). It is now exclusively for onboarding and designed around using Platinum Ed. Current CMH EMT students that graduate from CMH Paramedic Academy and complete Field Internship at CMH, they can skip the third rider component of onboarding.
Section 3.770 - Supervising Officer Academy	7/17/19	Added this section for eventual addition of this program.
Section 3.840 - Managing Officer Academy	7/17/19	Added this section for eventual addition of this program.
Section 3.910 - Executive Officer Academy	7/17/19	Added this section for eventual addition of this program.

### **Sub-Section 4.480.12 - Changes from Version 11 to Version 12 (Pythagoras)**

Version Twelve is named in dedication to Pythagoras who was a Greek philosopher. His teachings influenced the philosophies of Plato, Aristotle, and through them, Western philosophy.



Section	Date	Description
Section 1.160 - Training Budget	9/9/19	Updated and reformed the presentation of education budgets.
Section 1.200 - Medical Director	9/9/19	Added scanned signatures for new medical director.
Section 1.280 - Faculty, Program Director	9/9/19	Added back signatures from 2017 that somehow got removed from the document.
Section 1.320 - Faculty, EMT Lead Instructor	9/9/19	Added back signatures from 2018 that somehow got removed from the document.
Section 1.360 - Faculty, Paramedic Lead Instructor	9/9/19	Added back signatures from 2017 that somehow got removed from the document.
Section 1.480 - EMS Education Advisory Board	9/9/19	Updated board member list.
Section 2.720 - Generic Education Calendar	9/9/19	Added PHTLS to the fall trimester that was overlooked.
Part 3 - Policy Manuals / Syllabi	9/9/19	Added a list of academy courses and page number references to the beginning of this section.
Section 3.210 - EMD Academy	9/9/19	Modified the academy course name.
Section 3.280 - EMR Academy	9/9/19	Modified the academy course name.
Section 3.350 - EMT Academy	9/9/19	Modified the academy course names. Modified the course schedule.
Section 3.420 - AEMT Academy	9/9/19	Modified the academy course names.
Section 3.490 - Paramedic Academy	9/9/19	Modified the academy course names. Modified the fall course schedule.
Section 3.560 - Critical Care Paramedic Academy	9/9/19	Modified the academy course names.
Section 3.630 - Community Paramedic Academy	9/9/19	Modified the academy course names.
Section 3.700 - CMH EMS Employee Onboarding Academy	9/9/19	Modified the academy course names.
	9/17/19	Modified Neal Taylor's biography section.
	9/18/19	Added signature page with checklists to improve workflow.
Section 3.770 - Supervising Officer Academy	9/9/19	Modified the academy course name.
Section 3.840 - Managing Officer Academy	9/9/19	Modified the academy course name.
Section 3.910 - Executive Officer Academy	9/9/19	Modified the academy course name.

### **Sub-Section 4.480.13 - Changes from Version 12 to Version 13 (Quadir)**

Version thirteen is named in dedication to Iqbal Quadir. Mr. Quadir was an instructor at Harvard and MIT where he was a champion of the critical role of entrepreneurship and innovations in creating prosperity in low-income countries.



Section	Date	Description
Entire Document	1/15/20	Advisory Committee approved and endorsed changes.
Section 1.480 - EMS Education Advisory Board	12/27/19	Added 2019 paramedic students.
Section 1.780 - Academy Chapter Grade Entry Form	11/27/19	Moved the EMT chapter entry form to this section to be used in all Academies.
Section 2.240 - Student Withdraw Policy	1/4/20	Changed name from Withdrawal Policy to Withdraw Policy.
Section 2.280 - Attendance Policy	1/4/20	<b>Changed from 80% to 70% attendance required.</b>
Section 2.320 - Dress Code	11/27/19	Changed Galls contact info.
Section 2.440 - Student Dismissal	11/11/19	Added comment that if the student's account on Platinum is disabled, they will be removed from the course.
Section 2.720 - Generic Education Calendar	12/5/19	Clarified which classes are work-week and which are weekend classes.
	12/27/19	Added note to hold one competency per trimester on the 3 <sup>rd</sup> Thursday in Stockton.
Section 2.840 - Policy Manual Acknowledgment	12/5/19	Added written actual deadline for the students to agree to on the form.
Section 3.280 - EMR Academy	11/11/19	Added library reference to curriculum.
Section 3.350 - EMT Academy	10/2/19	Updated contact and location information for ERs and ambulances for clinical times.
	11/11/19	Added <b>"People Care"</b> and library reference to curriculum. Added <b>weekly discussion question</b> requirements. Added followup and committee review section to scholarship form. Added test item analysis comments to exam section. Updated ER and ambulance clinical locations. Modified chapter grade entry form to improve instructor completion. <b>Added examination requirements to terminal competency form.</b>
	12/5/19	Clarified when students are eligible for psychomotor and CBT exams. Clarified Platinum adaptive cumulative testing requirements. <b>Clarified deadline for completion of clinical requirements is at the end of the student's second semester.</b>
	12/27/19	Added minimum of 24 ER hours and 48 ambulance hours for clinicals.
Section 3.490 - Paramedic Academy	10/2/19	Updated <b>maximum number of employment contracts</b> (two per year) and Loderhose work-study (one per trimester). Added actual 2020 dates in all three trimester schedules and started firming up guest instructor dates. Added Stockton and Eldorado clinic clinical sites. Added Vernon County Ambulance clinical site.
	11/11/19	Added <b>"People Care"</b> to curriculum. Added <b>weekly discussion question</b> requirements. Added <b>AEMT to experiential learning credit</b> . Added test item analysis discussion to exam requirements. Updated walk-in clinic locations. <b>Modified post- field internship assessment requirements.</b> Modified <b>terminal competency form</b> to include new exam requirements.
	11/15/19	Modified lab and clinical requirements based on the skills ACTUALLY completed by previous paramedic students: <ul style="list-style-type: none"> <li>12 required supraglottic airways in clinical was removed and added to lab requirements. 2019 students were having significant barriers to airway skills in anesthesia. <ul style="list-style-type: none"> <li>8 lab <b>supraglottic</b> required in 2019 modified to <b>20</b> for 2020. Previous students got a minimum of 9 (12 average) in 2018.</li> <li>12 clinical <b>supraglottic</b> required in 2019 modified to <b>0</b> for 2020. Previous students were not required and not tracked in 2018.</li> </ul> </li> <li>35 clinical <b>IV starts</b> required in 2019 modified to <b>50</b> for 2020. Previous students got a minimum of 102 (121 average) in 2018.</li> <li>2 clinical <b>altered mental status pathologies</b> required in 2019 modified to <b>10</b> for 2020. Previous students got a minimum of 23 (40 average) in 2018.</li> <li>2 clinical <b>cardiac dysrhythmia pathologies</b> required in 2019 modified to <b>5</b> for 2020. Previous students got a minimum of 10 (33 average) in 2018.</li> <li>2 clinical <b>chest pain pathologies</b> required in 2019 modified to <b>15</b> in 2020. Previous students got a minimum of 32 (40 average) in 2018.</li> <li>2 clinical <b>respiratory distress pathologies</b> required in 2019 modified to <b>10</b> in 2020. Previous students got a minimum of 28 (40 average) in 2018.</li> </ul>

Section	Date	Description
		<ul style="list-style-type: none"> <li>0 clinical <b>pediatric respiratory distress pathologies</b> required in 2019 modified to <b>5</b> in 2020. Previous students got a minimum of 8 (9 average) in 2018.</li> <li>2 clinical <b>sepsis pathologies</b> required in 2019 modified to <b>5</b> in 2020. Previous students got a minimum of 11 (21 average) in 2018.</li> <li>0 clinical <b>ventilate via BVM</b> required in 2019 modified to <b>10</b> in 2020. Previous students got a minimum of 20 (22 average) in 2018.</li> <li>20 field internship <b>team leads</b> required in 2019 modified to <b>30</b> in 2020. Previous students got a minimum of 28 (35 average) within the first 150 required hours in 2018.</li> <li>0 field internship <b>critical team leads</b> required in 2019 modified to <b>2</b> in 2020. Previous students got a minimum of 4 (10 average) in 2018.</li> </ul>
	12/5/19	Clarified when students are eligible for psychomotor and CBT exams. Clarified Platinum adaptive cumulative testing requirements. Clarified process when students are not able to meet clinical requirements. <b>Clarified deadline for completion of clinical requirements is at the end of the student's fourth semester.</b> Removed deadlines for each individual clinical course. Deadline is only found at the end of field internship to reduce possible confusion.
	12/10/19	Added ARP presentation evaluation form.
	12/27/19	Added AHA NRP as a certification gained. Updated course schedule to reflect confirmed guest instructors. Added NRP to course schedule. Adjusted research project instructions to reflect one final document instead of three separate documents.
	1/4/20	3.490.26 - Removed requirement for letter of support from BEMS. 3.490.40 - Added simulation score into chapter grade. Added "pass" requirement for People Care discussion into module grade. 3.490.42 - Removed retired NFA courses Q0123 and Q0170 and replaced with new course Q0427. 3.490.50 - Changed NFA course. Added EKG Jedi quiz levels. 3.490.58 - Removed NFA course. Added EKG Jedi quiz levels. 3.490.64 - Added EKG Jedi quiz levels.
Section 3.700 - CMH EMS Employee Onboarding Academy	11/11/19	Added course completion signature page. Changed completion requirement from 90 days to 60 days.

## **Section 4.720 - Index**

- (AAOS) American Academy of Orthopaedic Surgeons, 102, 111, 141, 251  
(AED) Automated External Defibrillator, 125, 170  
(AHA) American Heart Association, 58, 59, 118, 121, 123, 125, 127, 133, 141, 142, 151, 166, 178, 179, 252, 255, 258  
(AHDR) All Hazards Disaster Response, 68, 166, 205  
(ALOC) Altered Level of Consciousness, 175  
(BiPAP) Bi-level Positive Airway Pressure, 132, 187, 212  
(BP) Blood Pressure, 113, 143  
(BSI) Body Substance Isolation, 83  
(BVM) Bag Valve Mask, 132  
(CAD) Coronary Artery Disease or Computer Aided Dispatch, 256  
(CES) Clinical Education Specialist, 83, 92, 248, 250, 252, 257  
(CEU) Continuing Education, 14, 29, 81, 94, 258  
(CPAP) Continuous Positive Airway Pressure, 132, 170, 175, 187, 212  
(CPR) Cardio-Pulmonary Resuscitation, 57, 103, 113, 125, 127, 142, 143, 162, 170, 171, 203, 214, 252, 255  
(CRNA) Certified Registered Nurse Anesthetist, 196  
(CSR) Code of State Regulations, 152  
(CVA) Cerebro-Vascular Accident or Stroke, 214  
(DT4EMS) Defensive Tactics for Emergency Medical Services, 251  
(ECG) Electrocardiogram, 125, 141, 170, 175  
(ED) Emergency Department [see ER], 31  
(EKG) Electrocardiogram [see ECG], 113, 144, 159, 164, 178, 179, 180, 189, 190, 191, 192, 203, 204, 205, 206  
(EMA) Emergency Management Agency, 55  
(EMD) Emergency Medical Dispatch, 93, 97, 98, 99, 228, 248, 256, 258, 260  
(EMR) Emergency Medical Responder, 1, 13, 54, 58, 68, 75, 85, 93, 101, 102, 103, 104, 105, 118, 132, 137, 151, 228, 248, 251, 252, 253, 256, 258, 260, 261  
(EMS) Emergency Medical Services, 1, 9, 10, 11, 12, 15, 16, 17, 18, 20, 21, 26, 27, 31, 32, 36, 37, 38, 41, 42, 43, 44, 46, 47, 50, 51, 52, 53, 54, 55, 56, 57, 58, 61, 62, 65, 66, 67, 68, 72, 73, 74, 77, 78, 80, 81, 85, 90, 91, 92, 93, 94, 97, 98, 101, 103, 107, 109, 111, 112, 115, 118, 119, 121, 123, 124, 126, 127, 130, 131, 133, 135, 137, 138, 139, 141, 143, 145, 146, 147, 149, 151, 152, 154, 155, 157, 158, 161, 163, 166, 167, 169, 172, 173, 174, 176, 177, 178, 179, 181, 183, 189, 192, 193, 195, 203, 210, 211, 213, 214, 219, 221, 223, 225, 227, 228, 229, 230, 232, 233, 235, 239, 241, 243, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262  
(ePCR) Electronic Patient Care Report [see PCR], 50, 119, 168, 217, 253  
(ER) Emergency Room, 55, 126, 130, 195, 198, 232, 233, 249, 251, 254, 255, 256  
(ET) Endotracheal, 15, 154, 171, 187, 212  
(FISDAP) Field Internship Student Data Acquisition Project, 251, 252, 254, 255  
(FTO) Field Training Officer [see CES], 14, 18, 50, 51, 83, 87, 88, 89, 92, 216, 217, 225, 227, 247, 248, 250, 252, 258, 259  
(GED) General Education Diploma, 65, 142  
(GEMS) Geriatric Education for Emergency Medical Services, 68, 166, 192, 252  
(GI) Gastrointestinal, 128, 190  
(HIPAA) Health Insurance Portability Accountability Act, 92, 112, 142  
(HR) Heart Rate, 65, 74, 112, 142, 248  
(ICU) Intensive Care Unit, 185, 232, 250  
(ISBN) International Standard Book Number, 102, 111, 141  
(L&D) Labor and Delivery, 140, 201, 250  
(MCI) Mass Casualty Incident, 205, 212  
(MD) Medical Doctor, 1, 32, 33, 72, 109, 112, 139, 143, 228, 229  
(MS) Medical Surgery or Med-Surg Unit, 77  
(NAEMT) National Association of Emergency Medical Technicians, 30, 31, 61, 68, 118, 121, 127, 128, 151, 166, 179, 190, 191, 192, 205, 206, 250, 252, 253  
(NFPA) National Fire Protection Association, 36, 41, 46, 52  
(NIEMT) **National Institute for Emergency Medical Training**, 206  
(NIHSS) National Institute of Health Stroke Screen, 118, 151, 190, 259  
(NIMS) National Incident Management System, 118, 121, 128, 142, 151, 166, 203, 205, 258, 259  
(NREMT) National Registry of Emergency Medical Technicians, 38, 43, 44, 48, 81, 85, 125, 154, 155, 156, 217, 248, 250, 256  
(OB) Obstetrics, 15, 57, 128, 140, 171, 200, 201, 210, 212  
(PHS) Pre-Hospital Services [see EMS], 17, 19, 21, 30, 33, 37, 41, 43, 44, 46, 48, 51, 78, 80, 172, 178, 210, 225, 247, 249  
(PTEP) Psychological Trauma in Emergency Medical Service Patients, 68, 127, 166, 179, 252  
(QR) Quick Response barcode, 250  
(RN) Registered Nurse, 25, 66, 115, 151, 154  
(RSI) Rapid Sequence Intubation, 214  
(RT) Respiratory Therapy, 186, 250  
(SME) Subject Matter Expert, 123  
(SMR) Spinal Motion Restriction, 132  
(STEMI) ST-Segment Elevated Myocardial Infarction, 187, 212, 214

- (TIMS) Traffic Incident Management System, 68, 121, 252
- (VA) Department of Veterans Affairs, 61, 68, 69, 252
- 12-Lead [see ECG], 125, 132, 141, 170, 175, 187, 212
- Abdominal, 128, 175, 190, 204
- Absence, 72, 78, 81, 250
- Abuse, 78, 84, 92, 103, 232, 257
- Academy, 11, 13, 14, 20, 23, 24, 25, 26, 27, 54, 58, 60, 61, 63, 66, 68, 70, 75, 81, 85, 87, 88, 89, 93, 95, 97, 98, 101, 102, 103, 104, 107, 108, 109, 111, 112, 114, 115, 118, 119, 120, 121, 122, 123, 124, 127, 130, 133, 135, 137, 138, 139, 140, 141, 142, 143, 145, 146, 151, 152, 154, 155, 156, 157, 158, 161, 162, 163, 164, 166, 167, 168, 172, 176, 183, 184, 195, 210, 219, 221, 223, 225, 229, 235, 239, 241, 243, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 261
- Accreditation, 1, 10, 16, 25, 30, 31, 36, 37, 54, 61, 66, 101, 107, 135, 137, 138, 151, 155, 228, 250, 251, 252, 257, 259
- (CAAHEP) Commission on Accreditation of Allied Health Education Programs, 1, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 27, 33, 39, 43, 44, 48, 61, 66, 137, 138, 251, 254
- (CoAEMSP) Committee on Accreditation of Education Programs for the Emergency Medical Services Profession, 1, 10, 22, 24, 27, 30, 31, 61, 101, 107, 124, 135, 137, 138, 170, 172, 174, 250, 251, 252, 256, 258
- Missouri (BEMS) Bureau of Emergency Medical Services, 61, 85, 94, 133, 152, 154, 247, 248, 249, 250, 251, 253, 255, 257, 258
- Admission, 27, 65, 66, 118, 151, 248, 249, 257
- Advanced Placement, 25, 66, 118, 151, 152, 153, 154, 155, 156, 251, 252, 254
- Advisory Board, 10, 11, 12, 14, 15, 21, 22, 54, 55, 87, 88, 89, 250, 252, 253, 254, 255, 256, 257, 258
- Air Care, 128, 211, 256
- Airway, 15, 57, 103, 127, 132, 170, 171, 175, 176, 177, 187, 195, 212, 214, 251, 255
- Ambulance, 50, 56, 57, 83, 98, 104, 107, 113, 117, 126, 131, 135, 137, 143, 151, 174, 193, 211, 213, 214, 217, 226, 227, 228, 248, 249, 254, 255, 258
- Anatomy, 21, 25, 66, 93, 140, 141, 145, 151, 155, 167, 178, 188, 202, 213
- Anesthesia, 196, 198, 250, 254, 255, 256
- Application, 25, 65, 66, 67, 68, 70, 78, 88, 89, 112, 114, 115, 116, 118, 142, 145, 146, 147, 148, 151, 154, 155, 156, 248, 250, 253
- Arrest, 178
- Articulation, 10, 27, 166, 251, 255
- Attendance, 72, 81, 83, 104, 247, 248, 250, 252, 257
- Behavioral, 59, 103
- Blood, 113, 132, 143, 152, 153
- Budget, 14, 29, 248, 249, 257, 258
- Burn, 254
- Calendar, 26, 65, 72, 87, 88, 89, 133, 219, 250, 251, 252, 258
- Cancellation, 76, 247, 248, 257
- Cardiac, 170, 171, 175, 177, 178, 187, 195, 199, 212
- Cardiology, 141, 186, 250, 255
- Cardiovascular, 127, 141, 177, 199
- Cardioversion, 171, 187, 212
- Catheterization Laboratory, 199, 251
- Certificate, 10, 34, 36, 40, 41, 45, 46, 49, 59, 61, 62, 64, 81, 85, 112, 117, 118, 121, 122, 123, 133, 142, 151, 162, 166, 217, 219, 247, 248, 249, 250, 251, 252, 254, 255, 257, 258, 259
- Childbirth, 103, 201, 214
- Classroom, 14, 20, 36, 41, 46, 52, 56, 59, 72, 73, 74, 98, 119, 125, 127, 130, 151, 154, 155, 157, 158, 159, 168, 173, 183, 195, 210, 213, 217, 235, 247, 249, 253, 255, 256, 257, 258, 259
- Clinical, 14, 15, 16, 17, 18, 19, 20, 23, 26, 27, 30, 33, 35, 36, 37, 38, 39, 41, 46, 51, 52, 54, 56, 59, 65, 72, 73, 74, 77, 78, 79, 83, 84, 92, 93, 98, 99, 104, 105, 112, 119, 120, 122, 124, 125, 126, 130, 132, 133, 138, 142, 143, 146, 147, 152, 153, 154, 155, 157, 158, 162, 163, 164, 168, 169, 172, 173, 174, 175, 178, 179, 180, 183, 184, 187, 189, 190, 191, 192, 195, 196, 197, 198, 199, 201, 203, 204, 205, 206, 210, 211, 212, 213, 214, 216, 217, 218, 219, 221, 223, 226, 230, 237, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259
- Command, 73, 121, 166
- Community, 17, 31, 32, 54, 56, 65, 75, 77, 85, 101, 115, 117, 147, 223, 259, 260
- Competency, 13, 20, 21, 23, 24, 85, 87, 88, 89, 94, 97, 98, 102, 103, 111, 125, 133, 140, 219, 250, 251, 252, 258, 259
- Compression, 113, 143
- Confidential, 77, 78, 92
- Convert, 113, 144
- Cox, 68, 128, 130, 131, 149, 177, 198, 211, 228, 232, 252, 254, 256
- Credential, 19, 34, 40, 41, 43, 44, 45, 46, 48, 49
- Cricothyrotomy, 153, 170, 187, 212, 214
- Crime, 180
- Criminal, 65, 112, 142, 248
- Curriculum, 14, 17, 20, 23, 26, 30, 32, 33, 34, 38, 40, 43, 44, 45, 48, 49, 53, 94, 97, 98, 102, 104, 111, 120, 130, 140, 141, 162, 248, 250, 251, 252, 254, 259
- Decompression, 153, 171, 212, 214
- Defibrillation, 170, 187, 212
- Discriminate, 58, 59, 67, 112, 143, 248, 257
- Disease, 72, 83, 189, 191
- Dismiss, 72, 73, 74, 78, 84, 92, 124, 172, 255, 257
- Dispatch, 97, 98, 117, 232, 233, 249
- (PCCD) Polk County Central Dispatch, 56, 228, 232, 236, 251
- Driver License, 112, 121, 142
- Driver Training



- (EVDT) Emergency Vehicle Driver Training [see EVOS], 251
- (EVOS) Emergency Medical Services Vehicle Operator Safety, 68, 121, 128, 251, 252, 253
- Emergency Medical Technician
  - (AEMT) Advanced, 13, 16, 19, 21, 36, 75, 85, 93, 135, 137, 166, 237, 251, 260
  - (EMT) Basic, 1, 13, 21, 30, 41, 43, 44, 45, 50, 51, 54, 58, 60, 66, 68, 74, 75, 85, 87, 88, 89, 93, 107, 109, 111, 112, 114, 115, 117, 118, 119, 120, 121, 122, 123, 124, 127, 129, 130, 132, 133, 135, 137, 142, 150, 152, 154, 162, 172, 214, 228, 230, 235, 237, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261
- Paramedic, 1, 11, 13, 14, 16, 19, 20, 21, 23, 25, 26, 27, 30, 33, 36, 38, 43, 44, 46, 48, 49, 50, 51, 54, 55, 58, 60, 66, 68, 75, 78, 85, 87, 88, 89, 93, 109, 112, 115, 119, 129, 130, 137, 138, 139, 140, 141, 142, 143, 145, 146, 147, 149, 150, 151, 152, 154, 155, 156, 157, 161, 162, 163, 164, 166, 167, 168, 172, 173, 176, 183, 184, 185, 186, 187, 189, 195, 196, 197, 198, 199, 200, 201, 203, 206, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 221, 223, 228, 229, 230, 235, 237, 249, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261
- Endocrine, 128, 190
- Ethics, 77, 78, 103, 127, 179
- Evaluate, 11, 14, 15, 16, 17, 20, 21, 22, 23, 24, 27, 30, 33, 36, 38, 41, 42, 46, 47, 50, 51, 52, 53, 54, 58, 59, 78, 81, 92, 99, 105, 112, 113, 120, 122, 125, 128, 129, 132, 133, 143, 144, 155, 159, 164, 168, 169, 170, 172, 175, 180, 182, 187, 192, 194, 206, 208, 212, 213, 218, 219, 235, 237, 247, 249, 250, 251, 253, 255, 256, 257, 258, 259
- Exam, 24, 42, 47, 52, 58, 65, 66, 79, 81, 82, 85, 86, 88, 89, 98, 103, 111, 114, 118, 122, 123, 127, 128, 129, 133, 142, 145, 151, 154, 155, 156, 164, 167, 176, 180, 186, 189, 191, 192, 203, 205, 214, 219, 248, 249, 250, 252, 253, 254, 255, 256, 257, 258
- Eye, 72, 83, 113, 143
- Faculty, 11, 14, 15, 16, 18, 19, 21, 22, 23, 27, 29, 35, 36, 37, 39, 41, 46, 50, 52, 54, 56, 72, 92, 94, 97, 101, 104, 109, 120, 139, 140, 162, 229, 250, 252, 254, 255, 257, 258, 260
- Fee, 25, 26, 66, 68, 69, 70, 76, 112, 114, 115, 142, 145, 146, 248, 249, 250, 252, 253, 256, 257, 258
- Fever, 83
- Fire Department, 36, 41, 46, 52, 228
  - (BCFD) Bolivar City, 55, 56, 228, 256
  - (CPCFPD) Central Polk County Fire Protection District, 228
  - (PHFPD) Pleasant Hope Fire Protection District, 228
- Frequency, 23, 252
- Gastric, 214
- Geriatric, 15, 103, 128, 166, 171, 175, 192, 195, 197, 250
- Glucometer, 125, 170
- Grade, 20, 23, 27, 42, 47, 52, 63, 67, 81, 82, 85, 91, 92, 104, 120, 124, 146, 147, 155, 156, 159, 162, 164, 167, 172, 182, 194, 208, 209, 248, 250, 252, 256, 257, 258, 259, 261
- Grievance, 26, 27, 80, 248, 257
- Gynecology, 128, 189
- Hazardous Materials, 68, 121, 166, 191, 212
- Hemorrhage, 125, 170
- Homework, 81
- Hospital, 11, 15, 16, 17, 31, 32, 36, 38, 55, 56, 80, 90, 117, 124, 126, 130, 169, 172, 174, 183, 185, 186, 196, 197, 198, 199, 201, 225, 227, 228, 233, 235, 254, 255
  - (CMH) Citizens Memorial, 1, 9, 27, 31, 32, 37, 38, 43, 44, 48, 50, 51, 54, 55, 56, 58, 61, 62, 65, 67, 68, 74, 79, 80, 90, 91, 99, 105, 109, 112, 114, 115, 117, 118, 119, 124, 125, 130, 131, 132, 133, 137, 138, 139, 142, 143, 145, 146, 147, 149, 150, 151, 152, 154, 161, 172, 173, 181, 184, 185, 186, 187, 196, 197, 198, 199, 200, 201, 211, 212, 214, 218, 219, 225, 227, 228, 229, 230, 232, 233, 234, 235, 237, 248, 249, 250, 251, 252, 253, 255, 259, 260, 262
  - (EMH) Ellett Memorial, 68, 252
- Hypoglycemia, 175
- Immobilize, 125, 170
- Immune, 120, 140, 162
- Infection, 78, 191
- Infusion, 170, 184, 250, 251
- Instructor, 18, 19, 30, 31, 36, 41, 46, 52, 53, 54, 56, 57, 58, 59, 60, 67, 68, 72, 73, 74, 75, 76, 78, 80, 81, 83, 92, 113, 119, 123, 125, 126, 127, 140, 144, 159, 168, 169, 170, 176, 189, 203, 217, 227, 248, 249, 250, 254, 255, 256, 257, 258
  - Guest, 14, 18, 52, 53, 60, 159, 176, 189, 203, 213, 250, 252, 253, 254, 256, 257, 258
- Lead, 14, 19, 41, 43, 44, 45, 46, 48, 49, 52, 63, 65, 66, 70, 71, 73, 76, 78, 81, 82, 94, 97, 101, 110, 213, 217, 230, 250, 254, 257
- Insurance, 112, 142
- Integrity, 77, 248, 257
- Intubate, 15, 154, 170, 171, 174, 175, 198, 251, 255, 256
- Job Description, 31, 37, 51, 124, 172
- Laboratory, 14, 17, 19, 20, 23, 30, 33, 56, 72, 73, 74, 84, 125, 126, 127, 146, 147, 152, 153, 154, 155, 159, 168, 169, 170, 172, 176, 184, 189, 203, 213, 226, 250, 251, 256
- Law Enforcement, 57
  - (BPD) Bolivar, 228
  - (PCSO) Polk County Sheriff Office, 228
- Library, 57, 102, 111, 141, 161, 258
- Life Support
  - (ACLS) Advanced Cardiac, 57, 130, 141, 166, 178, 198, 211, 219, 259
  - (ALS) Advanced, 21, 50, 51, 57, 141, 152, 153, 154, 166, 172, 175, 179, 214, 215, 248, 251, 255, 256
  - (AMLS) Advanced Medical, 166, 190, 191, 259
  - (ATLS) Advanced Trauma, 31

- (BHLS) Basic Hazmat, 251
- (BLS) Basic, 50, 51, 103, 121, 127, 133, 142, 177, 248, 252, 255, 258, 259
- (ITLS) International Trauma [see PHTLS], 57, 58, 59
- (PALS) Pediatric Advanced, 57, 141, 166, 179, 200, 201, 219
- (PHTLS) Pre-Hospital Trauma, 30, 31, 68, 87, 88, 121, 128, 250
- Manikin, 57, 159, 168
- Medical Director, 1, 16, 17, 22, 30, 31, 32, 33, 34, 37, 39, 54, 55, 58, 59, 60, 78, 80, 81, 94, 109, 133, 139, 213, 219, 229, 248, 250, 254, 257, 259
- Medication
  - (LR) Lactated Ringers, 176
  - (NaHCO<sub>3</sub>) Sodium Bicarbonate, 177
  - (NS) Normal Saline, 176
  - (O<sub>2</sub>) Oxygen, 132, 177
  - (TXA) Tranexamic Acid, 203, 214
  - Acetaminophen, 191
  - Activated Charcoal, 191
  - Adenosine, 177, 214
  - Albuterol, 177
  - Amiodarone, 177, 178
  - Aspirin, 132, 178, 228
  - Ativan, 179
  - Atropine, 177
  - Benadryl, 190, 191
  - Calcium Chloride, 191
  - Captopril, 178
  - Cardizem, 178
  - Decadron, 178
  - Dextrose, 190
  - Dilaudid, 203, 204
  - Dopamine, 178
  - Duoneb, 177
  - Epinephrine, 177, 190, 191
  - Etomidate, 177
  - Fentanyl, 203
  - Glucagon, 190
  - Glucose, 132, 190
  - Haldol, 179
  - Heparin, 178
  - Hydralazine, 190
  - Ibuprofen, 191
  - Ketamine, 177
  - Lasix, 178
  - Lidocaine, 178
  - Morphine, 203
  - Narcan, 191
  - Neo-Synephrine, 176, 177
  - Oxytocin, 178
  - Phenergan, 190
  - Procainamide, 178
  - Propofol, 204
  - Racemic Epinephrine, 177
  - Reglan, 189, 190
  - Rocuronium, 177
  - Solu-Medrol, 178
  - Succinylcholine, 177
  - Tetracaine, 203
  - Thiamine, 190
  - Toradol, 189
  - Valium, 190
  - Vecuronium, 177
  - Versed, 190
  - Xopenex, 177
  - Zofran, 190
- Mentor, 59, 140, 213, 214, 215, 216, 217, 219, 235, 250, 251, 255, 256
- Military, 24, 25, 66, 151, 152, 251, 254
- Mutual Aid, 68
- Nausea, 72
- Neglect, 92
- Neonate, 15, 128, 170, 171, 175, 178
- Nutrition, 140
- Overdose, 175
- Pacing, 171, 187, 212
- Pain, 168, 171, 175
- Paramedic, 1, 11, 13, 14, 16, 19, 20, 21, 23, 25, 26, 27, 30, 33, 36, 38, 43, 44, 46, 48, 49, 50, 51, 54, 55, 58, 60, 66, 68, 75, 78, 85, 87, 88, 89, 93, 109, 112, 115, 119, 129, 130, 137, 138, 139, 140, 141, 142, 143, 145, 146, 147, 149, 150, 151, 152, 154, 155, 156, 157, 161, 162, 163, 164, 166, 167, 168, 172, 173, 176, 177, 179, 183, 184, 185, 186, 187, 189, 191, 192, 195, 196, 197, 198, 199, 200, 201, 203, 204, 205, 206, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 221, 223, 228, 229, 235, 237, 249, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261
- Patient Assessment, 103, 127, 174, 176, 183, 195, 210, 213
- Payment, 68, 69, 70, 114, 145
- Pediatric, 15, 57, 103, 128, 141, 166, 170, 171, 173, 175, 178, 179, 200, 201, 210, 251, 255, 256
- Pharmacology, 127, 140, 159, 164, 176, 177, 178, 179, 180, 184, 185, 189, 190, 191, 192, 203, 204, 205, 206, 253
- Photo, 90, 248, 251, 256, 257
- Physiology, 21, 25, 66, 93, 140, 141, 145, 151, 155, 167, 188, 202, 213
- Platinum Planner, 126, 169, 174, 217, 226
- Poison, 103, 232
- Port Access, 166, 171, 177, 184, 185
- Preceptor [see CES], 50, 54, 59, 83, 92, 99, 105, 125, 132, 175, 187, 196, 212, 214, 215, 216, 217, 218, 226, 235, 237
- Prerequisite, 21, 25, 50, 112, 127, 130, 131, 142, 176, 183, 184, 185, 186, 189, 195, 196, 197, 198, 199, 200, 201, 203, 210, 211, 213, 214, 248, 251, 252
- Program Director, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 27, 30, 33, 34, 36, 37, 38, 39, 40, 41, 45, 46, 49,

53, 54, 55, 59, 71, 73, 97, 101, 109, 133, 139, 150,  
166, 213, 219, 229, 250, 254, 257, 258  
Psychiatric, 128, 175, 179, 197, 250  
Public Health, 178, 248  
Qualification, 30, 31, 32, 33, 36, 38, 39, 41, 43, 44, 46,  
48, 51, 52, 115, 147, 250  
Quiz, 50, 58, 79, 81, 120, 122, 127, 128, 129, 159, 164,  
167, 176, 177, 178, 179, 180, 189, 190, 191, 192, 203,  
204, 205, 206, 253, 254, 255  
Radio, 113, 144, 234  
Refund, 26, 66, 70, 247, 248, 252, 257  
Remedial, 82, 250, 257  
Rescue, 65, 68, 103, 117, 125, 128, 170, 228  
Research, 161, 166, 176, 181, 182, 189, 193, 194, 203,  
207, 208, 209, 251, 252, 253  
Respiratory, 127, 171, 175, 176, 177, 183, 186, 189, 255  
Restrain, 113, 143  
Roster, 58, 62, 252, 253, 258  
Route  
    (IM) Intramuscular, 152, 153, 170, 175  
    (IN) Intranasal, 125, 170, 200  
    (IO) Intraosseous, 170, 187, 212, 214  
    (IV) Intravenous, 23, 24, 67, 112, 143, 152, 153, 168,  
        169, 170, 174, 175, 187, 212, 256  
    (neb) Nebulized, 152, 153  
    (SQ) Subcutaneous, 152, 153, 171, 175  
Safe, 9, 27, 68, 74, 78, 83, 85, 87, 88, 89, 92, 94, 103,  
119, 121, 127, 128, 133, 152, 157, 178, 214, 217, 253,  
256, 257  
Satellite, 27, 61, 257  
School  
    (BTC) Bolivar Technical College, 10, 55, 56, 140, 155,  
        188, 202, 249, 252, 254, 256  
    (SBU) Southwest Baptist University, 10, 55, 140, 251  
Scope, 1, 16, 36, 38, 85, 124, 125, 172, 173, 248, 250,  
257  
Security, 42, 47, 52  
Sepsis, 171, 175, 187, 212, 214  
Shock, 103, 127, 171, 175, 203  
Signature, 1, 32, 33, 38, 39, 43, 44, 48, 54, 62, 63, 71, 80,  
90, 91, 92, 115, 116, 133, 147, 148, 150, 215, 216,  
217, 219, 226, 249, 251, 254, 257  
Simulation, 20, 23, 56, 57, 119, 126, 154, 155, 157, 159,  
168, 169, 170, 173, 174, 176, 177, 178, 179, 189, 190,  
191, 192, 203, 204, 205, 206, 214, 226, 248, 251, 253,  
255, 256, 259  
Smoke, 113, 143  
Spine, 125, 128, 170, 204  
Spint, 125, 170, 214  
Suction, 132, 187, 212  
Supervisor, 16, 18, 19, 35, 37, 39, 50, 51, 131, 161, 207,  
211, 227, 232  
Surgery, 184, 250  
Survey, 14, 15, 21, 22, 60, 250, 257  
Syllabus, 20, 59, 62, 66, 68, 70, 81, 85, 92, 95, 97, 101,  
107, 127, 137, 188, 202, 225, 251, 256, 258  
Tablet, 57  
Tactical, 85, 166, 206, 252  
Tactical Casualty Care  
    (LEFR) Law Enforcement First Response, 68  
    (TCCC) Tactical Combat, 68, 251  
    (TECC) Tactical Emergency, 68, 166, 206, 251, 253,  
        255  
Team Lead, 21, 59, 124, 164, 171, 172, 173, 174, 175,  
213, 214, 215, 217, 218, 235, 250, 251, 256, 259  
Termination, 173, 174  
Terror, 129  
Test, 16, 36, 38, 42, 47, 52, 53, 58, 59, 79, 81, 85, 98,  
103, 114, 118, 119, 120, 121, 122, 123, 127, 128, 138,  
145, 151, 154, 155, 156, 157, 164, 166, 167, 176, 189,  
190, 203, 217, 248, 249, 250, 251, 256, 258  
Tetanus, 112, 142  
Thermometer, 113, 144  
Theron, 1, 38, 39, 48, 55, 99, 105, 109, 132, 139, 176,  
187, 189, 196, 203, 212, 218, 229, 237  
Tobacco, 84  
Tourniquet, 214  
Toxic, 128  
Traction, 125, 170, 214  
Transcript, 27, 38, 43, 44, 48, 58, 61, 64, 91, 155, 247,  
254, 258  
Transfer, 25, 66, 113, 118, 143, 144, 145, 151, 155, 210,  
214, 251  
Trauma, 15, 56, 103, 126, 128, 153, 171, 175, 203, 204,  
205, 212, 214, 251, 253  
Triage, 130, 198, 251  
Tuition, 25, 26, 66, 68, 70, 114, 115, 141, 145, 146, 150,  
152, 153, 154, 155, 156, 251, 253  
Uniform, 70, 74, 75, 84, 124, 150, 172, 247, 248  
Urine, 172  
Vaccine, 112, 142  
Vagal, 214  
Ventilate, 176, 214  
Vital Sign, 57, 132, 168  
Withdrawal, 26, 66, 71, 248, 257