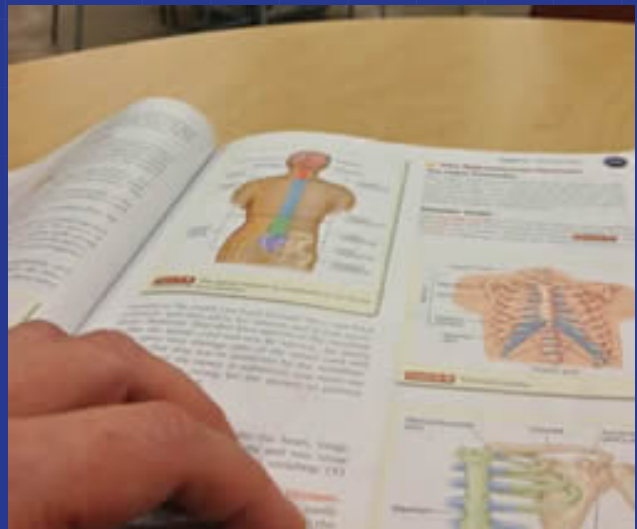


# *South Dakota* **EMS Program**



## **Course Coordinator / Instructor Training Manual**

**Emergency Medical Responder  
Emergency Medical Technician**



**Revised: January 01, 2021**

**[EMS.sd.gov](http://EMS.sd.gov)**

*Adapted from the National Guidelines for Educating EMS Instructors*

## Table of Contents

Introduction.....	03
Emergency Medical Services Staff.....	04
Responsibilities of the Course Coordinator.....	05
Pre-Course Requirements and Recommendations.....	07
Conducting Course Requirements and Recommendations.....	08
Course Ending.....	09
Course and Clinical Requirements.....	10
Appendix A: Legal Issues in EMS Education.....	11
Appendix B: Professional Attributes and Skill Sets of EMS Instructors.....	16
Appendix C: Roles and Responsibilities of EMS Instructors.....	26
Appendix D: The Learning Environment.....	33
Appendix E: Budget Considerations.....	38
Appendix F: Application Forms.....	40
Appendix G: Sample Schedules.....	46
Appendix H: Student Forms.....	50
Appendix I: End of Course Check List for Course Coordinators.....	58

# Introduction

The South Dakota Emergency Medical Services Program is charged with ensuring quality in pre-hospital emergency medical care and continues to regard the staffing of ambulance services in the State as a high priority.

Some of the responsibilities of the State EMS Program include:

1. Review & approval of Emergency Medical Responder (EMR) & Emergency Medical Technician (EMT) course application packets and assign course numbers.
2. Assist the Course Coordinator (CC) as requested in setting up the EMR or EMT course.
3. Act as a liaison in the event of any conflict within the course.
4. Send the CC the psychomotor exam packet once the CC sends the EMS Program the “National Registry EMR / EMT Psychomotor Exam Request Form” (Student Roster).
5. Receive the testing results from the CC and review the psychomotor exam results for each student testing, and record the results in the student’s National Registry account.

As the Course Coordinator, you are responsible for conducting each course in accordance with National Educational Standards and State policy. Ultimately, you are preparing each student for certification.

The information within this guide is provided to support you, the Course Coordinator, in preparing and conducting an EMR or EMT course. This guide is designed to assist you with the steps necessary to implement a course as well as the necessary forms. The forms can be used as “masters” to be copied as necessary, and can also be found on the EMS website at [EMS.sd.gov](http://EMS.sd.gov) and the National Registry’s website at [www.nremt.org](http://www.nremt.org). (For the most current National Registry and State forms, please visit their websites).

# South Dakota Office of Rural Health Emergency Medical Services Staff

## EMS Director

Marty Link, BS, Paramedic  
4101 W. 38th Street, Suite 102  
Sioux Falls, SD 57106-0741  
Phone: (605) 367-5372  
Fax: (605) 367-5366  
E-mail: [Marty.Link@state.sd.us](mailto:Marty.Link@state.sd.us)

## Western EMS Specialist

Julie Smithson, NRP  
909 E. St. Patrick St., Suite 4  
Rapid City, SD 57701  
Phone: (605) 394-5113  
Fax: (605) 394-1677  
E-mail: [Julie.Smithson@state.sd.us](mailto:Julie.Smithson@state.sd.us)

## Central EMS Specialist Recertification

Bob Hardwick, Intermediate 99  
600 E. Capitol Ave  
Pierre, SD 57501 .  
Phone: (605) 773-4440  
Fax: (605) 773-5683  
E-mail: [Bob.Hardwick@state.sd.us](mailto:Bob.Hardwick@state.sd.us)

## Educational & Professional Standards Coordinator State EMS Data Manager

Lance Iversen, NRP  
909 E. St. Patrick St., Suite 4  
Rapid City, SD 57701  
Phone: (605) 394-6027  
Fax: (605) 394-1677  
E-mail: [Lance.Iversen@state.sd.us](mailto:Lance.Iversen@state.sd.us)

## Trauma Program Manager Eastern EMS Specialist

Rebecca Baird, RN, BSN  
4101 W. 38th Street, Suite 102  
Sioux Falls, SD 57106-0741  
Phone: (605) 367-8371  
Fax: (605) 367-5366  
E-mail: [Rebecca.Baird@state.sd.us](mailto:Rebecca.Baird@state.sd.us)

# Responsibilities of the Course Coordinator

1. Ensure completion of course goals
  - a. Goal: To prepare competent entry-level EMRs or EMTs in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
2. Ensure completion of course objectives consistent with National Highway Traffic Safety Administration (NHTSA) National Education Standards
3. Ensure completion of academic standards and policies and procedures set by the coordinator's educational program and listed in the program's student handbook.
  - a. See Appendix A for further information regarding legal issues in EMS education.
  - b. Recommended policies and procedures
    - i. Rules and regulations from your organization
    - ii. Admissions policy
      1. Criteria used to select students, i.e. open enrollment vs. a selection process that may include an interview, an admissions exam, and/or a background check
    - iii. Criminal history policy
      1. Refer students to NREMT criminal history policy
      2. Students with felony convictions must inform the State EMS Program
    - iv. Tuition refund policy
    - v. Conduct policy
    - vi. Attendance policy
    - vii. Inclement weather policy
    - viii. Testing and grading policies
      1. Passing score on exams
      2. Retesting policy
      3. Criteria for successful completion of course
    - ix. Student termination policy
    - x. Electronic device policy
      1. During classroom activities
      2. During clinical rotations
    - xi. Personal appearance policy
    - xii. Disabilities/Accommodations policy
      1. Equal opportunity statement
      2. Learning disabilities
      3. Physical disabilities
    - xiii. Clinical rotation policies
      1. Behavior policy
      2. Exposure policy
      3. Dress code policy

- xiv. Student grievance procedures
  - xv. Students should sign a performance agreement acknowledging the policies
4. Act as a liaison between students, sponsoring agency, medical director, local medical community, clinical sites, and State EMS Program. (For EMR Courses, there are no required clinicals).
  5. Ensure all students have textbooks. Student workbooks and additional software programs are highly recommended.
    - a. A list of EMS publishers is available at [EMS.sd.gov](http://EMS.sd.gov).
  6. Select and oversee secondary instructors/adjunct faculty/assistants
    - a. Secondary instructors must be knowledgeable and competent in the subject matter and certified at or above the level they are instructing
    - b. The main responsibilities of the secondary instructor are to provide instruction to the student and to support the primary instructor
      - i. Because the primary instructor often sets the tone for the class, the secondary instructor must be aware of the expectations of the primary instructor regarding:
        1. Content to be covered
        2. Presentations styles expected for content delivery
        3. Rules and regulations pertinent to the class
      - ii. Secondary instructors generally possess an entry level competency and is not expected to behave or perform with the same proficiency as an "experienced" teacher
    - c. See Appendix B for a further list of attributes for EMS instructors
  7. Ensure the completion of all paperwork
  8. Oversee student remediation
    - a. Assess the student and situation to identify the cause of the problem
    - b. Develop a workable strategy to assist the student in succeeding on reevaluation
  9. Classroom instruction: deliver curriculum and ensure that the class maintains a high standard of quality
    - a. See Appendix C for more EMS instructor roles and responsibilities
  10. Ensure all equipment required for the course is available, is clean, and is in appropriate working condition and each student has adequate amount of practical time.
  11. Ensure a safe and positive learning environment
    - a. See Appendix D for more information on the learning environment

## Pre-Course Requirements / Recommendations

1. At least 30 days prior to the start of class, submit the following
  - a. Proof of SD EMS Certification/Professional Licensure for course coordinator/primary instructors
  - b. Proof of Instructor Course for instructor coordinator/primary instructors
    - i. Recommended, but not required
    - ii. Instructor courses can include, but are not limited to National Association of EMS Educators (NAEMSE) Instructor Course, National Fire Protection Association (NFPA) Instructor Course, teaching certification from an accredited university
  - c. Course syllabus
  - d. Log into your [E-Licensing](#) account and apply for your EMR/EMT Course online (The E-Licensing Portal Login page can also be accessed from [EMS.sd.gov](#))  
  
(The Course Coordinator or the Course Instructor will log into his/her [E-Licensing](#) account and complete and submit the Initial EMR or EMT Course application. For detailed Instructor Instructions, please [click here](#)).
  - e. [Medical Director Agreement form](#) (also found on [EMS.sd.gov](#))
  - f. [ER Director Support form](#) (also found on [EMS.sd.gov](#))
  - g. [Ambulance Service Support form](#) (also found on [EMS.sd.gov](#))  
  
*Note: EMR Courses are not required to have a Medical Director Agreement, ER or Ambulance Service Letter(s) of Support*
2. Advertise and/or announce course
3. Purchase or secure all needed textbooks, workbooks, audio/visual equipment, software, etc.
  - a. See Appendix E for budget considerations

# Conducting Course Requirements and Recommendations

1. Once the course is approved and a class number is assigned, register your class with the National Registry of EMT's ([www.nremt.org](http://www.nremt.org)) under your National Registry Program Code.
2. At a minimum, two weeks prior to testing, each student must complete an application with the National Registry and State.
  - a. To create an account with the State, have them go to [EMS.sd.gov](http://EMS.sd.gov) and click on the red button "E-Licensing Portal" ([detailed instructions](#) can be found in the orange box next to the red E-Licensing Portal box). Click on "Create Account" at the bottom of the page and follow the instructions.  
Fill in all required fields on the application form then submit. They will receive an automated email on their status and submission of their application. They will then log back into their account and complete the "Student Registration Application:" and affiliate with your course number/name.
  - b. Click on "Applications" and select EMR or EMT "Student Registration Application" and follow the instructions. They will affiliate with your course number/name.
  - c. **Students with felonious backgrounds must inform the State EMS Program. All students must adhere to the National Registry Felony Policy.**
3. It is essential to maintain attendance rosters. It is recommended students with more than three unexcused absences should be dismissed from the course.
4. It is highly recommended that quizzes and tests, based on National Standards, are given to students. Strive for 80% or greater.
5. Coordinate or contract with approved hospitals and/or SD ALS ambulance services (if applicable) to ensure students are scheduled and complete all required observation hours.



## Course Ending

1. At least 21 days prior to the NR Psychomotor Exam, submit the [National Registry EMR/EMT Psychomotor Exam Request Form](#) (*Course Roster*) to the State EMS Program.
  - a. After submission of this form, you will be sent the psychomotor exam testing packet via email.
2. Administer a class final cognitive exam over the course material. It is essential students pass the class final prior to taking the National Registry written (cognitive) examination.
3. Go to your account at [www.nremt.org](http://www.nremt.org), and check the course completion box for each student who has successfully completed the course.
4. Within **seven days** of the completion of the course and the psychomotor exam, submit
  - a. A [Student Psychomotor Examination Report Form](#) for each student
  - b. Names of any students NOT testing or who have dropped from the class.  
(Note: When your students pass National Registry and they have that certification, they will log into their E-Licensing account and apply for EMR or EMT state certification by clicking on the appropriate application form. When they are filling out the form, they will upload their FEMA and CPR certificates).
5. For four years, maintain records including the course gradebook, attendance records, course evaluations, and proof of completed skills listed in *Course and Clinical Requirements* below.

## **Course and Clinical Requirements**

The EMR & EMT courses follow National Highway Traffic Safety Administration (NHTSA) Educational Standards. The course standards are performance and competency based. This means, in addition to classroom performance, each student must successfully complete and show competency in clinical and internship settings (if applicable). Course Coordinators should adjust classroom and clinical schedules accordingly.

### **Emergency Medical Responder Course**

Although competency based, it is estimated that an initial EMR course will be approximately 60-70 hours of classroom and hands-on skills training.

1. Three accurate sets of vital signs

### **Student Requirements**

The following requirement must be met by EMR students in order to take the National Registry psychomotor and CBT exams:

1. Successfully completing the course as evidenced by a course completion certificate & signed off by the Course Coordinator
2. Have CPR/AED Certification
3. Have FEMA ICS-100, 200 & IC-700 certificates

### **Emergency Medical Technician Course**

Although competency based, it is estimated that an initial EMT course will be approximately 165-180 hours. In addition, each student will have to successfully complete

1. A minimum 10 hours of observation in an emergency department and/or on an SD ALS ambulance service, at approved sites.
2. Ten patient assessments on live patients or standardized patients.
3. Three accurate sets of vital signs, and other skills listed in Appendix H

### **Student Requirements**

The following requirements must be met by the EMT students in order to take the National Registry Psychomotor and CBT exams:

1. Completion of all clinical skills.
2. Successfully completing the course evidenced by a course completion certificate and signed off by the Course Coordinator.

# Appendix A

## Legal Issues in EMS Education

- I. We live in a litigious society and EMS instructors and training institutions are not immune from suits or liability. Ignorance of the law is not an excuse
- II. Standard for instruction
  - A. The standard of instruction is similar in concept to the standard of care
    1. It represents the actions of a "reasonable and prudent" individual who possesses similar training and experience
- III. Areas of potential liability for instructors
  - A. Discrimination
    1. Use consistent, fair practices for all your students
    2. Listen first and then decide guilt or innocence using due process
    3. Written documentation of every incident for your protection
  - B. Harassment
    1. Use consistent, fair practices for all your students
    2. Bring in other instructors to assist you- but do not influence their objectivity with your personal opinions
  - C. Sexual harassment
    1. Always be aware of how your actions may look to observers
    2. Avoid intimate situations or contact with students
      - a. Counsel students in private but leave the door open
      - b. Avoid suggestive statements, even in jest they may be misinterpreted and offensive
  - D. Student injury
    1. Clinical experience accidents
    2. Instructor error
    3. Improper or inadequate supervision
    4. Inadequate, malfunctioning or faulty equipment
  - E. Patient injury
    1. Due to improper actions by the student (not due to instruction)
    2. Due to improper instruction
    3. Due to inattention of the preceptor
  - F. Americans with Disability Act
    1. Scope of this law as it applies to making accommodations for students with learning or physical disabilities
- IV. Grievance procedures for students
  - A. Provide written information on grievance procedures and due process in the student handbook

- B. Allow students to go through the process without intimidation
  - C. Document all incidents at the time of occurrence so you can protect yourself later if a grievance arises
- V. Academic honesty issues
- A. Written policies given to students should include:
    - 1. Academic standards
      - a. Grading policies
      - b. Penalties for infractions
    - 2. Policy on internet usage
      - a. Web sites are available to check to see if the paper a student submits is plagiarized
    - 3. Clearly written statement regarding what constitutes academic dishonesty including:
      - a. Cheating on examinations
      - b. Falsification of clinical work and experiences, logs or other program documents
      - c. Attempts to reconstruct or obtain information regarding examination
  - B. Affirmative action / equal opportunity
    - 1. Prerequisites and entrance requirements must be fair and impartial
    - 2. Provision for remedial or developmental education
  - C. Drug and alcohol free environments
    - 1. Drug testing of students
      - a. May be easier to administrate in settings where the individual is also an employee, than in a purely academic environment
      - b. Random and suspicion-based drug testing may be legal
    - 2. Drug testing of instructors
      - a. Random and suspicion-based drug testing may be legal
    - 3. Possession issues
      - a. Unauthorized (not prescribed) possession of controlled substances is never allowed
  - D. Code of Conduct
    - 1. Professional standards like the EMT Code of Conduct exist for practitioners of the EMS profession
      - a. These documents define the ethical and moral standards of the profession and are applicable to the instructors of these practitioners as well
  - E. Student rights and responsibilities
    - 1. Written code of conduct for the academic setting

- a. Places the emphasis on students having responsibilities in addition to rights
- VI. Risk management considerations
  - A. Requirements imposed by the clinical affiliations regarding immunizations, physical examinations, safety training, etc.
  - B. Student malpractice insurance
    - 1. May be required by the clinical setting
    - 2. Individual policies may be obtained by students from insurance brokers
  - C. Instructor malpractice insurance, including errors and omissions
    - 1. Coverage by the employer
    - 2. Scope of coverage
    - 3. Individual policies are available from many of the insurance brokers who provide malpractice insurance to EMS providers
  - D. Instructor health insurance
    - 1. Liability for your instructors (classroom and clinical) in the event of accidental exposures to biohazard materials
  - E. Institutional considerations
    - 1. Clinical sites liability
    - 2. Policies and procedures for reporting incidents and exposures
      - a. Written and notification process
    - 3. Indemnification issues from clinical sites or other agencies
      - a. Indemnification: to protect and insure against loss, damage, theft, etc. that also provides for reimbursement
        - i. This is difficult for some clinical sites, including the government, making clinical contracts sometimes difficult to negotiate
- VII. Confidentiality
  - A. Buckley Amendment (The Family Education Rights Act of 1974):
    - 1. This law specifies:
      - a. The conditions for availability of funds to educational agencies or institutions
      - b. The process for inspection and review of education records
      - c. Limits on the specific information to be made available
      - d. The procedure for access to education records, including the reasonableness of time for such access
      - e. The process for hearings
      - f. The procedure and limits on providing written explanations to parents
    - 2. The law provides students the right to:
      - a. Access their education records upon request

- b. Challenge their educational records
      - 3. Disclosure of "personally identifiable" information from these records, without permission, is illegal
      - 4. The educational institution has an obligation to notify students in writing of their rights
    - B. Identification numbers and privacy
      - 1. It is a violation of privacy to post student's names with grades or other sensitive information in public view
        - a. Training programs may instead use a number to identify students
        - b. If a number system is chosen, it should not be the SSN or an easily decoded number
- VIII. Americans with Disabilities Act (ADA)
  - A. Certain reasonable accommodations must be made to students with documented disabilities
    - 1. These accommodations must be reasonable: in other words, if the accommodations represent something that would not be an expected element of job performance, than it is generally safe to provide it
      - a. Example 1: Your student cannot read and he has asked for an accommodation to have the test read to him. You will of course take this matter to your administration (and perhaps their lawyers and the state EMS or Attorney General's office) to solve but most likely you will not have to accommodate this because reading ability is a requirement for the profession
      - b. Example 2: Your student has documentation diagnosing dyslexia from a physician. She is able to process information if given a little longer to take written tests. Again you consult with your administration and they rule that it is acceptable to add some additional time to the written test because there does not seem to be a standard in EMS requiring how fast a person must be able to read.
- IX. Copyright and intellectual property issues
  - A. A document does not have to carry the copyright symbol to be copyrighted
    - 1. Any document that you did not author completely by yourself is owned by somebody else
      - a. The owner/developer deserves credit, and maybe even compensation, for work used in other sources
      - b. The "public domain" is anything that is exempt from copyright laws because of the age of the document or if the information is considered to be known by most individuals

- i. For example: the phrase and descriptions for "the ABCs of CPR" is not owned by any particular organization because all of the medical field, and the majority of the lay public, has knowledge of this information and it would be difficult to find the original author of the concept
- c. You should always make a good faith effort to obtain permission to use any document that is not your own

# Appendix B

## Professional Attributes and Skill Sets of EMS Instructors

- I. Ten professional attributes and skills sets are identified for EMS instructors
  - A. Professional Attributes and Skills Set Criteria #1: The EMS educator understands the central concepts, tools of inquiry, and structures of the EMS discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for the adult learner
    1. Cognitive Goals
      - a. Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.
      - b. Understands how the adult learners' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning
      - c. Can relate knowledge of the discipline to other specific subject areas
    2. Affective Goals
      - a. Realizes that EMS subject matter knowledge is not a fixed body of facts but is complex and ever evolving; they seek to keep abreast of new ideas and understandings in the EMS field
      - b. Appreciates multiple perspectives and conveys to adult learners how knowledge is developed from the vantage point of the learner
      - c. Has enthusiasm for the discipline(s) they teach and is able to relate the subject matter to clinical practice
      - d. Is committed to continuous learning and engages in professional discourse about subject matter knowledge
    3. Performance Outcomes
      - a. Effectively uses multiple representations and explanations of concepts that capture key ideas and link them to the adult learners' prior understandings
      - b. Can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in the teaching of subject matter concepts
      - c. Can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular subject matter and concepts



- d. Develops and uses curricula that encourage the adult learner to see, question, and interpret ideas and subject matter from diverse perspectives
  - e. The EMS educator can create interdisciplinary learning experiences that allow the adult learner to integrate knowledge and skills from several subject areas
- B. Professional Attributes and Skills Set Criteria #2: The EMS educator understands how the adult student learns, and can provide learning opportunities that support their intellectual, professional and personal development
1. Cognitive Goals
    - a. Understands how learning occurs--how the adult learner constructs knowledge, acquires skills, and develops values--and knows how to use instructional strategies that promote student learning
    - b. Understands that the adult learners' physical, social, emotional, moral and cognitive attributes influence learning and knows how to address these factors in the instructional environment
    - c. Is aware of the domains of learning (cognitive, affective and psychomotor), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others
  2. Affective Goals
    - a. Appreciates individual variations within each domain of learning, shows respect for the diverse talents of all learners, and is committed to helping them develop self-confidence and competence
    - b. Uses the adult learners' strengths as a basis for growth, and their errors as an opportunity for learning
  3. Performances Outcomes
    - a. Considers the level of individual and group performance in order to deliver instruction that meets learners' current needs in each domain (cognitive, affective and psychomotor)
    - b. Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to the adult learners' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging the adult learner to assume responsibility for learning and performance outcomes
    - c. Considers the adult learners' experiences as a basis for instructional activities by, encouraging discussion, listening and responding to

group interaction, and eliciting samples of student thinking orally and in writing

C. Professional Attributes and Skills Set Criteria #3: The EMS educator understands how the adult learner differs in their approaches to learning and creates instructional opportunities that can be adapted to diverse learning styles and situations.

1. Cognitive Goals

- a. Understands and can identify differences in approaches to learning and performance, including different learning styles and performance levels, and can provide instruction that helps use the adult learners' strengths as the basis for growth
- b. Knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges
- c. Understands how individual experiences, talents, and prior learning experience influence adult learning
- d. Has a well-grounded framework for understanding cultural diversity and knows how to learn about and draw upon the adult learners' experiences and cultures in the instructional setting

2. Affective Goals

- a. Believes that all adult learners can learn at high levels and persists in helping all students to achieve success
- b. Appreciates and values human diversity, shows respect for the adult learners' varied talents and perspectives, and is committed to the pursuit of individual excellence for all students
- c. Respects adult learners as individuals with differing personal and family backgrounds and various skills, talents, and interests
- d. Is sensitive to community and cultural norms
- e. Makes the adult learner feel valued for their potential as EMS provider

3. Performance Outcomes

- a. Selects instructional techniques and methods appropriate to the adult learners' learning styles, strengths, and needs
- b. Recognizes and seeks assistance in making appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication) for the adult learner who has particular learning differences or needs
- c. Can identify when and how to access appropriate services or resources to meet exceptional learning needs

- d. Seeks to understand the adult learners' culture, and uses this information as a basis for connecting instruction to the adult learners' experiences (e.g. drawing explicit connections between subject matter and clinical practice, making assignments that can be related to the adult learners' experiences)
  - e. Creates a learning community within the classroom setting in which individual differences are respected
- D. Professional Attributes and Skills Set Criteria #4: The EMS educator understands and uses a variety of instructional strategies to encourage the adult learners' development of high level thinking skills, problem solving skills, and psychomotor performance skills
  - 1. Cognitive Goals
    - a. Understands the cognitive processes associated with various kinds of learning (e.g. high level, critical and creative thinking, problem solving, memorization and recall) and how these processes can be stimulated
    - b. Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. lecture format, demonstration, scenario based, participatory learning, etc.)
    - c. Knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, texts, reference books)
  - 2. Affective Goals
    - a. Values the development of the adult learners' critical thinking, independent problem solving, and skill performance capabilities
    - b. Values flexibility and reciprocity in the teaching process as it relates to student responses, ideas, and needs
  - 3. Performance Outcomes
    - a. Uses learning goals to assist in choosing teaching strategies and materials to achieve instructional purposes and to meet student needs
    - b. Uses teaching and learning strategies to engage the adult learner in active learning opportunities that promote the development of critical thinking, problem solving, and skill performance capabilities and that help the student assume responsibility for identifying and using learning resources

- c. Varies their role in the instructional process (e.g. instructor, role modeling, coach,) in relation to the content and purposes of instruction and the needs of the adult learner
  - d. Utilizes a variety of clear, accurate presentations of EMS concepts, using alternative explanations to assist the adult learners' understanding
- E. Professional Attributes and Skills Set Criteria #5: The EMS educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive group interaction, active engagement in learning, and self-motivation
  - 1. Cognitive Goals
    - a. Understands how groups function and how to influence people in the educational environment
    - b. Knows how to assist the adult learner to work productively and cooperatively with others in the educational environment
    - c. Understands the principles of effective classroom management and uses the knowledge to promote positive relationships, cooperation, and purposeful learning in the classroom
    - d. Recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help the adult learner become self-motivated
  - 2. Affective Goals
    - a. Takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate
    - b. Values the role of the adult learner in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning
    - c. Recognizes the value of intrinsic motivation to the adult learners' life-long growth and learning
  - 3. Performance Outcomes
    - a. Creates a learning setting in which the adult learners assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities
    - b. Engages the adult learner in individual and cooperative learning activities that help them develop the motivation to achieve by, for example, relating didactic lessons to clinical experiences, encouraging the adult learner to ask questions and pursue problems that are meaningful to them

- c. Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to education goals
  - d. Helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry
- F. Professional Attributes and Skills Set Criteria #6: The EMS educator uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
1. Cognitive Goals
    - a. Understands how cultural and gender differences can affect communication in the classroom
    - b. Recognizes the importance of nonverbal as well as verbal communication
    - c. Knows about and can use effective verbal, nonverbal, and media communication techniques
  2. Affective Goals
    - a. Values many ways in which people seek to communicate and encourage many modes of communication in the classroom
    - b. Is a thoughtful and responsive listener to students concerns and questions
    - c. Appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all the adult learners in the class
  3. Performance Outcomes
    - a. Models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, being sensitive to nonverbal cues)
    - b. Knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping the adult learner articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, stimulating curiosity, helping the adult learner to question
    - c. Communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements,

- acknowledgment of and responsiveness to different modes of communication and participation)
- d. Knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities
- G. Professional Attributes and Skills Set Criteria #7 The EMS educator plans instruction based upon knowledge of subject matter, the attributes of the adult learner, and curriculum goals
1. Cognitive Goals
    - a. Understands the basics of learning theory, and is competent in the subject matter, is aware of the process of curriculum development, and knows how to use this knowledge in the instructional setting to meet instructional goals
    - b. Knows when and how to adjust instructional delivery methods based on student responses and performances
  2. Affective Goals
    - a. Values both long term and short term planning to ensure a productive classroom setting
    - b. Believes that plans must always be open to adjustment and revision based on student needs and changing performance outcomes
    - c. Values planning as a collegial activity and includes other instructors and students in the process
  3. Performance Goals
    - a. Provides learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate the adult learners' prior knowledge, encourages exploration and problem-solving, and builds new skills on those previously acquired)
    - b. Plans for learning opportunities that recognize and address variations in learning styles and performance modes
    - c. Respond to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning
- H. Professional Attributes and Skills Set Criteria #8: The EMS Educator understands and uses formative and summative strategies with both formal and informal techniques to evaluate and ensure the continuous cognitive, affective and psychomotor development of the learner
1. Cognitive goals
    - a. Is aware of the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-

- referenced instruments, traditional standardized and performance-based tests) for evaluating the adult learner
    - b. Knows how to select and use assessment strategies and instruments appropriate to the learning outcomes being evaluated
  - 2. Affective Goals
    - a. Values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning
    - b. Is committed to using assessment to identify student strengths and promote student growth rather than to deny the adult learner access to learning opportunities
  - 3. Performance Outcomes
    - a. Appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to evaluate the adult learners' progress and performances, and modify teaching and learning strategies
    - b. Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning
    - c. Evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work
    - d. Monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly
    - e. Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly to the adult learner
- I. Professional Attributes and Skills Set Criteria #9: The EMS educator is a reflective practitioner who continually evaluates the effects of their choices and actions on others (the adult learner and other professionals in the learning community) and who actively seeks out opportunities to grow professionally
  - 1. Cognitive Goals
    - a. Understands methods of inquiry that provide them with a variety of self-assessment and problem-solving strategies for reflecting on their practice and its influences on the adult learner

- b. Is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, and professional development activities)
  - 2. Affective Goals
    - a. Values high level thinking and self-directed learning
    - b. Is committed to reflection, assessment, and learning as an ongoing process
    - c. Is willing to give and receive help
    - d. Is committed to seeking out, developing, and continually refining practices that address the individual needs of the adult learner
    - e. The EMS educator recognizes their professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues
  - 3. Performance Outcomes
    - a. Uses classroom observation, information about the adult learner, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice
    - b. Seeks out professional literature, colleagues, and other resources to support their own development as a learner and a teacher
    - c. The EMS educator draws upon professional colleagues as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback
- J. Professional Attributes and Skills Set Criteria #10: The EMS educator fosters relationships with EMS colleagues and EMS agencies in the larger community to support the students learning and well-being
  - 1. Cognitive Goals
    - a. Understands the EMS educational program is an organization within the larger EMS community and understands the operations of the relevant aspects of the EMS system within which they work
    - b. Understands how factors in the adult learners' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence the adult learners' life and learning
    - c. Understands and implements laws related to the adult learners' rights and teacher responsibilities (e.g. for confidentiality, privacy, and appropriate treatment of the adult learner)
  - 2. Affective Goals



- a. Values and appreciates the importance of all aspects of the adult learner's classroom experience
  - b. Respects the privacy of the adult learner and confidentiality of information
  - c. Is willing to work with other professionals to improve the overall learning environment for the adult learner
3. Performance Outcomes
- a. Participates in collegial activities designed to make the EMS program and educational setting a productive learning environment
  - b. Makes links with the adult learners' other environments on behalf of the adult learner, by consulting with other EMS educators and professionals in other EMS agencies
  - c. Can identify and use EMS community resources to foster student learning
  - d. Talks with and listens to the student, are sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems
  - e. Acts as an advocate for the adult learner

II. General professional educator characteristics

A. The following listing of characteristics are considered appropriate for educators in most settings:

- 1. Possessing integrity and honesty
- 2. Empathetic and compassionate
- 3. Highly self-motivated
- 4. Maintains a professional appearance with good personal hygiene
- 5. Self-confident
- 6. Possesses clear verbal and written communication skills
- 7. Exhibits effective time management
- 8. Advocates the teamwork approach for teaching and for student interaction
- 9. Diplomatic and respectful when dealing with others
- 10. Has a desire to continue improving, growing professionally and intellectually (valuing "life-long learning")
- 11. Possesses knowledge of the subject and content areas
- 12. Is a student advocate

# Appendix C

## Roles and Responsibilities of EMS Instructors

- I. Common EMS instructor roles & responsibilities
  - a. Manage daily class activities
  - b. Manage the learning environment
  - c. Monitor student attendance
  - d. Provide evaluations and feedback to students, course coordinator, and medical director
  - e. Manage discipline and grievance issues
  - f. Manage course paperwork
  - g. Maintain course and student records
  - h. Teach: deliver didactic content, direct and control classroom discussions, conduct practical skills development sessions, evaluate student performance on cognitive, affective and psychomotor skills
  - i. Design/develop (as required) and effectively use testing instruments
  - j. Mentor students and faculty
  - k. Adhere to the course syllabus
  - l. Design/develop (if required) and effectively use lesson plans
- II. Managing daily class activities
  - a. Maintain schedule as posted in syllabus
  - b. Set the tone for the classroom environment by modeling desired affective behaviors
- III. Managing the learning environment
  - a. Assure classes are held in an adequate learning environment
    - i. Adequate room size, lighting, ventilation, and temperature are all considerations
  - b. Start and end class sessions on time
    - i. Breaks are important
  - c. Vary the pace of delivery and content of material as appropriate to keep class interesting and the learners engaged
- IV. Manage student attendance
  - a. Create and review student attendance rosters
  - b. Comply with reporting requirements regarding attendance
  - c. Provide feedback to students and appropriate stakeholders throughout class
- V. Provide evaluations and feedback
  - a. To be most effective, feedback should be continuous and timely
  - b. Provide students, course administration, the medical director with regular progress reports

- i. Grade tests and papers quickly
  - c. Process and report course grades by the specified deadline
- VI. Manage discipline and grievance issues
  - a. Each student should be aware of their right to an environment free of violence, threats, harassment, demeaning comments and other negative conduct
  - b. Students must have access to a process for reporting problems
    - i. Determine if your agency has a formal policy already in place
    - ii. Provide students with copies of policies and procedures
    - iii. Consider designing a student handbook if one does not exist
      - 1. Involve your medical director and program coordinator in the development of any policies or procedures
  - c. Problems must be investigated and resolved by the instructor
    - i. Determine if it can be resolved at your level or it needs to be taken further up the chain of command
      - 1. You may need to consult with your supervisor or employer
    - ii. Remember to maintain confidentiality of all parties involved
  - d. Students who fail to adhere to appropriate conduct rules may be removed from the classroom and or reported to other authorities
    - i. Ensure students have knowledge of the appeals process
    - ii. Issues of insensitivity may require outside intervention and or counseling (e.g., racial slurs, inappropriate gender remarks, etc.)
    - iii. If the incident involves illegal activity, domestic violence or abuse you MUST report it to the proper authorities
- VII. Manage course paperwork
  - a. Understand and comply with all laws and regulations regarding the maintenance and storage of confidential files and information
  - b. Maintain accuracy and confidentiality of:
    - i. Attendance roster
    - ii. Course grade report
    - iii. Disciplinary action report
    - iv. Student conference and counseling report
    - v. Course correspondence
- VIII. Maintain course and student records
  - a. Records may be maintained in writing, on computer file, or via other media as approved
  - b. Records must be kept in a secure area (e.g., locked file cabinet, secured computer with password, etc.)
  - c. Confidentiality of information is very important
    - i. Students must not be identified by personal information if grades and or progress reports are distributed publicly

- d. Student and course information and records may not be accessible by stakeholders unless:
  - i. The student has given written permission to release documents and information
  - ii. The document or information has been demanded through a legal summons

IX. Teach

- a. Deliver didactic content
  - i. Use a variety of methods including lecture to deliver didactic content
  - ii. Vary the pace and content to keep students engaged
  - iii. Include material for every learning style (auditory, visual and kinesthetic learners)
- b. Direct and control classroom discussions
  - i. Provide equal access to all students and encourage participation, monitoring and controlling students who monopolize conversations
    - 1. Advocate for introverted students by encouraging them to participate
  - ii. Encourage open discussion
  - iii. Do not allow discussions to become lengthy without direction or purpose
- c. Conduct instruction in practical skills development
  - i. Meet with all secondary instructors to ensure consistency in procedures and expectations
- d. Evaluate practical skills competence
  - i. Practical skills competence should be measured on multiple occasions at various levels of mastery
  - ii. Mastery of skills must be thoroughly documented and reviewed
- e. Observe student classroom and laboratory performance
  - i. Demonstrate skills objectives during classroom / laboratory setting
- f. Allow students to practice the skill under direct observation, for example, by performing the skill in a simulated patient encounter or scenario
  - i. Direct the practice of the skill with close supervision and feedback
  - ii. Evaluate the skill
  - iii. Remediate as needed to achieve successful performance
  - iv. Reevaluate to document when mastery level performance occurs
  - v. Review periodically to ensure mastery is maintained

X. Design/develop (as required) and effectively use testing instruments

- a. Testing may be through written, oral or skills demonstrations and should be conducted in each Domain of Learning
- b. Test design may not be required of entry level instructors

- i. It is important for an entry level instructor to understand the goal of the testing and what level of proficiency is required for the student to be successful
  - 1. This is critical when psychomotor skills are being evaluated
- ii. Question items should always be designed based upon the objectives of the presented material
- iii. It is always important to review "test banks" or "canned" testing items for accuracy and relevancy. Regardless of the format used, all test items should be evaluated for validity and reliability
  - 1. Validity - does the test item test the knowledge intended
  - 2. Reliability - does the test item reproduce similar results when administered over a period of time
- c. Provide students with timely feedback following an evaluation (report grades and give suggestions for improvement when appropriate)

#### XI. Mentoring

- a. EMS instructors should develop professional relationships with students
- b. Foster growth and development of students through excellent teaching, feedback and support
  - i. Encourage students who show an aptitude for teaching to get more involved
  - ii. Help facilitate their progress through the instructor credentialing process
- c. Serve as an on-going and renewable resource for students by assisting the process of networking
- d. Assist other instructors in their development by sharing ideas and experiences
  - i. Seek their input and advice on issues of importance as well as day to day issues in classroom administration
  - ii. Encourage experimentation in the classroom by new instructors
    - 1. Model the behaviors you expect instructors to emulate
    - 2. Understand that failure is a natural and expected part of the growth and development of competence in teaching
    - 3. Introduce new instructors to your network of peers

#### XII. Maintaining the course syllabus

- a. The course syllabus is a dynamic document that provides accurate information on the policies and procedures for the course
  - i. It is often considered a legal document so it is important to review and revise the syllabus prior to beginning each new class
    - 1. It may be the basis for determining the course rules, regulations, policies and procedures when a grievance is brought forward by a student

2. Many programs require students sign documentation verifying receipt of the syllabus or to verify they have read and/or understand the document
- b. Check with your agency for guidelines and a sample document
    - i. Determine if there is a specific format that is required
  - c. The entry level instructor may not be called upon to actually write a syllabus, but every instructor should ensure that the following elements are included:
    - i. Instructor's contact information
    - ii. Objectives for the course
    - iii. Outline of topics of instruction
    - iv. Details of grading scale and policy
    - v. Rules, regulations, policies and procedures
    - vi. Additional information
  - d. Instructor's contact information
    - i. Do not disclose home address or phone number
    - ii. Arrange a means of contact through the course administrator/coordinator that allows for reasonable access during normal business hours
      1. Arrange for a means of communication when access is needed outside of normal business hours, like during weekend clinical rotations, that maintains your personal privacy
  - e. Objectives for the course
    - i. Sometimes a reference to a block of DOT/NSC objectives along with information on where to obtain the DOT/NSC curricula are given instead of listing every objective
      1. When this occurs it is recommended that copies of the DOT/NSC curricula objectives be easily available to students upon request
  - f. Outline of topics of instruction
    - i. Include date, time and location of each class session (especially if this varies)
    - ii. Reading assignment
    - iii. Include additional information pertinent for that session like any uniform or special dress requirement, equipment or supplies the student should bring with them, etc.
  - g. Details on grading scale
    - i. Include an evaluation strategy or process for each domain of learning: cognitive, affective and psychomotor
  - h. Rules, regulations, policies and procedures
    - i. Address the following:
      1. Absences
      2. Tardiness

- 3. Grievance procedures
  - ii. Rules and regulations come from many sources: state and national standards and guidelines, local jurisdiction, hosting academic setting, and your personal rules and regulations
    - 1. It is important to review these to determine if there is any conflict between the rules and regulations from a variety of sources
    - 2. Seek to resolve these conflict before a problem occurs in the classroom setting
    - 3. Example: The state EMS Program, allows students to miss a total of 9 hours during an EMT course but the agency that hosts this course does not have any attendance policy and their student guidebook states that there is no official attendance policy. This issue needs to be resolved before the class begins.
    - 4. Provide students with information on their rights as well as their responsibilities and how to begin a grievance
  - i. Additional information
    - i. Inclement weather statements, ADA accommodation requirements and physical examination requirements are examples of additional information that may be included
- XIII. Design/develop (if required) and effectively use lesson plans
- a. This section provides an overview of why lesson plans are important and lists several sources for lesson plans
  - b. An entry-level EMS instructor may not be required to write a lesson plan
    - i. Each time an instructor teaches, even if they are using a prepared lesson plan, they need to modify it to their specific needs
  - c. EMS instructors have varied perspectives for the amount of detail in lesson plans
    - i. Even experienced educators need to use lesson plans to keep their teaching focused and organized
  - d. A lesson plan should be used to assure that required material is covered during the allotted time and that it is covered in the correct sequence
  - e. Lesson plans should be available for all instructors and guest lecturers
  - f. Update lesson plans to reflect changes in curricula and or current educational models
  - g. Sources for prepared lesson plans
    - i. Federal agencies
      - 1. DOT/NHTSA
        - a. National Standard Curricula for EMS topics and for specialty items like transportation issues
        - b. According to the EMS Agenda for the Future, the future of the NSC is to move away from providing lesson plans in

the curricula so it is imperative that EMS educators know how to design, develop and utilize a lesson plan

2. Maternal Child Health Bureau (MCHB)
  3. Department of Labor (DOL)
  4. Occupational Safety and Health Administration (OSHA)
  5. Centers for Disease Control (CDC)
  6. Department of the Environment (DOE)
  7. Federal Emergency Management Agency (FEMA)
- ii. Publishers have companion material for textbooks
    1. Instructor guides and lesson plans
    2. Website support
  - iii. Other sources of material
    1. Medical equipment and supply manufacturers and vendors
      - a. Canned specialty topic areas for their equipment or supplies
      - b. Be cautious of bias in their presentations
    2. EMS instructor groups sharing resources



# Appendix D

## The Learning Environment

- I. A safe or positive learning environment is one in which students and faculty are free from harm, discrimination and teasing; where tolerance and acceptance are present; where new ideas and creative problem solving are encouraged; and where students can ask questions and learn without fear of mental or physical discomfort
  - A. Promote learning with a positive environment
    1. Where practical, involve students in deciding what they will learn as this can help motivate them to want to learn
      - a. Example: if you are covering several unrelated topics in class allow them to decide which order the presentation of topics will follow
    2. Give students choices about how material will be covered
      - a. Evaluate students learning preferences and styles and integrate activities and learning experiences into their class that target their preferences
    3. Communicate expectations (in writing and verbally) to the students regarding:
      - a. Course participation
      - b. Grading policy
      - c. Attendance
      - d. Reading assignments
      - e. Grievance procedures
    4. Emphasize the most important material in the curriculum
      - a. Use the NHTSA/DOT course objectives, job description, and task analysis to determine what is the most relevant information to cover
      - b. Identify from the language of the objectives the level (depth and breadth) the material should be covered
    5. Make lectures and activities relevant to the content area
    6. Make additional resources available
    7. Design classroom rules to foster learning and discourage negative behavior
  - B. The value of a positive learning environment
    1. Students learn better and faster when basic needs are met
    2. Require repetition of skills performance, even when the student performs the skill well
      - a. Repeat practice on more than one occasion

- i. Reinforces student attainment of the level of mastery required
      - ii. Demonstrates student is able to maintain proficiency
    - 3. Allows students to grow by taking risks in the classroom
      - a. Encourage safe experimentation for alternative methods to learn the content of the course
    - 4. Provide a safe place to make mistakes
      - a. Builds confidence
      - b. Nurtures students who are experiencing difficulty
      - c. Builds leaders by encouraging students to extend their abilities
- II. Desirable student behaviors
  - A. Desirable student behaviors or characteristics to reinforce include:
    - 1. Moral integrity
    - 2. Strong work ethic
    - 3. Honesty
    - 4. Courtesy
    - 5. Respect
    - 6. Engaged and active learner (an active participant taking responsibility for their actions)
    - 7. Knowledgeable
    - 8. Competent
    - 9. Values life-long learning
    - 10. Are there other characteristics?
- III. Undesirable student behaviors to discourage (or not reinforce):
  - 1. The opposite behavior of each characteristic listed above is undesirable and should be discouraged
  - 2. Lying
  - 3. Cheating
  - 4. Stealing
  - 5. Violence
  - 6. Intolerance
  - 7. Prejudice
  - 8. Carelessness
  - 9. Unprofessional behavior
  - 10. Unprofessional appearance
- IV. The instructors impact on the learning environment:
  - A. Model desirable behaviors
    - 1. If you want students to value personal protective equipment use it when demonstrating skills
    - 2. If students are expected to be on time to class do not be late

3. If you expect a high level of skills proficiency monitor their practice closely and provide timely and constructive feedback
- B. Make time for conferences and meetings outside of class time
- C. Arrive at the classroom early
  1. Set up equipment and arrange room
- D. Be over-prepared for the presentation
  1. Review the objectives for the course (or lesson) and determine the depth and breadth required to meet the objective
    - a. Know the information two levels deeper than students need to know it
    - b. Because of memory degradation present more information than the objective indicates
  2. Have a back-up method of delivering content in case AV resources or equipment fail
    - a. Have slides or overheads of the material on video or an alternative topic to cover
    - b. Make a commitment that canceling class because of an AV or equipment problem is not an option
- E. Ask for help when needed
  1. As an entry level instructor you should expect that your employer and supervisor will assist in your growth and development as an instructor
  2. Seek out a mentor to guide you
    - a. Senior instructor who models quality
    - b. Does not have to be an EMS instructor
    - c. If an EMS instructor, select someone with high levels of student success
      - i. High pass rates and/or low attrition rates
- F. Remain current on skills and knowledge
  1. Attend workshops
  2. Learn about education theory and practices
    - a. Do not limit your opportunities to the EMS environment
    - b. Consider taking courses at a college or university
  3. Join the National Association of EMS Educators and other professional educator groups and organizations
  4. Observe other instructors as they present and watch what works and what doesn't
- G. Watch your language content and tone of delivery
- H. Be honest and frank with students
- I. Accept the uniqueness of others and show your students that you appreciate their individuality

- V. Maintaining a positive classroom environment
  - A. Model behaviors expected of students
  - B. Have rules and enforce them consistently
    - 1. Provide written copies of the rules (via a student handbook) and review in the first class session
      - a. Require written verification of receipt and review of rules
      - b. Review rules periodically as this is less threatening than confronting a student directly and it may correct minor behavior discrepancies
    - 2. Be consistent in enforcing rules and regulations
      - a. Follow them exactly, then dispense flexibility where appropriate
      - b. Easier to "lighten up" than "tighten up"
      - c. Challenging to start with inconsistency then try to regain control
  - C. Reinforce positive behavior
    - 1. Sincerely praise students who exceed expectations
      - a. Provide explanation so praise is tied to specific behavior, not to "pleasing" the instructor
- VI. Use progressive discipline principles in managing conflicts or problems in the classroom
  - A. Encourage self-policing
    - 1. Can only be accomplished when student knows rules and regulations
  - B. Identify student leaders to help with problems in the classroom
    - 1. Leaders can help police problem students
    - 2. Monitor closely to ensure that it is a fair application of the rules
  - C. Document disciplinary actions and provide copies to the student, course director, medical director and other members of the teaching team as appropriate
    - 1. It is necessary to obtain permission from the student to release information
      - a. Obtain written permission in first class session
      - b. Give the student a copy of the signed document and place the original in the student's file
  - D. Seek guidance on disciplinary matters from members of the teaching team: faculty, administrator and medical director
- VII. Positive design elements for the physical classroom space
  - A. A clean, safe, and well-maintained classroom space promotes learning
  - B. Handicap accessible and in compliance with all federal, state and local access laws
  - C. Adequate size room for student needs
    - 1. Appropriate workspace with tables, chairs and desks
      - a. Comfortable furniture
    - 2. Room for practical skills development and practice

3. Desks arranged so students have an unobstructed view of the instructor and any AV materials that may be used
  4. Secured storage area for personal effects
- D. Located close to amenities: food service area, break room, restrooms, kitchen area, etc.
- E. Good environmental controls of classroom
1. Room should have comfortable temperature with good air flow
  2. Adequate lighting
    - a. Independent controls for various lighting levels are ideal
    - b. Ability to block out natural light
- F. Area should be capable of minimizing distractions by closing doors or walling off the space
- G. Adequate equipment
1. Adequate amount in good working order
  2. Appropriate storage
    - a. Arranged logically so equipment is easy to find
    - b. Safely stored so injuries cannot occur from falling objects or trip hazards
  3. Secure area
  4. Appropriate management and storage for soiled equipment, supplies and biohazard material

# Appendix E

## Budget Considerations

1. Salaries and Honoraria
  - a. Instructors
  - b. Other course assistants
  - c. Administrative support staff
  - d. Evaluators
  - e. Medical director
2. Fees
  - a. Attorney
  - b. Accountant
  - c. Taxes
  - d. Insurance (liability, property, etc.)
3. Facilities
  - a. Classroom(s)
    - i. Space with adequate parking
    - ii. Tables
    - iii. Chairs
    - iv. Computers for online test taking
  - b. Lab areas
    - i. Adequate space for number of students
4. Office
  - a. Desk(s)/Chair(s)
  - b. Computer
  - c. Telephone/Answering machine
  - d. File cabinet (with lock)
  - e. Photocopier
  - f. Facsimile machine
  - g. Office supplies
  - h. Cleaning supplies
5. Materials
  - a. Recruiting
    - i. Flyers, letters, etc. to relay course information
    - ii. Postage
  - b. Registration forms
6. Teaching needs
  - a. Teaching aids (white board, computer, TV, DVD player, paper, pens, markers, etc.)
  - b. Internet
  - c. Equipment
  - d. Disposable supplies (bandaging, etc.)
  - e. Cleaning supplies
7. Course
  - a. Syllabus, handbook, curriculum, handouts

- b. Instructor resources
  - c. Textbooks
  - d. Refreshments
8. Travel

# Appendix F

## Application Forms

The Course Coordinator or the Course Instructor will log into his/her [E-Licensing](#) account and complete and submit the Initial EMR or EMT Course application. For detailed Instructor Instructions, please [click here](#).





**National Registry EMR / EMT Psychomotor Exam Request Form**

**This form must be submitted to the EMS Program 21 days prior to the Psychomotor Test date.** Once received, you will be sent the Psychomotor Exam Testing packet.

Class Number \_\_\_\_\_ Test Location \_\_\_\_\_ Test Date \_\_\_\_\_

Time \_\_\_\_\_ AM/PM Course Coordinator \_\_\_\_\_

Email Address for Testing Materials to be sent:

\_\_\_\_\_

Student Names who are testing (**This must be legible**): **Keep in mind, if the student’s name is not on this list, they will not be allowed to test on the testing date/time you listed above.**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 19. _____ | 37. _____ |
| 2. _____  | 20. _____ | 38. _____ |
| 3. _____  | 21. _____ | 39. _____ |
| 4. _____  | 22. _____ | 40. _____ |
| 5. _____  | 23. _____ | 41. _____ |
| 6. _____  | 24. _____ | 42. _____ |
| 7. _____  | 25. _____ | 43. _____ |
| 8. _____  | 26. _____ | 44. _____ |
| 9. _____  | 27. _____ | 45. _____ |
| 10. _____ | 28. _____ | 46. _____ |
| 11. _____ | 29. _____ | 47. _____ |
| 12. _____ | 30. _____ | 48. _____ |
| 13. _____ | 31. _____ | 49. _____ |
| 14. _____ | 32. _____ | 50. _____ |
| 15. _____ | 33. _____ | 51. _____ |
| 16. _____ | 34. _____ | 52. _____ |
| 17. _____ | 35. _____ | 53. _____ |
| 18. _____ | 36. _____ | 54. _____ |

**SD EMS Program  
909 E. St. Patrick St., Suite 4  
Rapid City, SD 57701  
Fax: 605-394-1677  
Email: Lance.Iversen@state.sd.us  
Phone: 605-394-6027**

**South Dakota ALS Ambulance Service Letter of Support**  
**Emergency Medical Technician Course Student Clinical Site**

(A signed copy of this form must be submitted with the EMT Course Application for each SD ALS Ambulance Service your students will be doing clinicals at)

SD ALS Ambulance Service Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: SD Zip Code: \_\_\_\_\_

Director/Manager: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

As the Director/Manger of the above-named SD ALS Ambulance Service, I agree to provide a setting for conducting the clinical site for the EMT training program and it's EMT students.

I understand the ambulance experience will involve the EMT students observing and participating under supervision in all aspects of patient care as carried out by this service within the scope of practice on an EMT.

The ambulance clinical experience will be under the supervision of the ambulance service's Medical Director.

I understand this agreement may be terminated under written notice to the training program's Course Coordinator and the SD EMS Program.

\_\_\_\_\_  
Signature of Ambulance Service Director/Manager

\_\_\_\_\_  
Date

EMT Course Location: \_\_\_\_\_ Course #: \_\_\_\_\_

EMT Course Coordinator: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

**South Dakota Hospital Emergency Department Letter of Support**

**Emergency Medical Technician Course Student Clinical Site**

(A signed copy of this form must be submitted with the EMT Course Application for each SD Hospital Emergency Department your students will be doing clinicals at)

Hospital Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: SD Zip Code: \_\_\_\_\_

ED Director/Manager: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

As the ED Director/Manager of the above named hospital, I support this Emergency Medical Technician (EMT) Training Program and agree the students enrolled in this program may do their clinical training in this hospital.

I understand this agreement may be terminated under written notice to the training program's Course Coordinator and the SD EMS Program.

\_\_\_\_\_  
Signature of Hospital ED Director/Manager

\_\_\_\_\_  
Date

EMT Course Location: \_\_\_\_\_ Course #: \_\_\_\_\_

EMT Course Coordinator: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

**Medical Director Agreement**  
**Emergency Medical Technician Course**

Medical Director's Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: SD Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

SD License #: \_\_\_\_\_

**Responsibilities of the SD Licensed Physician Medical Director**

(Responsibilities may be delegated to the EMT Course Coordinator per the Medical Director's Request)

- Obtain approval from the SD ALS Ambulance Service(s) and/or SD Hospital Emergency Departments who will be providing clinical training to EMT Students in this program (SD ALS Ambulance Letter of Support and/or SD Hospital ED Letter of Support).
- Assure overall direction and coordination of the planning, organization, administration, periodic review, and continued development and effectiveness of the training program.
- Oversee that the EMT Course is conducted as outlined in the National EMS Education Standards and the SD EMS Program EMR/EMT Course Coordinator/Instructor Training Standards.
- Oversee the quality of instruction and clinical experiences
- Oversee course compliance with all State EMS Program policy and procedures.

As the Physician Medical Director, I appoint \_\_\_\_\_,  
Course Coordinator for this EMT Course, to oversee the above mentioned responsibilities and report to me on any issue/concerns that arise during the duration of this EMT Course

\_\_\_\_\_  
Signature of Training Program's Medical Director

\_\_\_\_\_  
Date

EMT Course Location: \_\_\_\_\_ Course #: \_\_\_\_\_

EMT Course Coordinator: \_\_\_\_\_

Phone Number: \_\_\_\_\_

# **Appendix G**

## **Sample Schedules**

**Sample schedule for an Emergency Medical Technician Course (EMT)**

**Prerequisites – NIMS ICS-100, 200, & 700**

**CPR Healthcare Provider w/ AED (before end of course and before clinical rotation(s))**

<b>Estimated Time</b>	<b>Lesson/Subject</b>	<b>Date</b>	<b>Instructor</b>
<b>Preparatory (16 Hours)</b>			
1 Hour	EMS Systems		
2 Hours	Workforce Safety & Wellness		
3 Hours	Communications/Documentation		
3 Hours	Medical/Legal/Ethics		
3 Hours	Anatomy & Physiology		
2 Hours	Life-Span Development		
1 Hour	Public Health		
1 Hour	<b>Evaluation/Testing - Preparatory</b>		
<b>Pharmacology (5 Hours)</b>			
1 Hour	Principles of Pharmacology		
2 Hours	Emergency Medications/Admin.		
1 Hour	Skills Lab – Pharmacology		
1 Hour	<b>Evaluation/Testing – Pharm.</b>		
<b>Airway (11 Hours)</b>			
2 Hours	Airway Management		
4 Hours	Respiration & Ventilation		
4 Hours	Skills Lab – Airway		
1 Hour	<b>Evaluation/Testing - Airway</b>		
<b>Pt. Assessment (18 Hours)</b>			
1 Hour	Scene Size-Up/Safety		
1 Hour	Primary Assessment		
2 Hours	History Taking		
3 Hours	Secondary Assessment		
2 Hours	Reassessment/Monitoring		
8 Hours	Skills Lab – Patient Assessment		
1 Hour	<b>Evaluation/Testing – Pt. Assess.</b>		
<b>Medical (32 Hours)</b>			
2 Hours	Medical Overview		
2 Hours	Neurology		
2 Hours	Abd./GI Disorders		
2 Hours	Immunology		
2 Hours	Endocrine		
2 Hours	Psychiatric/Behavioral		
5 Hours	Cardiovascular		
2 Hours	Toxicology		
2 Hours	Respiratory		
1 Hour	Hematology/Renal		
1 Hour	Gynecology		
8 Hours	Skills Lab – Medical		
1 Hour	<b>Evaluation/Testing - Medical</b>		

<b>Shock/Resuscitation (12 Hours)</b>			
3 Hours	Shock		
4 Hours	Resuscitation - CPR		
4 Hours	Skills Lab – Shock & Resuscitation		
1 Hour	<b>Evaluation/Testing - Shock</b>		
<b>Trauma (37 Hours)</b>			
2 Hours	Trauma Overview		
2 Hours	Bleeding/Hemorrhage Control		
2 Hours	Chest Trauma		
2 Hours	Abd./Genitourinary Trauma		
4 Hours	Orthopedic Trauma		
4 Hours	Soft Tissue Trauma		
6 Hours	Head/Face/Neck/Spine Trauma		
2 Hours	Special Considerations-Trauma		
3 Hours	Environmental Emergencies		
1 Hour	Multi-System Trauma		
8 Hours	Skills Lab - Trauma		
1 Hour	<b>Evaluation/Testing - Trauma</b>		
<b>Special Pt. Populations (16 Hours)</b>			
3 Hours	Obstetrics & Neonatal Care		
3 Hours	Pediatrics		
4 Hours	Geriatrics		
2 Hours	Pt's with Special Challenges		
3 Hours	Skills Lab - SPP		
1 Hour	Evaluation/Testing - SPP		
<b>Operations (19 Hours)</b>			
1 Hour	Ambulance Operations		
4 Hours	Incident Management		
2 Hours	Mass Casualty Incidents		
1 Hour	Vehicle Extrication		
2 Hours	HAZMAT & Terrorism		
8 Hours	Skills Lab - Operations		
1 Hour	<b>Evaluation/Testing - Operations</b>		
<b>Clinical(s) (10 Hours)</b>	10 hours of clinical time with SD ALS approved ambulance service or SD Hospital ED (or combination of both)		
<b>Testing</b>			
End of Course Final Exam	Must pass before student signed off to take National Registry Exams		
National Registry Psychomotor Exam	Administered at the Program Level		
National Registry Cognitive Exam	Administered by Pearson Vue		

**Sample schedule for an Emergency Medical Responder Course (EMR)**

**Prerequisites – NIMS ICS-100, 200, & 700  
CPR Healthcare Provider w/ AED**

<b>Estimated Time</b>	<b>Lesson/Subject</b>	<b>Date</b>	<b>Instructor</b>
<b>Preparatory (4.5 Hours)</b>			
30 Minutes	EMS Systems		
1 Hour	Workforce Safety & Wellness		
30 Minutes	Legal/Ethics/Documentation		
30 Minutes	EMS System Communications		
1 Hour	Medical Terminology		
1 Hour	<b>Evaluation/Testing - Preparatory</b>		
<b>Human Body (Function &amp; Development) (4.5 Hours)</b>			
1.5 Hours	The Human Body		
1 Hour	Pathophysiology		
1 Hour	Life Span Development		
1 Hour	<b>Evaluation/Testing – Body</b>		
<b>Pharmacology (2 Hours)</b>			
30 Minutes	Drug Sources (Names)		
30 Minutes	Routes of Administration		
1 Hour	<b>Evaluation/Testing - Airway</b>		
<b>Airway Management (5 Hours)</b>			
1 Hour	Airway Management		
1 Hour	Respiration/Ventilation		
2 Hours	Skills Lab – Airway		
1 Hour	<b>Evaluation/Testing – Airway</b>		
<b>Patient Assessment (10.5 Hours)</b>			
30 Minutes	Scene Size-Up		
1 Hour	Primary Survey		
1 Hour	History Taking		
1 Hour	Secondary Survey		
2 Hours	Reassessment/Monitoring		
4 Hours	Skills Lab – Assessment		
1 Hour	<b>Evaluation/Testing – Assessment</b>		
<b>Medical (16 Hours)</b>			
1 Hour	Medical Overview		
1 Hour	Neurological Disorders		
1 Hour	Endocrine Disorders		
1 Hour	Respiratory Disorders		
1 Hour	Cardiovascular Disorders		
1 Hour	Abd. & GI Disorders		
1 Hour	Genitourinary/Renal Disorders		
1 Hour	Gynecologic Disorders		
1 Hour	Anaphylaxis		



1 Hour	Toxicology		
1 Hour	Psychiatric/Behavioral Disorders		
4 Hours	Skills Lab – Medical		
1 Hour	<b>Evaluation/Testing - Medical</b>		
<b>Shock (4.5 Hours)</b>			
30 Minutes	Types & Stages of Shock		
1 Hour	Shock in Peds & Geriatrics		
2 Hours	Skills Lab – Shock & Resuscitation		
1 Hour	<b>Evaluation/Testing - Shock</b>		
<b>Trauma (12.5 Hours)</b>			
30 Minutes	Trauma Overview		
1 Hour	Bleeding & Soft Tissue Injuries		
30 Minutes	Chest Trauma		
30 Minutes	Abd./Genitourinary Trauma		
1 Hour	Orthopedic Trauma		
1 Hour	Soft Tissue Trauma		
1 Hour	Head/Face/Neck/Spine Trauma		
30 Minutes	Special Considerations-Trauma		
1 Hour	Environmental Emergencies		
30 Minutes	Multi-System Trauma		
4 Hours	Skills Lab - Trauma		
1 Hour	<b>Evaluation/Testing - Trauma</b>		
<b>Special Pt. Populations (7 Hours)</b>			
1.5 Hours	Obstetrics & Neonatal Care		
1 Hour	Pediatrics		
1 Hour	Geriatrics		
30 Minutes	Pt's with Special Challenges		
2 Hours	Skills Lab - SPP		
1 Hour	Evaluation/Testing - SPP		
<b>Operations (9.5 Hours)</b>			
1 Hour	Principles of Emergency Response		
30 Minutes	Incident Management		
30 Minutes	Mass Casualty Incidents		
30 Minutes	Air Medical Transport		
1 Hour	Vehicle Extrication		
30 Minutes	HAZMAT Awareness		
30 Minutes	Terrorism & Disaster Response		
4 Hours	Skills Lab - Operations		
1 Hour	<b>Evaluation/Testing - Operations</b>		
<b>Testing</b>			
End of Course Final Exam	Must pass before student signed off to take National Registry Exams		
National Registry Psychomotor Exam	Administered at the Program Level		
National Registry Cognitive Exam	Administered by Pearson Vue		

# **Appendix H**

## **Student Forms**

**EMT Student Clinical Verification Form**

(Student – Submit to your Course Coordinator upon completion of your clinical(s))

This is to verify that (Student's Name): \_\_\_\_\_ from (EMT Course Location): \_\_\_\_\_ has completed \_\_\_\_\_ hours of clinical time as a requirement of their EMT Training.

**(a total of 10 hours of clinical time, either with a SD ALS Ambulance Service, SD Hospital Emergency Department, or a combination of the two is required to fulfill the EMT Course Clinical Requirements)**

Clinical Site: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

**EMT Student Clinical Verification Form**

(Student – Submit to your Course Coordinator upon completion of your clinical(s))

This is to verify that (Student's Name): \_\_\_\_\_ from (EMT Course Location): \_\_\_\_\_ has completed \_\_\_\_\_ hours of clinical time as a requirement of their EMT Training.

**(a total of 10 hours of clinical time, either with a SD ALS Ambulance Service, SD Hospital Emergency Department, or a combination of the two is required to fulfill the EMT Course Clinical Requirements)**

Clinical Site: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**EMR & EMT Student Patient Assessment Form**

(Student – Submit to your Course Coordinator upon completion of 10 patient assessments)

Date	Patient Complaint/Problem	Patient Age	Gender	Location of Assessment (ED, Ambulance, Classroom)	Preceptor's Signature

Student Name (Print): \_\_\_\_\_

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



**Course Evaluation Form**

*Students - Please submit directly to:*

SD DOH - EMS Program  
909 E. St. Patrick St., Suite 4  
Rapid City, SD 57701  
Fax: 605-394-1677 or E-mail:  
Lance.lversen@state.sd.us

Course Location: \_\_\_\_\_ Course #: \_\_\_\_\_

Your Name (not required): \_\_\_\_\_

I would recommend this course to a friend (please circle one):    No                      Yes                      Maybe

This course has met my expectations (please circle one):

**Not at all                      Just barely                      Definitely                      Beyond my expectations**

The following questions are presented in order to evaluate this course and to aid in improving future courses. Please circle one of the numbers for each question.

	<b>1 Excellent</b>	<b>2 Good</b>	<b>3 Average</b>	<b>4 Poor</b>
Instructor(s) enthusiasm, attitude, interest & availability:	1	2	3	4
Training Methods (use of time, didactic, hands-on training):	1	2	3	4
Education Literature (textbooks, workbooks, online training):	1	2	3	4
Audiovisual Aids (Power Point, videos):	1	2	3	4
Training Aids (availability, use, labs):	1	2	3	4
Written & Practical Examinations (understandable/useful):	1	2	3	4
Length of Course (too short, too long, too fast, too slow):	1	2	3	4
Your Overall Evaluation of the Course:	1	2	3	4

Comments/Recommendations (use back if needed):

---

---

---

Student's Name: \_\_\_\_\_

**Skill Performance**

Submit to Course Coordinator

**Vital Signs**

**EMR and EMT**

The purpose of the vital signs evaluation is to assure that the student can demonstrate the ability to take a blood pressure, pulse, and respirations within the specified limits. An EMT, paramedic, registered nurse, licensed practical nurse, physician's assistant, or Medical Doctor is required to check the student's readings for accuracy. Each student will take vitals on three patients and record measurements within the specified limits as indicated below. This form must be fully completed. Medical personnel conducting the evaluation should enter all readings on this form.

	Patient #1		Patient #2		Patient #3	
	Student's Results	Recorder's Results	Student's Results	Recorder's Results	Student's Results	Recorder's Results
<b>Blood Pressure</b> + / - 5 mm Hg						
<b>Pulse</b> + / - 4 bpm						
<b>Respirations</b> + / - 2 bpm						
<b>Recorder Signature/Title</b>						
<b>Date</b>						

**Skills**

(The below skills are not part of the NR psychomotor testing, however, your students should be competent in these skills prior to the end of your course as these skills are part of the EMR and/or EMT's Scope of Practice in South Dakota)

	Date	Instructor's Signature
12-Lead EKG (acquire, not interpret) (EMT)		
Blood Glucose (EMT)		
CPAP (EMT)		
Naloxone Administration (EMR& EMT)		
Supraglottic Airway (EMT)		

## BLS 12 Lead ECG Acquisition Skill Sheet (EMT Students)

Student \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Start \_\_\_\_\_ End \_\_\_\_\_

	Possible Points	Points Awarded
Takes or verbalizes body substance isolation precautions	1	
Prepares equipment <ul style="list-style-type: none"> <li>• Connects precordial lead cable to monitor, if necessary</li> <li>• Attaches monitor cables to self-adhesive electrodes</li> <li>• Turns monitor on</li> </ul>	1 1 1	
Explains procedure to patient	1	
Exposes chest	1	
Ensures skin is intact and not bleeding	1	
Shaves hair from site if necessary	1	
Gently abrades skin before placing leads	1	
Attaches the 4 limb leads to appropriate sites	1	
Attaches precordial (chest) leads to correct locations <ul style="list-style-type: none"> <li>• V1 – 4th intercostal space, to the right of the sternum</li> <li>• V2 - 4th intercostal space, to the left of the sternum</li> <li>• V4 – 5th intercostal space, at the midclavicular line</li> <li>• V3 – on a straight line, midway between V2 and V4</li> <li>• V6 – on the midaxillary line, level with V4</li> <li>• V5 – on the anterior axillary line, level with V4 and V5</li> </ul>	1 1 1 1 1 1	
Directs patient to relax, remain still and “breathe normally”	1	
Successfully acquires 12 Lead ECG reading	1	
Verbalizes transmitting ECG to receiving facility	1	
<b>If artifact is present on the ECG</b>		
Locates the lead(s) on monitor that show artifact	1	
Adjusts / replaces lead(s) as necessary	1	
<b>Total</b>	<b>21</b>	

**Critical Criteria:**

- \_\_\_\_\_ Failure to use appropriate body substance isolation precautions
- \_\_\_\_\_ Places ECG leads on incorrect body location
- \_\_\_\_\_ Unable to obtain an accurate 12 Lead ECG tracing within 5 minutes

## Glucometer Skill Sheet (EMT Students)

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

Evaluator: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

	Possible Points	Points Awarded
Identifies the need for obtaining a blood glucose level	1	
Identifies the normal parameters for blood glucose level	1	
Identifies contraindications	1	
Clearly explains procedure to patient	1	
Selects, checks, assembles equipment <ul style="list-style-type: none"> <li>• Glucometer</li> <li>• Test strip, ensuring the code matches the glucometer</li> <li>• Needle or spring-loaded puncture device</li> <li>• Alcohol swabs</li> </ul>	1 1 1 1	
Takes or verbalizes appropriate PPE precautions	1	
Turns on glucometer and inserts test strip	1	
Preps fingertip with alcohol prep	1	
Waits for alcohol to dry	1	
Lances the prepped site with needle/lancet device, drawing capillary blood	1	
Disposes/verbalizes disposal of needle/lancet in appropriate container	1	
Expresses blood sample and wipes away first drop of blood	1	
Expresses blood sample and transfers second drop of blood to the test strip	1	
Applies pressure and dresses fingertip wound	1	
Records/documents reading from glucometer	1	
<b>Total</b>	<b>18</b>	

### Critical Criteria

- \_\_\_ Failure to take or verbalize appropriate PPE precautions
- \_\_\_ Failure to dispose of blood contaminated sharps immediately at the point of use
- \_\_\_ Contaminates equipment or site without appropriately correcting situation
- \_\_\_ Failure to identify normal blood glucose parameters
- \_\_\_ Failure to obtain a viable capillary blood sample on first attempt



## Intranasal Naloxone Administration Skill Sheet (EMR & EMT Students)

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

Evaluator: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

	Possible Points	Points Awarded
Takes or verbalizes BSI procedures	1	
Assesses patient and determines the need for positive pressure ventilations/CPR/AED	1	
Lists indication for intranasal naloxone administration: <ul style="list-style-type: none"> <li>• CNS <b>and</b> respiratory depression induced by narcotics suspected with at least one of the following:               <ul style="list-style-type: none"> <li>○ Overdose history by bystanders</li> <li>○ Paraphernalia consistent with opioid/narcotic use</li> <li>○ Medical history consistent with opioid/narcotic use</li> <li>○ Respiratory depression with pinpoint pupils</li> </ul> </li> </ul>	1	
Checks for known allergies, contraindications or incompatibilities	1	
Checks the medication to determine: <ul style="list-style-type: none"> <li>• Correct medication</li> <li>• Expiration date</li> <li>• Concentration</li> <li>• Clarity</li> </ul>	1 1 1 1	
Lists the appropriate dosage for the medication	1	
Properly administers the medication: <ul style="list-style-type: none"> <li>• Assembles the device</li> <li>• Inserts device into the nostril</li> <li>• Administers the medication with a fast push</li> </ul>	1 1 1	
Verbalizes the need for ongoing assessments including observing for desired effects	1	
Verbalizes the indications for an additional dose	1	
Verbalizes the need for transport	1	
<b>Total</b>	<b>19</b>	

### Critical Criteria

- \_\_\_\_\_ Did not take or verbalize BSI
- \_\_\_\_\_ Did not complete or verbalize the completion of patient assessment
- \_\_\_\_\_ Did not complete the indications for medication administration
- \_\_\_\_\_ Administers improper medication dosage (wrong drug, incorrect amount, or pushes it at an inappropriate rate
- \_\_\_\_\_ Did not reassess the patient

# Appendix I

## End of Course Check List for Course Coordinators

1. Ensure all students have created both their [State](#) and [National Registry](#) accounts before the end of the course and **before** any testing. Lack of one or both accounts when the EMS Program receives the testing results to record will result in the student's paperwork **NOT** being processed. No notification will be made of lack of accounts to the student or Course Coordinator.
2. Email the EMS Program the National Registry [EMR/EMT Psychomotor Exam Request \(Course Roster\) Form](#) at least 21 days before end of course. The EMS Program will then email you the psychomotor exam testing packet.
3. Administer a class final cognitive exam over the course material. It is essential the students pass your final exam before being signed off as completing your course and allowed to take the National Registry cognitive and psychomotor exams.
4. Go to your National Registry account and check the course completion box for each student who has successfully completed (passed) your EMT or EMR Course.
5. Within 7 days of administering the National Registry Psychomotor Examination, submit the following documents to the EMS Program:
  - A. The [Student Psychomotor Examination Report Form](#) for each student
  - B. Names of any students not testing or who have dropped from the course
6. Maintain all student records and testing documents for 4 years. This would include items such as your course gradebook, attendance records, course evaluations, clinical verification forms, patient assessment forms, disciplinary action documentation, National Registry psychomotor exam skills testing paperwork, etc.

**Please Note:** Once your students pass their National Registry exams and obtain their National Registry Certification, to obtain their South Dakota EMR or EMT Certification they will need to log into their [E-Licensing](#) account and apply for Initial EMR or EMT Certification. [Step-by-step instruction sheets](#) and videos of the different applications and areas of the E-Licensing System can be found on the [EMS Programs website](#).