



Princeton Rescue Squad

EDUCATION CATALOG

8/2023

PRINCETON RESCUE SQUAD | 701 STAFFORD DRIVE PRINCETON, WV 24740

304-716-0129 EXT.602

WWW.PRINCETONRESCUE.EDU

MISSION STATEMENT

To effectively and professionally provide quality educational experiences for students to meet the needs of the communities we serve.



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GENERAL INFORMATION

HISTORY OF PRINCETON RESCUE SQUAD

It was following the drowning of a five-year-old at Five Mile Fork in a nearby community that William Reese, Ernest Borne and William Adkins decided something should be established to reduce the chance of this happening again. Prior to this, the only services available in Mercer County were by the funeral homes that operated what emergency ambulance service their businesses would allow. These men felt this was insufficient for the needs of the growing community. In addition, Bluestone Gorge, the New River, and numerous other large streams presented numerous boating incidents. The area also contained the southern end of the West Virginia Turnpike, US route 52, US Route 20 and US route 460 all major traffic routes for the area. These men presented the idea of a dedicated rescue service to area businesses and a plan was developed. With the assistance of the local funeral homes, businesses and concerned citizens Princeton Rescue Squad came into existence in 1961. During this first year of operation, we answered 61 calls with a staff of 19 volunteers.

Prior to 1969, the EMS services available to the residences did not include Emergency Medical Technicians-Basic or Paramedics in Mercer County, the members were performing with the only medical training available. In 1972, the first EMT Paramedic class was sponsored by OH-9 Ambulance Service and held at the Mercer County Health Center. Of the class of 14 students, thirteen worked with OH-9, while Princeton Rescue had one student in the class, Roy Harvey. With this development, EMS services began to change. OH-9 Ambulance Service came into existence in Mercer County in late 1972. In 1973, the exact date isn't clear, Princeton Rescue entered into an agreement with OH-9 Ambulance Service. The Rescue Squad had the equipment and trained personnel for extricating and getting patients to the waiting EMS personnel and OH-9 had the EMT-Bs, Paramedics and ambulances needed to transport the patients. In the 1980s – 1990s Princeton, Rescue Squad added ambulances, and trained personnel causing this agreement to dissolve. Some say during this period a rivalry developed between the two agencies.

After a near collapse in 2000 the members, with the backing of the newly elected Board of Directors, banded together and now stood as a united agency vowing to run the calls without pay if necessary. In 2001, Princeton Rescue stopped being a volunteer/ paid agency and became a paid only agency. Under the leadership of Don Meadows and the Board of Directors, plans were started for a new home for Princeton Rescue Squad. In August of 2004, the construction began. The Board of Directors and Administrator decided on a modular construction that would consist of a 75 foot x 70 foot garage and a two-story structure for the business office and quarters. The main floor would house the billing offices, the shift supervisor's office, the dispatch office, Chief of Operations Office, a supply room, a conference room and the CEO's office. The second floor consisted of a crew lounge, a large kitchen, a classroom, and male and female sleeping quarters for eight with two restrooms for each. This design took the agency from two buildings totaling approximately 2900 sq. ft. that had been their home for 40 years to a building of over 10,000 sq. ft.

In January 2005, Princeton Rescue Squad moved again to 701 Stafford Drive. Approximately 1 mile east and south of the previous location, the agency is now less than 3 miles from I-77 and less than a mile from US route 460 at two entry locations. This location is in a high traffic and shopping area with easy access to the main downtown area only four blocks north. This move brought a new CEO, Stacey Hicks, and new ideas but the same struggle to meet governing regulations, financial needs, and customer satisfaction. During this time plans for an in-house Paramedic course were developed and approved with the first class starting in September 2005. Twelve students signed up from Mercer and Raleigh counties for the course affiliated through Mountain State College. By the year's end over ten thousand calls had been completed.

From 2005 to present, the training department has become an integral part of the success of its staff and the community. While our roots were based in technical rescue training, our educational programs have blossomed to meet and/or enhance the regulatory requirements handed down from the WV Office of EMS regarding initial (vocational) and continuing education of Emergency Medical Technicians at all certification levels. Meanwhile our community education courses have grown to include courses beyond that of CPR and First Aid and include such classes as: Emergency Medical Response and Wilderness First Aid. To date, Princeton Rescue Squad employs a fully paid staff of 70 plus men and women, highly trained and well educated in Emergency Medicine, responding to ~16,526 emergency, non-emergency, and wheelchair calls in Princeton and the surrounding area we serve.

OWNERSHIP

Princeton Rescue Squad, Inc. is a Non-Profit (501 c 3) Organization that has oversight from a Board of Directors. Members of the Board are listed below:

Richard Scott Kephart	Chairman
Gina Boggess	
Sharon Kay Boggess	Secretary/Treasurer
Ernest Wayne Tolley	Vice Chairman
George William Seaver IV	
Sherri B. Ross	Medical Director
Roger Topping	

INSTITUTIONAL ACCREDITATION

Accredited by the Accrediting Council for Continuing Education & Training



1722 N. St. NW
Washington, DC 20036
(202)955-1113

ACCET is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

PROGRAMMATIC ACCREDITATION

The agencies accrediting specific program offerings at Princeton Rescue Squad include:

**West Virginia Department of Health & Human Resources Bureau For Public Health
Office of Emergency Medical Services**

350 Capitol Street
Room 425
Charleston, WV 25301
Office: 1-888-747-8367
Fax: 1-304-558-8379
www.wvoems.org

PARAMEDIC PROGRAM ACCREDITATION

The Princeton Rescue Squad Paramedic program has been issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). This letter is NOT a CAAHEP accreditation status, it is a status 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. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic credentialing examination(s). However, it is NOT a guarantee of eventual accreditation.

To contact CoAEMSP:
 8301 Lakeview Parkway, Suite 111-312
 Rowlett, TX 75088
 214-703-8445
 Fax: 214-703-8992
www.coaemsp.org

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY

Princeton Rescue Squad is an Affirmative Action/Equal Opportunity Employer/Institution, committed to the principle that minorities, women, veterans, and individuals with disabilities are encouraged to apply. Princeton Rescue Squad does not discriminate on the basis of race, color, national origin, ancestry, sex, sexual orientation, age, religion, blindness or disability in its educational programs or in admission to, access to, treatment in, or employment as required by applicable state and federal law.

The offices listed below have been designated to handle inquiries regarding the non-discrimination policies.

Employees, Visitors, & Third Parties	Students
Americans with Disabilities Act of 1990, Section 504 of the Vocational Rehabilitation Act of 1973, and Title IX	Americans with Disabilities Act of 1990, Section 504 of the Vocational Rehabilitation Act of 1973, and Title IX
Jason Conner, COO Princeton Rescue Squad 701 Stafford Drive Princeton, WV 24740 304-425-3914 ext. 226 Email: jconner@princetonrescue.com	Paula Johnson, M.Ed. Education Director Princeton Rescue Squad 701 Stafford Drive Princeton, WV 24740 304-716-0129 ext. 602 Email: paula.johnson@princetonrescue.com

PHYSICAL FACILITIES & INSTRUCTIONAL EQUIPMENT

At present, Princeton Rescue Squad offers a multi-room education center which includes a 100-seat lecture hall, four “break-out” classrooms, a dedicated lab room, modest library, education equipment and standard EMS equipment, a supply area, high fidelity simulation lab, Pearson Vue testing center, and offices along with a conference room and banquet hall. This facility meets fire code regulations and is handicap accessible with restroom access.

ADMISSIONS

The admissions procedures and requirements vary based on the category of education a student is seeking. Students may download registration and application information or request course enrollment from the website: www.princetonrescue.edu (or access the “Education Dept.” tab on www.princetonrescue.com) and submit his/her application as an attachment in an email to pjohnson@princetonrescue.com. Additionally, a prospective student may apply in person at our office or request an application by mail. All required admission documents should be delivered or mailed to

Princeton Rescue Squad
 c/o: Education Department
 701 Stafford Drive
 Princeton, WV 24740.

A representative from the Education Department can answer any questions you have about required documentation and can be reached at 304-716-0129 ext. 602. Below is an overview of the admission requirements per category. A thorough explanation of the admissions requirements and process for each subject is identified in the Course Descriptions section of this catalog.

VOCATIONAL TRAINING PROGRAMS –

Students interested in enrolling in an initial (vocational) education program must be 18 years of age and provide proof of a High School Diploma/GED. Proof of immunizations, physical examinations, background checks and drug screening may apply. Prospective students should carefully examine the details provided in the “Course Descriptions” section of this catalog for specifications including, but not limited to entrance testing, and conditions that could adversely impact the students’ ability to benefit (e.g. felony conviction and functional job analysis).

AVOCATIONAL TRAINING PROGRAMS -

- EMS Provider CE Training & ONLINE CE Training: These courses are specifically designed to meet the continuing education (CE) needs of EMS personnel for recertification purposes and, as necessary, state mandated updates on policies, procedures, and/or equipment as identified for EMS providers in the State of West Virginia. These courses may change based on area demand, quality improvement scores, and identified needs assessments that have been performed. Individuals interested in these types of courses are encouraged to preview the education department website for up-to-date information on current offerings at www.princetonrescue.edu which includes detailed information regarding admission procedures, pre-requisites such as education level, and detailed course descriptions.
- Healthcare Provider & EMS Professional Development Courses: EMS personnel, First Responders, and related Allied Health Professionals may choose to enroll in one of the continuing education courses that are designed specifically to improve the quality of patient care in Emergency Service situations. Prospective students that have not previously taken these courses should carefully examine the details provided in the “Course Descriptions” section of this catalog for prerequisite information.
- Community Interest - Health and Safety Courses: One of the most difficult decisions to make is whether or not to get involved when you think a medical emergency has occurred. However, you are the first link in the chain of emergency care. The layperson interested in participating in our community interest education courses, unless otherwise specified in the “Course Descriptions” section of this catalog do not have any pre-requisites for attending. Reserving your seat for courses requires online pre-registration at www.princetonrescue.edu or by contacting the Education Department via email at pjohnson@princetonrescue.com or calling 304-716-0129 ext. 602 with your name and contact information.
- First Responder - Injury Prevention & Safety Training: These continuing education courses specifically address various topics of concern for EMS professionals to safely mitigate a variety of situations. Enrollment for these classes requires participants pre-register online at www.princetonrescue.edu or by contacting the Education Department via email at pjohnson@princetonrescue.com or calling 304-716-0129 ext. 602 with your name and contact information. Prospective students that have not previously taken these courses should carefully examine the details provided in the “Course Descriptions” section of this catalog for prerequisite

information and details on conditions that could adversely impact the student's ability to benefit (e.g. physical demands).

INTERNATIONAL STUDENTS

Princeton Rescue Squad is not certified to enroll international students into any education program at this time. You must be a U.S. citizen or have permanent residency status (green card) in order to enroll.

NOTE: For international student information, contact the Student and Visitor Exchange Program (SEVIS) at 703-603-3400 or visit their website: <http://www.ice.gov/sevis/> . For information on permanent residency, visit <http://www.uscis.gov/greencard> .

TRANSFER OF CREDIT

Prospective students may wish for Princeton Rescue Squad to consider the transfer of credit from other institutions for initial (vocational) education courses. In order for Princeton Rescue Squad to evaluate a transcript for credit transfer the following must be provided:

- Verification that the institution from which coursework has been completed is accredited by an agency recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation in which the program is aligned and consistent with established industry training standards recognized and accepted by the National Registry of Emergency Medical Technicians and/or the West Virginia Office of Emergency Medical Services.
- Course Syllabus
- Course Outline (including the dates of the topics covered in the curriculum)
- Documentation of a transcript or validated grade card from the previous institution indicating the scores received during the length of the program.
- A non-refundable transfer of credit evaluation fee of \$50.00.

Once the Education Department has received the above listed items, an evaluation for transfer will occur. Only modules or sections within a course that have a documented minimum score of a "C" will be considered. Courses will not be considered for transfer of credit if the last date of attendance exceeds one year to the time credit transfer is requested. Modules that are accepted as transfer credit will be deducted from the tuition on an hour per hour basis. Students will be responsible for attending any and all modules that were not considered for transfer. All policies and procedures for the program of study must be followed as indicated in the most current student handbook for the course. Students may appeal a transfer credit decision in writing to the Education Director. The appeal should include: list of credits being appealed, description detailing the student's justification for reconsideration, and any supporting documentation as deemed necessary. The appeal document will be submitted to the Advisory Board for review. The final determination issued by the Advisory Board will be considered final.

Students may wish to transfer credit from courses held at Princeton Rescue Squad to other institutions. Individuals may request necessary documentation (e.g. transcript, grade records, syllabi or course outlines) from the Education Director who will also provide guidance for his/her course of study during the credit transfer process. As of July 2017, an MOU was established regarding the transfer of credit to

New River Community and Technical College for students who have successfully completed the Emergency Medical Technician course. Per the MOU, graduates of the EMT course may submit their certification card to the Registrar's Office and request credit hours of equivalent course training comparable to their PMED 100 EMT course.

FINANCIAL AID

There are programs that provide tuition assistance to those that qualify for the initial (vocational) education programs offered at Princeton Rescue Squad.

GRANTS

- *Workforce Innovation and Opportunity Act (WIOA):* The Workforce Innovation and Opportunity Act of July 2014 replaced (WIA) of 1998. WIOA provides the opportunity for the public workforce system to change and improve life for job seekers and workers, through the American Job Center System. To determine if you qualify for this type of assistance, you must contact Workforce WV at 1-800-252 JOBS.
- *West Virginia Division of Rehabilitation Services – Vocational Rehabilitation:* The Division of Rehabilitation Services provides resources for people who want to work through direct, personalized services with a counselor who works with individuals one-on-one to plan a program that leads to paid employment. Individuals seeking information on eligibility must contact the WVDRS at 1-304-425-1256 to schedule an appointment where a counselor can develop an Individualized Plan for Employment which may include tuition assistance for those that qualify.

SCHOLARSHIP

- *Princeton Rescue Squad Financial Hardship Scholarship:* The administration of Princeton Rescue Squad is committed to fostering the educational endeavors of our students with compassion and empathy. To obtain information on the application process and to determine if you qualify, please contact Mark Brooks at 1-304-425-3914.

EMPLOYEE TUITION ASSISTANCE

- *Initial (Vocational) Education Courses:* Employees of Princeton Rescue Squad that are interested in attending vocational education courses are provided opportunities for tuition assistance in exchange for a contractual obligation of employment service. In summary, the employer agrees to provide the tuition for the specified vocational course based on the following conditions: the employee successfully passes the certification exam and maintains an employment status for Princeton Rescue Squad at the new certification level for an established period of time determined by the agency. If the employee fails to complete these conditions, he/she will reimburse the employer for the full amount. Applications with detailed explanations for this type of tuition assistance is available in the Education Department.
- *Continuing (Avocational) Education and Professional Development Courses:* Princeton Rescue Squad agrees to provide the continuing education and professional development courses free to all employees regardless of full or part time employment status.

EMPLOYEE TUITION ASSISTANCE – PARAMEDIC PROGRAM

Finally, there is a specialized tuition assistance program for employees of Princeton Rescue Squad that seek initial (Vocational) certification as Paramedics. To be considered, applicants must submit a typed essay addressing the following key points:

- Why is EMS your chosen career path?
- Why do you want to be a Paramedic?
- Please provide the committee with a story that details your personal reasons/reflections for pursuing this field.
- What do you, as an individual, bring to Princeton Rescue Squad?
- What are your long-term goals?

Completed essays are provided to members of the Selection Committee for review. Approved applicants will be provided with an opportunity to collect his/her scholarship in exchange for contractual employment services.

In summary, the employee will agree to pay the established tuition and fees for the first semester of the Paramedic Program to Princeton Rescue Squad. Upon completion of the first semester, the employee will provide a copy of the transcript to the employer. If the documentation indicates a passing score (70%) has been achieved for each course within the semester, then the employer agrees to pay the tuition and fees associated for the second semester. Furthermore, the Employer agrees to pay for each subsequent semester upon receipt of proof from the Employee that a passing score (70%) has been achieved for each course within the preceding semester. Once the Employee gains National Registry Certification as a Paramedic, the Employer will reimburse the Employee for the first semester tuition plus a textbook reimbursement stipend. In return, the employee agrees to full-time employment as a certified Paramedic for an established period determined by the agency. Applications/contracts with detailed explanations for this type of tuition assistance is available by contacting the Chief of Operations at 304-425-3914.

TECHNOLOGY AND LIBRARY SERVICES

LIBRARY SERVICES

While Princeton Rescue Squad does retain copies of textbooks utilized in current class offerings and other references, it is not feasible due to space issues to house multiple items that encompass the numerous classes offered. However, library services are available to all students through the following two methods. First, students may visit the Raleigh County Public Library, the Concord University Library, the Princeton Public Library, the Craft Memorial Library in Bluefield WV, or the Bluefield State College Library. Each of these libraries is a member of the Mountain Library Network (MLN) and serves all MLN card holders. Library cards for these facilities are free and their collections are available through interlibrary loan. The second method for students to access free library resources electronically is through Internet Archive. Internet Archive is a non-profit library containing millions of freely downloadable books for and ebooks which can be borrowed by any individual who has signed up for a free account. You may access Internet Archive at www.archive.org.

HYBRID AND ONLINE COURSE DELIVERY

Students that are enrolled or assigned hybrid or online coursework will be given detailed instructions prior to the start date of the class on the steps necessary to access the Princeton Rescue Squad online education courses through <https://canvas.instructure.com>. Students may reach instructors through the email system located on either the LMS platform or directly through Princeton Rescue Squad's email system.

EMAIL AND SYSTEM MESSAGING FOR STUDENTS AND TEACHERS

When a student is enrolled in an initial (vocational) education course at Princeton Rescue Squad, he/she will be assigned account login credentials to the student portal of www.praxischool.com. You are expected to monitor your account for important information from instructors and staff. www.praxischool.com is the official method of communication among faculty, staff, and students. If you need assistance with your account, please contact your course instructor.

POLICIES

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act requires institutions of higher education to establish written policies and guidelines governing the review, inspection, release, amendment and maintenance of student educational records. Princeton Rescue Squad's Education Department has established policies and guidelines to ensure that the educational records of its students are treated responsibly and in accordance with the Act and U.S. Department of Education regulations.

An "education record" is any record that is directly related to a student; and maintained by an educational agency or by a party acting for the agency for institution. (This includes any information recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.) The following items are NOT considered an "education record:"

- Sole possession records or private notes held by a school official that are not accessible or released to other personnel
- Law enforcement or security records that are solely for law enforcement purposes and maintained solely by the law enforcement unit
- Records relating to individuals who are employed by the institution (unless the employment is contingent on their status as a student)
- Records relating to treatment provided by a physician, psychiatrist, psychologist; or other recognized professional and disclosed only to individuals providing treatment
- Records of an institution that contain information about an individual obtained only after that person is no longer a student at the institution, i.e., alumni records

A student's written consent is NOT required when the disclosure is:

- to the student
- to school officials who have a legitimate educational interest

- to federal, state, and local authorities involving an audit or evaluation of compliance with educational programs
- to organizations conducting studies on behalf of educational institutions
- to accrediting organizations
- to parents of dependent students
- to comply with a judicial order or subpoena
- in health or safety emergencies
- releasing directory information
- releasing the results of disciplinary hearing to an alleged victim of a crime of violence
- releasing the results of a disciplinary hearing related to a crime of violence to anyone, when the student is found to have committed a violation of the institution's rules or policies.

The following information has been designated by Princeton Rescue Squad as directory information: Name, address, telephone number, course of study, dates of attendance, eligibility of course completion, scholarships, and awards received. Directory information may be disclosed by Princeton Rescue Squad for any purpose at its discretion without the consent of a student. Students have the right, however, to refuse to permit the designation of any or all of the above information as director information. In that case, this information will not be disclosed except with the consent of a student or as otherwise allowed by FERPA. Any student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with Princeton Rescue Squad at the Education Director's Office, on or before the last day of course completion. Forms for this purpose are available in that office. In the event a refusal is not filed, Princeton Rescue Squad assumes that a student does not object to the release of designated directory information.

You have the right to inspect your personal educational records. All educational records are maintained in the Education Office. Any student, upon proper identification, may request to see the material contained in his/her file. You may have copies of your personal educational records from Princeton Rescue Squad upon receipt of \$3.00 per document.

No other person may see or obtain copies of these records without signed written consent of the student involved except representatives of governmental agencies authorized under the FERPA of 1974 and its amendments. Students may sign an authorization of release form available in the Education Office granting access to their records to individuals they designate on the form.

COPYRIGHT INFRINGEMENT

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Fair use provisions of the Copyright Act (Section 107) permit certain uses of copyrighted works for education and scholarly research, especially if the proposed use:

- Is nonprofit and educational
 - Use in a class presentation is more permissible than use in something you will sell.
- Takes into account the nature of the original (i.e. highly creative vs. largely factual)
 - Being highly creative in nature, music has more protection than a scholarly article, which is largely factual.
- Is not a substantial portion of the original, and
 - Photocopying an entire book is not permissible, but one chapter is.
- Does not affect the potential market for the original.
 - Buying a book at the bookstore, photocopying it, and then returning the book for a refund is not permissible.

For more information about fair use, see <https://www.copyright.gov/title17/>

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750.00 and not more than \$30,000.00 per work infringed. For “willful” infringement, a court may award up to \$150,000.00 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000.00 per offense.

Princeton Rescue Squad students charged with copyright infringement will be subject to disciplinary procedures up to and including dismissal from the program of study.

SATISFACTORY ACADEMIC PROGRESS IN INITIAL (Vocational) EDUCATION COURSES

Students must maintain satisfactory academic progress in their course(s) of study. The standards that are set forth here provide an overview to define satisfactory progress and the global expectations of Princeton Rescue Squad’s Education Department. It is imperative that students read their enrollment packets and Syllabus carefully for additional course specified stipulations to maintain good academic standing in his/her program of study.

Students enrolled in vocational courses offered at Princeton Rescue Squad must maintain a “C” [70%] average in all classes except CCT, which in accordance with the WV Office of EMS, mandates a minimum of 76% for completion of the course. Students may access their current academic reports using his/her log in credentials through praxischool.com at any time. Faculty will routinely discuss student progress throughout the program of study at regular intervals (increments no longer than 25% of the program) to provide learners with adequate chances to take corrective actions. If it is identified during these routine progress reports that a student has an average score less than a “C”, or if consistent “Critical Fails” are identified in laboratory skill sessions despite documented remediation then the instructor will develop an IEP (Individualized Education Plan) with the student to create a more formalized measure to prevent course failure. In the event an IEP is utilized, the student MUST meet with the instructor for at least one additional session after the IEP is drafted to re-evaluate his/her progress prior to the next scheduled progress report interval.

A student who receives a grade of “Incomplete”, a “D”, or “F” in any initial (vocational) education course will be dismissed from the program. Any student who withdraws “VW”, was issued a special dispensation “SDW”, or was withdrawn “IVW” from the course prior to its completion will not have grades included in the calculation of a final GPA; however, they are counted in successful course completion percentage as courses attempted but no successful completion. Any student who chooses to repeat a course regardless of the circumstances will be enrolled under a new enrollment agreement. Transfer credit will count toward the pace of completion, but not included in the calculation of a final GPA. At this time, remedial course work is not offered at Princeton Rescue Squad.

Satisfactory progress is also quantitatively measured based on the amount of time required to complete the program of study. Students must attend 95% of the program to be considered in good Academic Standing. If a student’s excused absenteeism exceeds 5% of the program, it is up to the individual to acquire all missed work and develop a plan of action with the instructor to complete assigned lecture and materials comparable to the time frame of the curriculum that was missed. The missed coursework and exams must be completed within 72 hours of the absence and prior to the last date of the class unless otherwise agreed upon by the assigned faculty.

If a student is unable to meet satisfactory academic progress, he/she will first be notified by the instructor who will provide them with their grade card and thoroughly discuss and document any questions he/she might have on the corresponding Student Advisory Form. Finally, the student will receive a letter through the mail detailing the results of their grade card evaluation and final course score.

MAXIMUM TIMEFRAME

Students may not exceed the maximum time frame for initial (vocational) education programs at Princeton Rescue Squad. In other words, students are expected to complete the program within the allotted time frame of the specified curriculum. For example, an EMT course is scheduled over a 19.5-week period. Students must have all documented coursework complete at the end of 19.5 weeks or he/she will be listed as an “Incomplete” and dismissed from the program.

APPEAL PROCEDURES

Students are responsible for completing all course objectives, assignments, and adhering to stated academic standards for each course in which they are enrolled. Students’ grades are based on performance measured by academic-related standards, and no student will be penalized for taking reasoned exception to views expressed in the academic forum.

The evaluation of the extent of course mastery is under the purview and discretion of the instructor for that course, and only that instructor may initiate grade changes. Princeton Rescue Squad’s faculty are expected to evaluate each student fairly and consistently according with accepted academic standards. Academic appeals are only warranted if an instructor has not adhered to such practices and evidence supporting the same is produced. An academic appeal is not an appropriate recourse for questions of professional competence or of academic freedoms.

If, however, a student believes that his/her grade is in error or was reported arbitrarily capriciously, or prejudicially, he or she may appeal that final grade within 5 business days immediately following grade

issuance from the instructor or as specified in the notification letter, whichever is most recently received.

Appeal forms can be obtained from the Education Office. Once an appeal form has been filed with the Education Director, all supporting documentation and evidence from the Faculty and student will be submitted to the Medical Director and Advisory Board for review. The Advisory Board will be provided 15 business days to review the case and render a decision. If members of the Advisory Board are unable to meet during this time frame, all individuals involved will agree up on an alternate schedule. The case may be resolved at this level.

The Advisory Board, student, or faculty member may request in writing (no greater than 10 business days of the date of determination) for the case to be forwarded to the CEO, COO, and Board of Directors.

The CEO, COO, and Board of Directors shall then present to the accused student and the person making the accusation written notification of the charges which shall include:

- A statement that a hearing will be held before the Board of Directors, together with the notice of the date, time, and place of the hearing.
- A clear statement of the facts and evidence to be presented in support of the charges made.

A recommendation by the Board of Directors for imposition of sanctions is final. The Board of Directors may also recommend that the imposition of sanctions be held in abeyance where appropriate. All parties involved will be informed of this decision within 10 business days of the hearing in writing.

Records of appeals will be confidential and will be maintained by the Education Director. Records may not be used in any detrimental way against the student or the faculty member.

REINSTATEMENT POLICY

Students reinstated to the Princeton Rescue Squad initial (vocational) education program will be expected to participate in an Individualized Education Plan outlining the goals to their successful completion of the program. The IEP will be designed by the Director of Education on the advice of the Board of Directors and signed off by both the instructor and student. If the student does not meet the expectations outlined within the IEP including, but not limited to, specified time frames for instructional meetings and deadlines for assessments then he/she will be dismissed from the program. If a student is dismissed after reinstatement, then he/she is not eligible for further appeal.

RE-ADMISSION FOLLOWING DISMISSAL

A student may request readmission after one calendar year. It shall be the responsibility of the student to provide the Education Director, CEO, and COO with reasons why he/she should be given special consideration for readmission. He/she may do this by letter, by scheduled appearance before the group, or both. Any student who re-enrolls into a program will do so under a new enrollment agreement.

SPECIAL DISPENSATION WITHDRAW

A student in good academic standing will be granted a "Special Dispensation Withdraw" upon request only under the following circumstances:

- Serious illness or debilitating injury
- Military issues

The following guidelines must be adhered to:

- All financial obligations have been met prior to SDW being granted
- A written request with exact dates of SDW must be submitted to the Education Director with the following items included:
 - Printed student name
 - Student identification number
 - Term end date/last date of attendance
 - Start of leave date
 - Anticipated date of return
 - Academic program
 - Detailed explanation for the request including the required appropriate documentation available to support the request.
 - Signature and Date (month, day, year) the request is being submitted.
- The Education Director will notify the student with the decision within a week of submission.
- Upon readmission to the program, the previous enrollment contract will be terminated and he or she will be expected to enroll under a new enrollment agreement.
- Students accepted into readmission must adhere to current programmatic requirements.
- Tuition costs are subject to change at any time without prior notice.

Students who are approved for a Special Dispensation Withdraw (SDW) must return to the program no later than 180 days or one-half the published length of the program, whichever is shorter. If the date of return is after the expected point in the curriculum for which he/she left, then the individual must wait until the earliest available curriculum to return. An approved SDW has no effect on the maximum time frame relative to satisfactory academic progress.

If a student does not return as indicated on the approved written SDW request, then the student will be automatically withdrawn from the school. Should the student decide to re-enroll at a later date, then the student will need to restart the course from the beginning based on the enrollment procedures for that course.

CANCELLATION AND REFUND POLICIES

Payment of course fees, either the instalment or full payment, is due by the start date/time of the program. Any student that does not show up on the first day of class or chooses to cancel their enrollment agreement prior to the start date/time of the class will be treated as a cancellation and a full refund will be issued to the student within 45 calendar days of the first scheduled day of class or the date of cancellation, whichever comes first. Also, a full refund will be issued if an applicant is rejected prior to the start date/time of the course, or the program is cancelled by the Squad. A student is classified as a “withdrawal” if he/she attends at least one class but does not complete the program. Any student that withdraws or is dismissed and has completed less than 50% of the period of attendance for which the student is charged will be issued a pro-rated refund based on the last date of attendance and paid within 45 calendar days from the documented date of determination. *(The Date of Determination is the date the student notifies the institution of withdrawal or the date the institution*

dismisses the student.) The refund will be less the non-refundable fees not to exceed \$200.00. If the student has completed 50% or more of the period of attendance for which the student is charged, the tuition is considered fully earned and the student will receive no refund.

DEBT COLLECTION POLICY

Princeton Rescue Squad offers a “No Interest” payment plan option for students taking initial (vocational) education courses. The student that does not adhere to the payment plan schedule is considered to be in default. Students will be restricted from taking the applicable certification exam issued by the specified governing entity (ie: WVOEMS, NREMT) until such time that his/her balance is paid in full.

Students attending avocational training classes are required to pay the total amount of the course upon enrollment. If a student does not render payment for the course, he/she will not receive a certificate of completion and/or update of student completion status in the WV OEMS credentialing training database.

HEALTH AND SAFETY

It is expected that the student’s physical examination indicates that he/she is physically and emotionally capable of performing the objectives of the program. Maintenance of health is the responsibility of the student. It is requested that the student report any change in their health status to the Program Instructor. A physician’s report of a student’s current health status may be requested by the Program Instructor as indicated by the student’s behavior and/or physical appearance at any time during the program.

If a student is or becomes pregnant during this course, she must file a statement from her physician including medical instructions that will allow or disallow her participation in the required clinical exposures and activities. It shall be the responsibility of the student to inform, and keep informed, her physician as to what these exposures and activities will be during this program.

There must be adequate safeguard for the health, safety and privacy of patients, faculty and students. All incidents of conflict, injury, etc. are to be reported to the Program Instructor immediately.

Any student who, while enrolled in this training program, violates any federal, state or local law or procedure, or hospital guideline or policy relating to Emergency Medical Services operation, or their safety sensitive position may be subject to suspension or administrative dismissal from the education program.

IN CASE OF INJURY

All students participating in the Princeton Rescue Squad’s Education Programs are required to report any injury, near miss or unsafe activity that occurs in conjunction with activities performed during classroom, laboratory, or clinical sessions.

Incident Forms can be obtained from the faculty and are to be presented to the Education Director within 24 hours. Examples of reportable incidents include:

1. Motor Vehicle Accident involving a student during clinical rotation.
2. Student injuries or near misses occurring in the classroom, practical lab or clinical sites.
3. Potential or actual patient injury involving or witnessed by a clinical student.
4. A student witnessing another individual involved in questionable, potentially unsafe or illegal activity in conjunction with the Education Program.
5. Any instance when a student wants a written report.

ACADEMIC POLICIES

ATTENDANCE POLICY

All material is important to your success; therefore, students absent more than 5% of the course without a valid excuse will be dismissed from the program of study.

There are two types of absences recognized as a “valid excuse” by Princeton Rescue Squad’s Education Department: (1) absence resulting from participation in an activity where you are officially representing the Education Department; and (2) absence caused by unforeseeable and unavoidable circumstance which is beyond your control. All other absences are considered willful and will not count as excused. It is your responsibility to provide your instructor with a proper explanation and documentation of these valid absences. It is the responsibility of the student to make up any work or testing missed. The missed (comparable) coursework and exams must be completed within 72 hours of the absence and prior to the last date of the class unless otherwise specified by the assigned faculty.

Tardiness will not be tolerated. Any student who shows up later than 15 minutes into the beginning of a course or leaving a class session 30 minutes or more before the end of the class day will result in the mark of tardy on his/her record. An accumulation of 5 tardies will result in an unexcused absence.

Students may withdraw from the course at any time. Any student that misses more than two (2) consecutive class sessions without contacting the course instructor will be considered to have withdrawn from the course.

Attendance for online education courses is measured based on the completion of assignments. Students will be assessed for his/her progression on a weekly basis. Students must complete all assignments online. No more than 5% of course assignments can be missed or listed as incomplete within the maximum timeframe allotted to be considered in compliance with the Attendance standard.

STUDENT ADVISORY AND EVALUATIONS

Faculty will routinely discuss student progress throughout the program of study at regular intervals (increments no longer than 25% of the program) to provide learners with adequate chances to take corrective actions. During these mandatory meetings with a student item(s) or subject(s) of concern to discuss may include, but are not limited to:

Excessive absences and tardiness, failure to turn in assignments / clinical rotations on time, classroom / clinical behavior concerns, plagiarism, cheating, struggling or failure to maintain a GPA of 70%, etc.

A Student Advisory Form will be filled out and signed by both the Faculty member addressing the concern, and the student. Once the concern has been documented, the Program Instructor and student will discuss possible resolutions to the problem and a proposed action plan will be written on the Advisory Form. The student may use the Advisory Form to record a rebuttal against the initial concern or proposed action plan. The instructor will then mark the form “unresolved” and forward it to the Education Director who investigate the matter and make a determination on a second Advisory Form. Copies of these completed Advisory Forms are available to the student; however, originals must and will be retained by the Education Program.

STANDARDS OF STUDENT CONDUCT

The goal of Princeton Rescue Squad Education Department is to provide every student with an atmosphere conducive to learning. All students participating in Princeton Rescue Squad Education Programs are expected to conduct themselves in a mature professional manner. Students agree to adhere to the standards of student conduct while enrolled in any class or class function at Princeton Rescue Squad.

Princeton Rescue Squad is committed to conducting its Education Programs with professionalism, honesty, and integrity. Each student must maintain the highest standards of personal and professional conduct. These rules, practices, and policies concerning conduct and behavior are instrumental to the success of each Education Program offered, and Princeton Rescue Squad itself.

A student shall not conduct themselves in a manner that is not in the full spirit of honest and ethical behavior. Students are expected to report dishonest activities by other students to the faculty of the Education Department. Failure to report such activities are considered a violation of the Standards of Student Conduct. Initiating or encouraging reprisals against a student, who in good faith, reports known, or suspected violation is prohibited.

Examples of standards of conduct related issues include, but are not limited to:

1. Any behavior which disrupts the learning environment.
2. Reporting to class intoxicated and/or under the influence of alcohol and/or illegal drugs.
3. Possession, distribution, or use of alcoholic beverages and or/ illegal drugs.
4. Falsifying student records.
5. Discrimination for any reason.
6. Written, verbal, or physical harassment and/or intimidation of another student, employee, or patient; be it sexual or otherwise.
7. Fighting or otherwise physically assaulting another students, employees, patients, vendor or visitor on Princeton Rescue Squad Education Property.
8. Use of obscene, abusive, or threatening language and/or gestures, including sexual behavior.
9. Theft or misappropriation of property from other students, employees, patients, vendors, visitors, or Princeton Rescue Squad.
10. Misuse, abuse or destruction of Princeton Rescue Squad property.

11. Gambling on Princeton Rescue Squad property.
12. Possession and/or distribution of firearms, explosives, fireworks, chemicals, or other unauthorized weapons, on Princeton Rescue Squad premises or while at clinical sites.
13. Refusal to follow directions or instructions concerning use of Princeton Rescue Squad property.
14. Deliberate concealment of another student's misconduct.
15. Posting, removing or defacing notices, signs or writings on Princeton Rescue Squad property.
16. Any conduct which violates and Federal, State, County, and/or City laws.
17. Any postings on the internet concerning patients, instructors, employees and fellow students at Princeton Rescue Squad.

STANDARDS OF CONDUCT REGARDING CELL PHONE USE

As adults, you are permitted to retain your cellular devices unless during testing. At that time, all cell phones must be placed in a bag away from your testing area or given to your instructor until the testing is complete. It is common during lecture for students to utilize their cell phones to look up information regarding topics discussed in the class session, and this practice is permitted. However, if the instructor or other member of the instructional or administrative staff see that cell phones are being used for other purposes (ie: facebook, messenger, etc.) during lecture, lab, or any other designated course activity then the following discipline policy will take place:

- First offense – verbal warning
- Second offense – written warning
- Third offense – dismissal from the program

ACADEMIC DISHONESTY

As a student and pre-hospital professional, you are expected to adhere to a professional code of conduct and not engage in plagiarism, cheating, falsifying information or records, or any other such activity. Failure to adhere to this code of conduct will result in disciplinary action up to and including dismissal from the program.

GROUND FOR DISMISSAL

A student may be dismissed from the program for the following reasons:

1. Absenteeism greater than 5% of the class.
2. Receiving a "D" or "F" as a cumulative grade for the course.
3. Insubordination (in class, lab, or in clinical)
4. The conviction and/or known use of, distribution of, or possession of illegal drugs, or controlled substances.
5. Failure to accomplish clinical assignments and objectives
6. Unprofessional or unethical conduct
7. Cheating in related or professional EMS courses or in clinical documentation.

STUDENT SERVICES & EMPLOYMENT GUARANTEE DISCLAIMER

Princeton Rescue Squad provides job referral services for students. Princeton Rescue Squad is unable to research the integrity of the employers and as such, makes no representations, recommendations, or guarantees regarding the accuracy or reliability, or otherwise, of any employer, posted job listing, or employment data provided. Additionally, while Princeton Rescue does hire some graduates, this program of study or catalog is in no way to be interpreted or construed as a contract of employment or guarantees of continued employment for any specific period of time. No verbal communication or written document will provide such a contract, assurance, or guarantee unless specified in writing and signed by a company official who is authorized to enter into such agreement.

STUDENT GRIEVANCE PROCEDURE

This grievance procedure is intended to provide an orderly process by which grievances of a professional nature are examined or resolved within the established structure of Princeton Rescue Squad's Education Department and its programs of study. It is understood that this procedure is available to students on a voluntary basis and that any student shall have the right to pursue a grievance through regular administrative channels. The term grievance shall not apply to any legal matter in which the administration is within authority to act.

Definitions:

1. *Grievant* – “Grievant” shall refer to a student
2. *Grievance* – A “grievance” shall mean a written claim by a grievant that there has been a violation, a misinterpretation, or an inequitable application of any existing policies, rules, or regulations of the school, which substantially affects a grievant.
3. *Party of Interest* – A “party of interest” is the grievant, the instructor(s), or the administrator(s) who are involved in the examination and resolution of the claim.

Level One:

- The parties in interest acknowledge that it is usually most desirable for a student and his/her immediate involved instructor to resolve problems through free and informal communications. The grievant shall address his/her concerns with the instructor within (5) working days of an issue arising in and/or outside the classroom.

Level Two:

- If the grievant is dissatisfied with the response or solution provided in Level One, the student must present his/her grievance in writing to the Director of Education within ten (10) calendar days of attempting to resolve the issue with the instructor. The grievance filed must specifically state the existing policy, rule, and/or regulation, which has been violated, misinterpreted, and/or inequitably applied, along with how the grievant has been adversely affected. Upon receipt of the written grievance, the DOE and/or designee has fifteen (15) working days to provide a written response to the grievant. The DOE may arrange an in person meeting with the grievant during this period if applicable.

Level Three:

- If the grievant remains dissatisfied with the informal procedures, then he/she has within ten (10) calendar days of receiving a written response from the DOE, to present his/her original written grievance to the COO. The COO may arrange an in-person meeting to take place within fifteen (15) working days of receipt of the grievance if applicable. At the end of the stated timeframe, the COO and/or designee shall provide the grievant with a written answer to the grievance. This response would represent the institution's final decision and would conclude the appeals process.

Level Four:

- Students who are dissatisfied with the final ruling or any action taken by Princeton Rescue Squad's Education Department may submit in writing (by email or mail) to the Accrediting Council for Continuing Education & Training (ACCET) office.
 - ACCET
Chair, Complaint Review Committee
1722 N Street, NW
Washington, DC 20036
Telephone: (202)955-1113
Email: complaints@accet.org
Website: www.accet.org
- Please reference ACCET Document 49.1 – Notice to Students: Complaint Procedure for Institutions Seeking ACCET Accreditation. This can be found at: https://s3.amazonaws.com/docs.accet.org/downloads/docs/doc49_1.pdf , or on our website at www.princetonrescue-edu.com , or in person at the Education Director's Office.

INTERNSHIP POLICIES

STUDENT DRESS AND GROOMING POLICY

Princeton Rescue Squad personnel are expected to present themselves to the public in a manner that exemplifies the professionalism of Emergency Medical Services. As such, participants in the Emergency Medical Technician Program will be held to the same level of professionalism. All students will be required to meet the following standards. Professionalism is part of your effective grade.

- Program dress code and grooming standards:
 - Students will have proper clean personal hygiene
 - All clothing will be clean and in good repair.
 - Clothing worn for classroom activity as well as lab activity should be such that exhibits a professional demeanor. Clothing should be free moving to perform all lab skills.
 - Shorts, low cut tops, torn T-Shirts and / or torn pants are not appropriate clothing for class.
 - **Clinical Uniform Dress:**
 - Students will be issued one (1) class uniform Polo style shirt.

- Dark blue or black colored pants are to be worn (No blue jeans, shorts, or sweat pants)
- While black boots are recommended, any black footwear is acceptable.
- During inclement weather, coats or jackets should be plain, solid color, and free of logos or designs.
- Any hats worn should be of solid color, no logos or designs.
- Students with long hair must either have their hair pinned up or pulled back into a tail while performing patient care activities.
- Students should not wear perfumes or colognes that are strong enough to be smelled at greater than arm's length.
- Facial jewelry in any form is not permitted during classroom sessions or clinical rotations.
- Hoops or hanging style earrings are not permitted during classroom and lab sessions or clinical rotations.
- Any tattoos that depict nudity, profanity, or have a relation to gangs or hate groups must be covered during classroom and lab sessions or clinical rotations.
- During lab sessions students with long hair must either have their hair pinned up or pulled back into a tail.
- Students should not wear perfumes or colognes during class time that are strong enough to be smelled at greater than arm's length.

Students that present to class that do not meet these standards will have a reduction in their *affective grade performance*. Students that arrive for clinical rotation not in uniform or not following the appearance standards will not be permitted to do their clinical rotation and will receive a reduction in their *affective grade performance*.

TRANSPORTATION TO/FROM CLINICAL:

- Transportation to and from all clinical assignments is the responsibility of the student.
- If the student is unable to make clinical site due to car trouble, it is the student's responsibility to notify that clinical area at least one (1) hour before schedule starting time.
- Some clinical areas are a distance from course site or home and students may wish to combine clinical areas with other students to carpool to the site.

EMPLOYMENT DURING CLINICAL:

- The student may complete his/her clinical internship time at location of employment but the student **MAY NOT** complete clinical hours during regular scheduled paid time.
- The student missing class or clinical due to a conflicting working schedule will be marked with an unexcused absence.
- The tardiness in class related to work would be added as an absence as any other tardy times will.
- Special squad education sessions required for a student's employment that interferes with scheduled class time will be excused, if a copy or letter of attendance is submitted to the program coordinator. This student is required to make up time (hours) missed. Arrangements can be made with program coordinator.

CLINICAL ATTENDANCE

- The student should be at each clinical site at least 15 minutes before scheduled time.
- If the student is unable to make clinical site for any reason, See Transportation (above).
- The student is supposed to complete all clinical rotations as scheduled. If the student needs to reschedule a rotation, it is the student's responsibility to notify the clinical coordinator.
- It is the student's responsibility to complete clinical sheets and to hand deliver these forms to the instructor. The recommendation is to turn in completed forms at least once per week.
- Attendance is required. Missing two (2) clinical rotations without a valid excuse will cause the student to be dismissed from the program. Tardiness of 15 minutes or more, or early departure of 30 minutes or greater from an assigned clinical internship will result in a mark of tardy on the student's record. Accumulating 5 tardies will result in 1 unexcused absence.

PROGRAM/COURSE DESCRIPTIONS

EMS Initial (Vocational) Training Courses

EMERGENCY MEDICAL TECHNICIAN (EMT)		
Clock Hours: 172	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 15:1
Traditional	~20 weeks	Laboratory: 8:1
Course Description:		
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 a 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.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
Certificate of Completion		

PROGRAM OUTCOMES:

Upon successful completion of the EMT Education Program, the student will be able to:

1. Sit for the National Registry EMT and/or West Virginia EMT Certification Exam.
2. Utilize effective therapeutic communication skills consistent with the role of the professional EMT.
3. Understand and appreciate the legal-ethical issues that influence critical decision-making in the out-of-hospital environment.
4. Employ leadership skills to facilitate fundamental emergency care of patients.
5. Apply fundamental knowledge and problem-solving skills to provide basic emergency care and transportation based on assessment findings for an acutely ill or injured patient.

6. Implement strategies in prehospital care to reduce morbidity and mortality of patients in the field.
7. Uphold the EMT professional standard of care.

REQUIREMENTS FOR GRADUATION:

1. Maintain an overall GPA of 70% or higher.
2. Successfully pass all psychomotor (skill) testing.
3. Maintain current CPR certification.
4. Complete a minimum of: 12 hours clinical internship, 10 hours of field internship AND provide the required documentation of 10 pre-hospital patient encounters.
5. Meet all financial obligations to Princeton Rescue Squad.
6. Miss no more than 8 hours of class.
7. Student Financial account must reflect a zero (\$0.00) balance with no outstanding or unpaid charges.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ENROLLMENT REQUIREMENTS:

Applicants wishing to register for the EMT Education Program:

1. Complete this enrollment application.
 - a. Must have a High School Diploma or a GED certificate.
 - b. Submit a photo ID with registration form. (Driver's License)
 - c. Provide a copy of college transcripts (*if applicable*).
2. Pay the enrollment fee of \$17.50
3. Schedule and complete the EMT Student Assessment test. (Please see "Tips for Success: EMT Student Assessment Testing")
 - a. The applicant MUST score NO LESS than an "8.0" on the Reading Level assessment to be considered in the program.
4. Complete 16 hours of Observational Ride-Time with an approved field preceptor and submit a "Student Ride Along" Form for each patient observed during the 16 hours.
5. Applicant must receive a letter of recommendation from the preceptor (*used in step 4*) OR an EMS agency sponsor to move forward in the enrollment process.
6. Attend an Education Consultation meeting with the Education Director and/or Enrollment committee (*comprised of the Instructor, Clinical Coordinator, and Director*).
 - a. All documentation collected during the enrollment process will be reviewed and discussed at length with each applicant. Including an analysis of their Student Assessment Testing and the Ride-Time Documentation.

- b. An education plan will be provided to the applicant to address any identified weaknesses.
7. At this point, a decision will be rendered based on the outcomes of this series and a letter of approval or denial will be sent to the applicant through the mail.
8. During the initial month of the program (PRIOR to Clinical Rotations) the student must:
 - a. Submit a valid CPR card.
 - b. Submit an immunization record indicating; (Negative TB, Tetanus, MMR, Seasonal Flu shot, HEP B 1 – B3 series) prior to initiating clinical rotations.
 - c. Must begin their Hepatitis B Vaccine series one month prior to starting clinical internship. (See Hepatitis B Vaccine flyer) (Student out of pocket cost)
 - d. Must have completed and passed a criminal background check as directed by the WVOEMS prior to clinical rotations. (Cost paid as part of tuition fees)
 - e. Are required to take and pass a drug screening exam prior to clinical rotations. Student drug screening must be taken at the designated agency indicated by Princeton Rescue Squad. (Cost paid as part of tuition fees)

NOTE: The cost of immunizations, titers, and/or boosters may vary based on many factors including, but not limited to, insurance and physician fees. **All costs of student compliance with the immunization requirements will be the responsibility of the student.**

IMPACT ON ABILITY TO BENEFIT:

Per the WV Office of EMS Policy #: 6.1-020113 (WV Code 16-4C-6, 16-4C-8, 64 CSR 48-6)

A background investigation will be conducted to ensure the applicant does not have a history of crimes against property, person or public trust, and other charges that could pose a public threat. It is the responsibility of the applicant to apply for the criminal background check according to the policy. It is the responsibility of the applicant to make contact with WV OEMS Investigations department if an individual feels they may have cause for concern and provide all necessary documentation for their review. The background check will consist of:

- Digital FD-258 FBI fingerprint
- U.S. Health and Human Services – Office of the Inspector General’s Exclusion List
- Sex offender registries.
- Child support payment status
- National Healthcare Integrity and Protection Data Bank

Academic and Technical Standards

The Initial (Vocational) EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad’s Educational Institute from denying benefits to an “otherwise qualified” handicapped person solely

because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial (vocational) EMS Education Program candidates and students to meet minimum academic and technical standards.

The National Registry of EMT's Board utilized this functional job analysis in the development of examination accommodations to meet the requirements of the Americans with Disabilities Act.

EMT-Basic Characteristics

EMT-Basics work as part of a team. Thorough knowledge of theoretical procedures and ability to integrate knowledge and performance into practical situations are critical. Self-confidence, emotional stability, good judgement, tolerance for high stress, and a pleasant personality are also essential characteristics of the successful EMT-Basic at any level. EMT-Basics also must be able to deal with adverse social situations, which include responding to calls in districts known to have high crime rates.

Physical Demands

Aptitudes required for work of this nature are good physical stamina, endurance, and body condition which would not be adversely affected by lifting, carrying, and balancing at times, patients in excess of 125 pounds (250, with assistance). EMT-Basics must be able to work twenty-four-hour continuous shifts. Motor coordination is necessary for the well-being of the patient, the EMT-B, and co-worker over uneven terrain.

Comments

Driving the ambulance in a safe manner, accurately discerning street names through map reading, and the ability to correctly distinguish house numbers or business locations are essential to task completion in the most expedient manner possible. Use of the telephone for transmitting and responding to physician's advice is also essential. The ability to concisely and accurately describe orally to physicians and other concerned staff one's impression of the patient's condition is critical as EMT-Basics work in emergency conditions in which there may be no time for deliberation. EMT-Basics must also be able to accurately summarize all data in the form of a written report. Verbal and reasoning skills are used more extensively than math. Math does play a part, however, in determining medication ratios per patient's body weight.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant privileges to practice as an Emergency Medical Services Provider. To become a certified provider with privileges to practice in West Virginia you must complete the following:

- Pass Written and Psychomotor testing through the WV OEMS or the National Registry of EMT's.
- Apply to the West Virginia Office of EMS (or any intended state you plan to work in) for certification/licensure as an EMS provider.
- Complete all OEMS specified documentation regarding Initial Certification-Education Record, which may require additional in-services and training.
 - You are strongly encouraged to speak with the Faculty or Education Director for the most recent WVOEMS requirements for certification.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Onsite Psychomotor Examinations
- Adaptive Test Preparation through EMSTesting.com
- Optional (monthly) psychomotor skill practice sessions
- Assistance with WVOEMS and NREMT application processing
- Free CE training required for initial WV applications including:
 - EVOC training
 - Haz-Mat Awareness training
 - WV EMT Protocol In-service training
 - CPR certification

EMT Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$650.00

- The \$600.00 dollars covers the cost of the following:

○ Student tuition	\$310.50	
○ Application Fee	\$17.00	(Non-Refundable Fee)
○ Textbook	\$168.00	(Non-Refundable Fee)
○ Clinical Uniform/ID Badge	\$20.00	
○ CPR Card	\$7.00	
○ Drug/Background	\$77.50	
○ EMS Testing	\$50.00	

Paid Directly to Providing Agency By the Student:

- **Criminal Background Check & State Application Processing Fee: (Avg. Cost)**
 - Application Processing - \$120.00
- **EMT Written Certification Exam:**
 - National Registry of Emergency Medical Technicians - \$104.00

1. Accepted Methods of Payment

- Cash, Check, Money Order, or Credit Card

MODULE DESCRIPTIONS:

PREPARATORY:

This module helps the student to develop and apply fundamental knowledge of the EMS system, safety/well-being of the EMT, medical/legal and ethical issues to the provision of emergency care. Introduces fundamental knowledge of the anatomy and function of all human systems to the practice of EMS as well as the pathophysiology of respiration and perfusion to patient assessment and management. Students will begin using foundational anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals. Students will begin to apply scene information and patient assessment findings to guide emergency care with a fundamental knowledge of life span development and the medications that the EMT may assist/administer to a patient during an emergency including additional medications approved with the WV OEMS.

Didactic = 16, Laboratory = 6, Internship = 0

PATIENT ASSESSMENT:

This module trains the student to apply scene information and assessment findings (scene size up, primary and secondary assessment, patient history and reassessment) to guide emergency management. Additionally, students will apply the fundamental principles of medical documentation and report writing and apply the principles of communicating with patients in a manner that achieves a positive relationship.

Didactic = 8, Laboratory = 8, Internship = 0

AIRWAY MANAGEMENT:

Students will apply knowledge of general anatomy and physiology to patient assessment and management in order to assure a patent airway adequate mechanical ventilation and respiration for patients of all ages. Students will learn how to safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND WV Scope of Practice at this level for patients suffering from airway emergencies.

Didactic = 4, Laboratory = 4, Internship = 0

MEDICAL EMERGENCIES:

Upon completion of this module, students will be able to apply fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency. Additionally, this module allows the student to apply fundamental knowledge to provide basic emergency care and transportation based on the assessment findings for an acutely ill patient in the following areas: neurological complaints, abdominal and Gastrointestinal disorders, immunological emergencies, infectious diseases, endocrine disorders, psychiatric emergencies, cardiovascular and respiratory emergencies, toxicology, hematology, gastrointestinal or renal disorders, gynecological & obstetric, and environmental emergencies. As well as an opportunity to apply fundamental knowledge of the causes, pathophysiology, and management of respiratory failure or arrest, cardiac failure or arrest, and post resuscitation management. Students will learn how to safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND WV Scope of Practice at this level for patients suffering from medical emergencies.

Didactic = 30, Laboratory = 16, Internship = 0

SPECIAL CONSIDERATIONS:

In this module, students will learn the application of fundamental knowledge of growth, development, and aging and assessment findings to provide basic emergency care and transportation for a patient with special needs. Students will learn how to safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND WV Scope of Practice at this level for special populations.

Didactic = 8, Laboratory = 8, Internship = 0

TRAUMA EMERGENCIES:

This module allows the learner to apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient. Students will learn how to safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model AND WV Scope of Practice at this level for patients suffering from trauma related emergencies.

Didactic = 14, Laboratory = 10, Internship = 0

EMS OPERATIONS:

This module prepares the student to understand the operational roles and responsibilities to ensure safe patient, public, and personnel safety during emergency response situations. This includes: ground ambulance operation, incident management in mass casualty incidents, safe interface with air medical support, awareness for safe vehicle extrication, management of terrorism and disaster management including hazardous environments.

Didactic = 14, Laboratory = 4, Internship = 0

CLINICAL INTERNSHIP:

In addition to classroom sessions, all students MUST complete a **minimum of 10 hours** of field internship (ride time on the ambulance), 12 hours of clinical internship, **AND obtain a minimum of 10 pre-hospital patient contacts**. This internship will not begin until after mid-term.

Failure to complete the above listed clinical requirements AND/OR failure to submit ALL mandatory supporting documentation prior to the completion of the course will result in an incomplete grade. Any student assigned an “incomplete” is ineligible for testing and would result in failure or withdraw from the course.

Clinical Objective:

The main objective of clinical rotations is to allow the student to apply learned knowledge and skills they have obtained during classroom and lab activities. The student will have a set number of clinical hours as well as specific goals that they must meet during their clinical rotations. A review of the Clinical Objectives, required documentation, and completion competencies will be discussed with the students by the designated Clinical Coordinator or Faculty member prior to the start of clinical rotations.

During clinical rotation's the student is operating under the medical license and guidance of this program's medical director and no other physician is responsible for the students' activity during their internship. You have one week from the date of the clinical rotation to submit your paperwork for that date. If documentation is not received in that time frame, you will receive negative deductions on your affective evaluation report.

Pre-clinical Requirements

- Current CPR Card
- Immunization Records Showing
 - Negative TB test in the last year
 - TDAP
 - MMR
 - Seasonal Flu Shot
 - HEP B 1 – B3: Student MUST provide documented evidence of a minimum of 1 shot in the 3 shot series before beginning clinical internship.
 - (If a student does not wish to start Hepatitis shots they will need to sign a clinical waver prior to the start of clinical rotations stating they understand the dangers of performing EMT skills related to clinical rotations without protection against Hepatitis B and they are willing to take on that personal risk and do not hold Princeton Rescue Squad Education Department or Princeton Rescue Squad Inc. liable)
- Background Check (submitted to WVOEMS as part of the WV state application procedure)
- Negative Drug Screen

Preceptor Role During Clinical Rotations:

1. Preceptors need to evaluate, assist, and monitor student's activity while they are performing clinical rotations within the department and/or field rotation.

2. Preceptors need to evaluate what type of skills have been previously performed and signed off as completed and verified by the instructor of the program, with each and every clinical rotation.

Note:* The skills proficiency that each student can perform will increase as the instructional education progresses.

3. Preceptors need to evaluate the student's patient assessment parameters.
4. The preceptor should monitor and assist the student's performance of these assessment skills.
5. The preceptor should complete clinical evaluation forms on the student's performance during rotation through that clinical site. The student is responsible for providing this form to the appropriate representative. Return form to the student for delivery to the Program Faculty and/or Clinical Coordinator.
6. The Preceptor will use the "**Clinical Internship Evaluation Sheet**" for the student's evaluation. It should be noted that the preceptor has the right, at any time during clinical rotation, to immediately remove any student who has demonstrated:
 - Any rude/demanding manner to patients or staff
 - Showed careless or reckless disregard for safety
 - Showed a disinterest in clinical activities

This problem must be noted on the evaluation sheet. The sheet should be seal in an envelope and leave a message at 304-716-0129 ext. 602 for the Education Director to pick up this evaluation.

7. The preceptor, who can review pathophysiology of the disease process, would be an asset to the student's education.
8. The preceptor should try to assist the student in the common understanding of patient's medical condition.

NOTE:* Some of the medical emergency conditions will **not** be reviewed until later in the curriculum and any additional help with informing the students of medical/trauma conditions will improve the student's understanding

Student's Role during Clinical Rotations:

1. Students may perform any of the below listed skills. ***The clinical sites and preceptors have the final right to state what skills will be allowed in their facility.*** The Student is only allowed to perform the skills with the Instructor's signature in the appropriate box designated for that skill. Additionally, all patient encounters and/or skills performed by the student must be under the direct supervision of the designated preceptor. At no time may a student be substituted for staff.

2. Basic Skills:	Date:	Instructor Signature:
Patient Assessment		
Oral Airway Insertion		
Nasal Airway Insertion		
BVM Ventilations		
Accu-check		
Suction		
Splinting		
Backboarding		
Lifting and Moving		

Medication Administration:	Date:	Instructor Signature:
IV Solution Setup		
IM Medication		
PO Medication		
SL Medication		
MDI Medication		
Nebulized Medication		
Epi AutoInjector		
IN Medication		

Airway Management:	Date:	Instructor Signature:
Combitube		
King Airway Insertion		
CPAP		

Cardiac Skills:	Date:	Instructor Signature:
CPR		
12 Lead ECG Placement		

CLINICAL COMPETENCY OBJECTIVES/REQUIREMENTS

Per the WVOEMS, the following goal must be successfully accomplished within the context of the learning environment. Clinical Experiences should occur after the student has demonstrated competence in skills and knowledge in the didactic and laboratory components of the course.

The student must demonstrate the ability to perform a basic history and physical examination to identify acute complaints and monitor changes; as well as, identify the actual and potential complaints of emergency patients on a **MINIMUM of 10 pre-hospital Patient contacts**

Possible learning opportunities for the EMT student during field rotations include:

1. Perform a basic history and physical examination to identify acute complaints and monitor changes.
 - a. Identify the actual and potential complaints of emergency patients.
2. Communicate in a culturally sensitive manner.
3. Safely and effectively perform all approved psychomotor skills.
4. Demonstrate professional behavior including, but not limited to: integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time management, teamwork/diplomacy, respect, patient advocacy, and careful delivery of service.
5. Initiates basic interventions based on assessment findings intended to mitigate the emergency and provide limited symptom relief while providing access to definitive care.
6. Report and document assessment data and interventions.
7. Perform a patient assessment and provide prehospital emergency care and transportation for patients with a variety of illness and injury complaints.
8. Serve as a EMS team member on an emergency call with more experienced personnel in the lead role. EMT's may serve as a team leader following additional training and/or experience.
9. Ensure the safety of the rescuer and others during an emergency.

PARAMEDIC		
Clock Hours: 1027	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 15:1
Traditional	4 Semesters (16 months)	Laboratory: 6:1
Course Description:		
This program will prepare the student to possess the complex knowledge and skills necessary to provide patient care and transportation as a 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. Paramedics function as part of a comprehensive EMS response, under medical oversight, and serve as a vital link from the scene into the health care system. The Paramedic performs interventions with the basic and advanced equipment typically found on an ambulance.		
Pre-Requisites:		
<ul style="list-style-type: none"> Must be a nationally registered or State certified Emergency Medical Technician (EMT) 		
Credential Awarded Upon Graduation:		
Certificate of Completion		

PROGRAM GOAL:

“To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.”

PROGRAM OBJECTIVES:

Upon successful completion of the certificate program, the student will be able to:

1. Sit for the National Registry of Emergency Medical Technicians- Paramedic exam.
2. Use the problem-solving process in assessing the health/illness of individuals, families, and communities.
3. Utilize effective therapeutic communication skills consistent with the role of the professional paramedic.
4. Understand the legal-ethical issues that influence critical decision making in the out of hospital environment.
5. Utilize leadership skills to facilitate comprehensive emergency care of patients that access the healthcare system.
6. Apply critical thinking and problem-solving skills based on assessment findings, the principles of epidemiology, and pathophysiology to formulate and implement a comprehensive treatment disposition plan for a critically ill or injured patient of any age group.

REQUIREMENTS FOR GRADUATION:

1. Maintain an overall GPA of 70% or higher in each course.
2. Complete the final cumulative examination with a 70% or higher.
3. Miss no more than 8 hours of class per semester.
4. Complete the minimum number of hours for all Practicum.
5. Submit verification of all skill lab, scenario-based lab, and Practicum competency requirements.
6. Student Financial account must reflect a zero (\$0.00) balance with no outstanding or unpaid charges.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

POLICY REGARDING ADVANCED PLACEMENT & EXPERIENTIAL LEARNING:

Princeton Rescue Squad's Education Department does not recognize advanced placement and/or experiential learning for applicants to the PARAMEDIC Program.

ENROLLMENT REQUIREMENTS:

Applicants wishing to register for the Paramedic Education Program:

1. Complete the enrollment application
2. Submit a 500-750 word essay:
 - a. Describing his/her EMS experience
 - b. Explain why he/she should be considered for the program
3. Provide a copy of a high school diploma, GED, or college transcripts.
4. Pay the enrollment fee of \$17.00
5. Schedule and successfully complete the Paramedic Student Assessment Test which will consist of the following:
 - a. Reading level Assessment
 - i. Applicants must score a minimum of 10.0
 - b. Paramedic Entry Assessment
 - i. Applicants must score a minimum of 70%
 - c. EMT-P Math Assessment
 - i. Applicants must score a minimum of 70%
 - d. Test Anxiety, Learning Style, Motivation Assessments
 - i. This section must be completed, but will not be assessed as exclusion criteria
6. Complete an interview with the Paramedic Enrollment committee
 - a. Submit 2 letters of recommendation to the Enrollment Committee

- b. Candidates must score a minimum of 70% overall on the interview
7. Must provide copies of: (NOTE-ALL certifications and licenses MUST remain current throughout the paramedic course. A lapse in certification will result in immediate expulsion from the program)
 - a. Driver's License
 - b. CPR Certification
 - c. EMT Certification (NREMT or WV certification is permissible)

Once enrolled, the applicant will be required to submit the following before 2nd semester practicum begins:

1. Documented immunity to the following prior to initiating practicum:
 - a. Rubella
 - b. Rubeola
 - c. Mumps
 - d. Varicella (or provide written statement of dates when he/she had the infection)
 - e. Tdap (within the last 10 years)
 - f. Hepatitis B
2. Proof of negative TB skin testing (PPD) or chest X-ray
 - a. If positive, document evaluation and/or treatment by a healthcare provider
3. Proof of a seasonal flu shot (if attending practicum between 10/1 and 4/30)
4. Negative drug screen
5. Physical Exam
6. Background check

NOTE: The cost of immunizations, titers, and/or boosters may vary based on many factors including, but not limited to, insurance and physician fees. **All costs of student compliance with the immunization requirements will be the responsibility of the student.**

IMPACT ON ABILITY TO BENEFIT:

A background investigation will be conducted to ensure the applicant does not have a history of crimes against property, person or public trust, and other charges that could pose a public threat. The background check will consist of:

- Digital FD-258 FBI fingerprint
- U.S. Health and Human Services – Office of the Inspector General's Exclusion List
- Sex offender registries.
- Child support payment status
- National Healthcare Integrity and Protection Data Bank

Academic and Technical Standards

The Initial (Vocational) EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical

standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial (vocational) EMS Education Program candidates and students to meet minimum academic and technical standards.

Functional Job Analysis

Paramedic Characteristics: The Paramedic must be a confident leader who can accept the challenge and high degree of responsibility entailed in the position. The Paramedic must have excellent judgment and be able to prioritize decisions and act quickly in the best interest of the patient, must be self-disciplined, able to develop patient rapport, interview hostile patients, maintain safe distance, and recognize and utilize communication unique to diverse multicultural groups and ages within those groups. Must be able to function independently, at optimum level, in a non-structured environment that is constantly changing.

Even though the Paramedic is generally part of a two- person team generally working with a lower skill and knowledge level Basic EMT, it is the Paramedic who is held responsible for safe and therapeutic administration of drugs including narcotics. Therefore, the Paramedic must not only be knowledgeable about medications but must be able to apply this knowledge in a practical sense. Knowledge and practical application of medications include thoroughly knowing and understanding the general properties of all types of drugs including analgesics, anesthetics, anti-anxiety drugs, sedatives and hypnotics, anti-consultants, central nervous stimulants, psychotherapeutics which include antidepressants, and other anti-psychotics, anticholinergics, cholinergics, muscle relaxants, anti-dysrhythmics, anti-hypertensives, anticoagulants, diuretics, bronchodilators, ophthalmics, pituitary drugs, gastro-intestinal drugs, hormones, antibiotics, antifungals, antiinflammatories, serums, vaccines, antiparasitics, and others.

The Paramedic is personally responsible, legally, ethically, and morally for each drug administered, for using correct precautions and techniques, observing and documenting the effects of the drugs administered, keeping one's own pharmacological knowledge- base current as to changes and trends in administration and use, keeping abreast of all contraindications to administration of specific drugs to patients based on their constitutional make-up, and using drug reference literature.

The responsibility of the Paramedic includes obtaining a comprehensive drug history from the patient that includes names of drugs, strength, daily usage and dosage. The Paramedic must take into consideration that many factors, in relation to the history given, can affect the type medication to be given. For example, some patients may be taking several medications prescribed by several different doctors and some may lose track of what they have or have not taken. Some may be using non-prescription/over the counter drugs. Awareness of drug reactions and the synergistic effects of drugs combined with other medicines and in some instances, food, is imperative. The Paramedic must also

take into consideration the possible 1 risks of medication administered to a pregnant mother and the fetus, keeping in mind that drug's may cross the placenta.

The Paramedic must be cognizant of the impact of medications on pediatric patients based on size and weight, special concerns related to newborns, geriatric patients and the physiological effects of aging such as the way skin can tear in the geriatric population with relatively little to no pressure. There must be an awareness of the high abuse potential of controlled substances and the potential for addiction, therefore, the Paramedic must be thorough in report writing and able to justify why a particular narcotic was used and why a particular amount was given. The ability to measure and re-measure drip rates for controlled substances/medications is essential. Once medication is stopped or not used, the Paramedic must send back unused portions to proper inventory arena.

The Paramedic must be able to apply basic principles of mathematics to the calculation of problems associated with medication dosages, perform conversion problems, differentiate temperature area between centigrade and Fahrenheit scales, be able to use proper advanced life support equipment and supplies(i.e. proper size of intravenous needles) based on patient's age and condition of veins, and be able to locate sites for obtaining blood samples and perform this task, administer medication intravenously, administer medications by gastric tube, administer oral medications, administer rectal medications, and comply with universal precautions and body substance isolation, disposing of contaminated items and equipment properly.

The Paramedic must be able to apply knowledge and skills to assist overdosed patients to overcome trauma through antidotes and have knowledge of poisons and be able to administer treatment. The Paramedic must be knowledgeable as to the stages drugs/medications go through once they have entered the patient system and be cognizant that route of administration is critical in relation to patient's needs and the effect that occurs.

The Paramedic must also be capable of providing advanced life support emergency medical services to patients including conducting of and interpreting electrocardiograms(EKGs), electrical interventions to support the cardiac functions, performing advanced endotracheal intubations in airway management and relief of pneumothorax and administering of appropriate intravenous fluids and drugs under direction of off-site designated physician.

The Paramedic is a person who must not only remain calm while working in difficult and stressful circumstances but must be capable of staying focused while assuming the leadership role inherent in carrying out the functions of the position. Good judgment along with advanced knowledge and technical skills are essential in directing other team members to assist as needed. The Paramedic must be able to provide top quality care, concurrently handle high levels of stress, and be willing to take on the personal responsibility required of the position. This includes not only all legal ramifications for precise documentation, but also the responsibility for using the knowledge and skills acquired in real life-threatening emergency situations.

The Paramedic must be able to deal with adverse and often dangerous situations which include responding to calls in districts known to have high crime and mortality rates. Self-confidence is critical, as is a desire to work with people, solid emotional stability, a tolerance for high stress, and the ability to meet the physical, intellectual, and cognitive requirements demanded by this position.

Physical Demands: Aptitudes required for work of this nature are good physical stamina, endurance, and body condition that would not be adversely affected by frequently having to walk, stand, lift, carry, and balance at times, in excess of 125 pounds. Motor coordination is necessary because over uneven terrain, the patient's, the Paramedic's, and other workers well-being must not be jeopardized.

Comments: The Paramedic provides the most extensive pre-hospital care and may work for fire departments, private ambulance services, police departments or hospitals. Response times for nature of work are dependent upon nature of call. For example, a Paramedic working for a private ambulance service that transports the elderly from nursing homes to routine medical appointments and check-ups may endure somewhat less stressful circumstances than the Paramedic who works primarily with 911 calls in districts known to have high crime rates. Thus, the particular stresses inherent in the role of the Paramedic can vary, depending on place and type of employment.

However, in general, in the analyst's opinion, the Paramedic must be flexible to meet the demands of the ever-changing emergency scene. When an emergency exists, the situation can be complex and care of the patient must be started immediately. In essence, the Paramedic in the EMS system uses advanced training and equipment to extend emergency physician services to the ambulance. The Paramedic must be able to make accurate independent judgments while following oral directives. The ability to perform duties in a timely manner is essential, as it could mean the difference between life and death for the patient.

Use of the telephone or radio dispatch for coordination of prompt emergency services is required, as is a pager, depending on place of employment. Accurately discerning street names through map reading, and correctly distinguishing house numbers or business addresses are essential to task completion in the most expedient manner. Concisely and accurately describing orally to dispatcher and other concerned staff, one's impression of patient's condition, is critical as the Paramedic works in emergency conditions where there may not be time for deliberation. The Paramedic must also be able to accurately report orally and in writing, all relevant patient data. At times, reporting may require a detailed narrative on extenuating circumstances or conditions that go beyond what is required on a prescribed form. In some instances, the Paramedic must enter data on computer from a laptop in ambulance. Verbal skills and reasoning skills are used extensively.

Occupational Risks :

"Paramedics, as non-physician medical workers, have an irreplaceable role at present, therefore our aim is to point out their most prevalent occupational risks, assess their most frequent occurrences during the performance of their paramedic duties... The greatest occupational risk of a paramedic becomes the risk of infection (75%). The risk of emergency intervention with an aggressive patient (15%) came second... The risk of the ambulance being involved in a traffic accident during an emergency ride is reported by 5% of respondents, and the same number of responding paramedics (5%) report the risk of injury during the performance of their duties.

The profession of paramedic as a lifelong mission associated with the sense of responsibility and conscientiousness in providing pre-hospital emergency care encounters many risks and pitfalls. Speaking of long-term monitored risks in the work of a paramedic, we can also verify the fact that the profession of paramedic is difficult not only from the physical, but also mental aspect. The good performance of a paramedic does not only depend on his professional adaptability to risks and stressful situations, but

mainly on his motivation to pursue his profession, because after a long and conscientious approach, his job may become a routine, carried out without interest and undervalued at that.”

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department’s program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant privileges to practice as a Paramedic. To become a certified provider with privileges to practice in West Virginia you must complete the following:

- Pass Written and Psychomotor testing through the National Registry of EMT’s.
- Apply to the West Virginia Office of EMS for certification/licensure as a Paramedic.
- Complete all OEMS specified documentation regarding Initial Certification-Education Record, which may require additional in-services and training.
 - You are strongly encouraged to speak with the Faculty or Education Director for the most recent WVOEMS requirements for certification.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad’s Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Access to Computer Adaptive Testing Software that prepares participants for the NREMT written examination
- Onsite Psychomotor Examinations
- Assistance with WVOEMS application processing

Paramedic Program Costs:

Total Paid Directly to Princeton Rescue Squad for Program Participation:

\$3,195.00

- The \$3,195.00 dollars (broken down below into each semester) covers the cost of the following:

Semester One:	
Program Application Fee:	\$17.00 (non-refundable fee)
EMSTesting/Platinumplanner	\$183.00 (non-refundable fee)
Tuition	\$658.50
Semester Two:	
Drug Screening	\$25.00
(Castlebranch) Background check	\$73.00
Clinical Uniform/ID Badge	\$43.00
Tuition	\$658.50
Semester Three:	
Certification Card(s) Fee	\$60.00
Tuition	\$658.50
Semester Four:	
NREMT Written Exam Fee	\$160.00
Tuition	\$658.50

Paid Directly to the Providing Agency By the Student: *(Out of Pocket Expense)*

- **State Application Processing Fee: (Avg. Cost)**
 - Application Processing - \$10.00

Accepted Methods of Payment

- Cash, Check, Money Order, or Credit Card

Semester 1							
Course #	Course Title	Didactic Hours	Lab Hours	Sim. Lab	Internship	Capstone	(18 weeks) 8 hour class day/week. ** Hours shown do not reflect the amount of time spent in preparation or the completion of homework assignments.
NRPM 101	Introduction to Emergency Medical Care	5	15				
NRPM 102	Medical Math and Pharmacological Principles	10					
NRPM 102L	Pharmacological Techniques		15				
NRPM 103	Introduction to Clinical Medicine & Assessment	4	15				
NRPM 104	Anatomy & Physiology for Emergency Medical Care	45					
NRPM 104L	Anatomy & Physiology for Emergency Medical Care Lab		15				
NRPM 106	Airway and Injury Management in the Field	11					
NRPM 106L	Airway and Injury Management in the Field Lab		15				
	Total Hours	75	75				150

Semester 2							
Course #	Course Title	Didactic Hours	Lab Hours	Sim. Lab	Internship	Capstone	(18 weeks) ~8 hour class day/week PLUS 5hrs/week clinical. ** Hours shown do not reflect the amount of time spent in preparation or the completion of homework assignments.
NRPM 108	Basic ECG Interpretation and Cardiac Resuscitation	8	15				
NRPM 109	Advanced ECG Interpretation & Cardiopulmonary Emergency Care	24					
NRPM 110	Medical Emergency Pre-Hospital Care	10					
NRPM 111	Maternal and Child Emergency Care	15					
NRPM 111L	Maternal and Child Emergency Care Lab		15				
NRPM 112	Special Consideration in Pre-Hospital Care	6	2				
NRPM 113	Simulation Lab 1			55			
NRPM 114	Clinical Practicum 1				88		
	Total Hours	63	32	55	88		238

Semester 3							
Course #	Course Title	Didactic Hours	Lab Hours	Sim. Lab	Internship	Capstone	(16 weeks) 9 hour class day/week PLUS 12hrs/week clinical. ** Hours shown do not reflect the amount of time spent in preparation or the completion of homework assignments.
NRPM 200	Simulation Lab 2			30			
NRPM 201	Clinical Practicum 2				189		
NRPM 107	Rescue and Operations	10	30				
NRPM 202	Special Topics in Pre-Hospital Care	40	40				
	Total Hours	50	70	30	189		339

Semester 4							
Course #	Course Title	Didactic Hours	Lab Hours	Sim. Lab	Internship	Capstone	(18 weeks) 8 hour class day/week PLUS 8hrs/week clinical. ** Hours shown do not reflect the amount of time spent in preparation or the completion of homework assignments.
NRPM 203	Seminar in Emergency Medicine	60	90				
NRPM 204	Capstone: Paramedic Field Practicum					>150	
	Total Hours	60	90			>150	

Didactic = 248, Lab = 267, Sim. Lab = 85, Internship = 277, Capstone = >150 (Total Class = 600 hrs, Total Clinical = >427)

COURSE DESCRIPTIONS

NRPM 101 Introduction to Emergency Medical Care

- In addition to showing proficiency in basic life support skills, students will integrate comprehensive knowledge of EMS systems, the safety/well-being of the paramedic, and medical/legal and ethical issues which is intended to improve the health of EMS personnel, patients, and the community.

Didactic = 5, Laboratory = 15, Internship = 0

NRPM 102 Medical Math and Pharmacological Principles

- This course provides the learner with an introduction to medication dose calculations, and pharmacological principles including pharmacokinetics and pharmacodynamics, mechanisms of action, disease pathology, and review common medications that affect various body systems.
Co-Requisite: NRPM 102L

Didactic = 10, Laboratory = 0, Internship = 0

NRPM 102L Pharmacological Techniques

- This laboratory course provides participants with comprehensive knowledge in medication administration techniques based on appropriate routes and the application of skills in drug calculations to deliver accurate doses of medicine. *Co-requisite: NRPM 102*

Didactic = 0, Laboratory = 15, Internship = 0

NRPM 103 Introduction to Clinical Medicine and Assessment

- Paramedic students will apply skills in therapeutic communication to integrate scene and patient assessment findings with knowledge of lifespan development, epidemiology, and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan. Finally, participants will acquire the skills to correctly place monitoring devices such as 12 lead ECG's and obtain information from basic blood chemistry.

Didactic = 4, Laboratory = 15, Internship = 0

NRPM 104 Anatomy and Physiology for Emergency Medical Care

- Students will integrate complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems to better identify the signs and symptoms associated with pathophysiology. *Co-Requisite: NRPM 104L*

Didactic = 45, Laboratory = 0, Internship = 0

NRPM 104L Anatomy and Physiology for Emergency Medical Care

- This laboratory course investigates the structure and function of the human body. Topics covered will include the basic organization of the body and major body systems along with the impact of diseases on certain systems. *Co-Requisite: NRPM 104*

Didactic = 0, Laboratory = 15, Internship = 0

NRPM 106 Airway and Injury Management in the Field

- The learner will integrate complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages. Additionally, the student will integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment disposition plan for an acutely injured patient. *Co-Requisite: NRPM 102, NRPM 102L, NRPM 104, NRPM 104L, NRPM 106L*

Didactic = 11, Laboratory = 0, Internship = 0

NRPM 106L Airway and Injury Management in the Field Lab

- In this laboratory course, the paramedic student will apply the principles of patient assessment and the psychomotor skills associated with assuring a patent airway, providing adequate mechanical ventilation, and respiration for patients of all ages and include the use of appropriate pharmacological interventions as necessary. Additionally, students will be expected to implement a comprehensive treatment disposition plan for an acutely injured patient. *Co-Requisite: NRPM 102, NRPM 102L, NRPM 104, NRPM 104L, NRPM 106*

Didactic = 0, Laboratory = 15, Internship = 0

NRPM 108 Basic ECG Interpretation and Cardiac Resuscitation

- This course reviews the basics of cardiac electrophysiology, waves and measurements, and the interpretation of ECG's from continuous waveform monitoring. Based on this information, students will apply their knowledge to implement a treatment plan for patients experiencing cardiac dysrhythmias which require advanced emergency care based on the American Heart Association and Emergency Cardiovascular Care Guidelines. *Pre-Requisites: NRPM 102, NRPM 102L.*

Didactic = 8, Laboratory = 15, Internship = 0

NRPM 109 Advanced ECG Interpretation and Cardiopulmonary Emergency Care

- Students will integrate assessment, including but not limited to 12 Lead ECG, findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a respiratory or cardiovascular complaint. *Pre-Requisites: NRPM 103, NRPM 104, NRPM 104L.*

Didactic = 24, Laboratory = 0, Internship = 0

NRPM 110 Medical Emergency Pre-Hospital Care

- This course will ask participants to integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint. *Co-Requisites: NRPM 108, Pre-Requisites: NRPM 103*

Didactic = 10, Laboratory = 0, Internship = 0

NRPM 111 Maternal and Child Emergency Care

- This course integrates assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for gynecological, obstetrical, neonatal, and pediatric emergencies. *Pre-Requisites: NRPM 103*

Didactic = 15, Laboratory = 0, Internship = 0

NRPM 111L Maternal and Child Emergency Care Lab

- This laboratory course provides participants with practical application of the skills associated in a treatment/disposition plan for gynecological, obstetrical, neonatal, and pediatric emergencies. *Co-Requisite: NRPM 111, NRPM 113*

Didactic = 0, Laboratory = 15, Internship = 0

NRPM 112 Special Consideration in Pre-Hospital Care

- This course discusses the healthcare implications of abuse, neglect, poverty, bariatrics, technology dependent, and the terminally ill. It also focuses on the aspects of age-related assessment and treatment modifications for the geriatric patient. Additionally, this lesson reviews the assessment findings and psychosocial needs to formulate a field impression and comprehensive treatment plan for patients with special healthcare challenges. *Pre-Requisite: NRPM 103*

Didactic = 6, Laboratory = 2, Internship = 0

NRPM 113 Simulation Lab 1

- This laboratory course develops the application of pre-hospital patient assessment, clinical decision making, and management skills using pre-established, simulated patient encounters. *Co-Requisites: NRPM 109, NRPM 110, NRPM 111, NRPM 112*

Didactic = 0, Laboratory = 55, Internship = 0

NRPM 114 Clinical Practicum 1

- This clinical internship course is intended to develop hands-on skills in the hospital & field Internship setting on live patients. The student, as a team member in the field internship setting, must conduct, with assistance, the competent assessment and management of prehospital patients. In addition to demonstrating the ability to assess patients of all age groups, the student must be able to safely gain venous access, administer medications, and acquire both continuous monitoring ECG waveforms and 12 Lead ECG's. *Pre-Requisites: NRPM 101, NRPM 102L, NRPM 103, NRPM 106L.*

Didactic = 0, Laboratory = 0, Internship = 88

NRPM 200 Simulation Lab 2

- This summative simulation laboratory course is meant to validate entry-level competency in the assessment of simulated patient encounters in order to formulate a field impression and implement an appropriate treatment plan for patients of varying age groups, pathologies, and complaints. *Pre-Requisites: NRPM 113*

Didactic = 0, Laboratory = 30, Internship = 0

NRPM 201 Clinical Practicum 2

- This clinical internship course is intended to develop the paramedic student's assessment and management skills on live patients of all age groups with varying pathologies and complaints in the hospital setting. *Pre-Requisites: NRPM 109, NRPM 110, NRPM 111, NRPM 112, NRPM 114.*

Didactic = 0, Laboratory = 0, Internship = 189

NRPM 107 Rescue and Operations

- This course develops the learner's knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety. Topics include: Ambulance Operations, ICS, MCI, Extrication Techniques, Rescue Awareness, HazMat, and WMD.

Didactic = 10, Laboratory = 30, Internship = 0

NRPM 202 Special Topics in Pre-Hospital Care

- This course is intended to ensure student compliance with subject matter authorities in the following certification sub-specialties: Advanced Cardiac Life Support, Pre-Hospital Trauma Life Support, Geriatric Education for EMS, Pediatric Advanced Life Support, and Pediatric Education

for Pre-Hospital Providers. Certificates for each sub-specialty will be awarded to the student upon successful completion of those requirements. *Co-Requisites: NRPM 200*

Didactic = 40, Laboratory = 40, Internship = 0

NRPM 203 Seminar in Emergency Medicine

- This seminar course provides participants with a final chance to refine any skills associated with the National Registry Psychomotor Examination process; as well as, written examination preparation. *Pre-Requisite: NRPM 202*

Didactic = 60, Laboratory = 90, Internship = 0

NRPM 204 Capstone: Paramedic Field Practicum

- This is a capstone clinical experience intended to develop leadership ability and refine advanced life support assessment and treatment skills in the field setting. *Pre-Requisite: NRPM 201, NRPM 202*

Didactic = 0, Laboratory = 0, Internship = ~150

CLINICAL INTERNSHIP:

In addition to classroom sessions, all students MUST complete a total of **427 hours of clinical internship** broken down into the following courses:

SEMESTER TWO – NRPM 114 – CLINICAL SCHEDULE

Location/Unit:	<u>Minimum</u> Hours Required:
Cardiopulmonary or Respiratory	4
ER	36
Field Internship	48
TOTAL HOURS:	88

SEMESTER THREE - NRPM 201 – CLINICAL SCHEDULE

Location/Unit:	<u>Minimum</u> Hours Required:
ER	128
Pediatrics	25
L&D	12
Behavioral Science	8
CCU/ICU	12
Operating Room	4
TOTAL HOURS:	189

SEMESTER FOUR – NRPM 204: Capstone: Paramedic Field Practicum

NRPM 204 – CAPSTONE SCHEDULE

Location/Unit:	Minimum Hours Required:
Field Internship	150
TOTAL HOURS:	150

Failure to complete the above listed clinical requirements AND/OR failure to submit ALL mandatory supporting documentation to verify competency minimums have been met prior to the completion of the course will result in an incomplete grade. Any student assigned an “incomplete” is ineligible for testing and would result in failure of the course.

Clinical Objectives:

The main objective of clinical rotations is to allow the student to observe and apply learned knowledge and skills they have obtain during classroom and lab activities. The student will have a set number of clinical hours as well as specific goals that they must meet during their clinical rotations. A review of the Clinical Objectives, required documentation, and completion competencies will be discussed with the students by the designated Clinical Coordinator or Faculty member prior to the start of clinical rotations.

During clinical rotation’s the student is operating under the medical license and guidance of this program’s medical director and no other physician is responsible for the students’ activity during their internship. You have one week from the date of the clinical rotation to submit your paperwork for that date. If documentation is not received in that time frame, you will receive negative deductions on your affective evaluation report.

Pre-clinical Requirements:

Before any student is permitted to attend internship, he/she must:

1. Submit all required immunity records
 - a. MMR
 - b. TDAP
 - c. Hep B
 - d. TB Skin Testing (PPD)
 - e. Seasonal flu shot (*if attending clinical between 10/1 and 4/30*)
2. Must have completed and passed a criminal background check.
3. Submit the signed “Student Clinical Responsibilities” Document to the Instructional Faculty.
4. Submit requests detailing the following criteria to the designated faculty **with a minimum of 2 weeks advanced notice:**
 - a. Date of Internship Rotation
 - b. Location of Internship (hospital unit/EMS agency)
 - c. Time of Internship Rotation

Preceptor Role During Clinical Rotations:

1. Preceptors need to evaluate, assist, and monitor student's activity while they are performing clinical rotations within the department and/or field rotation.
2. Preceptors need to evaluate what type of skills have been previously performed and signed off as completed and verified by the instructor of the program, with each and every clinical rotation.

Note:* The skills proficiency that each student can perform will increase as the instructional education progresses.

3. Preceptors need to evaluate the student's patient assessment parameters.
4. The preceptor should monitor and assist the student's performance of these assessment skills.
5. The preceptor should complete clinical evaluation forms on the student's performance during rotation through that clinical site. The student is responsible for providing this form to the appropriate representative. Return form to the student for delivery to the Program Faculty and/or Clinical Coordinator.
6. The Preceptor will use the **"Clinical Internship Evaluation Sheet"** for the student's evaluation. It should be noted that the preceptor has the right, at any time during clinical rotation, to immediately remove any student who has demonstrated:
 - Any rude/demanding manner to patients or staff
 - Showed careless or reckless disregard for safety
 - Showed a disinterest in clinical activities

This problem must be noted on the evaluation sheet. The sheet should be seal in an envelope and leave a message at 304-716-0129 ext. 602 for the Education Director to pick up this evaluation.

7. The preceptor, who can review pathophysiology of the disease process, would be an asset to the student's education.
8. The preceptor should try to assist the student in the common understanding of patient's medical condition.

NOTE:* Some of the medical emergency conditions will **not** be reviewed until later in the curriculum and any additional help with informing the students of medical/trauma conditions will improve the student's understanding

Student's Role during Clinical Rotations:

Students may perform any of the below listed skills. ***The clinical sites and preceptors have the final right to state what skills will be allowed in their facility.*** The Student is only allowed to perform the skills with the Instructor's signature in the appropriate box designated for that skill. Additionally, all patient encounters and/or skills performed by the student must be under the direct supervision of the designated preceptor. **At no time may a student be substituted for staff.**

NAME OF SKILL	DATE COMPETENCY MET:	INSTRUCTOR VERIFICATION:
EMT LEVEL SKILLS		
Insert NPA/OPA		
Oral Suction		
BVM – Adult, Child, Infant		
Tourniquet		
Supine/Seated Spinal Immobilization		
Splint long bone		
Splint joint		
Stabilize an impaled object		
Dress/bandage soft tissue injury		
Apply occlusive dressing		
Uncomplicated delivery		
Vital signs		
CPR – adult, child, infant		
Traction splint		
CPAP		
Glucometer		
1st SEMESTER PARAMEDIC SKILLS		
IM & SQ Injections		
IV Therapy		
IV Bolus Med Admin		
IV Infusion Medication		
IO Access		
Intranasal Med Admin		
Inhaled Medication Admin		
Obtain a Pt. History		
Comprehensive Patient Assessment (Adult & Pediatric)		
12 Lead ECG Placement		
Oral ET		
ET suctioning		
FBAO removal with McGill's		
Cricothyrotomy		
Supraglottic airway		
Needle Decompression		
Trauma ET		
Nasotracheal ET		
Patient Assessment - Trauma		
2ND SEMESTER PARAMEDIC SKILLS		
Synchronized Cardioversion		
Defibrillation		
Transcutaneous Pacing		
12 Lead ECG Place with Interp.		
ET – Peds		
Normal & Abnormal Delivery with Newborn Care		

CLINICAL COMPETENCY OBJECTIVES/REQUIREMENTS:

Per CoAEMSP and the NREMT, the following must be successfully accomplished within the context of the learning environment. Clinical experiences will occur after the student has demonstrated competence in skills and knowledge in the didactic and laboratory components of the course.

For a student to meet the criteria of successful completion for the internship component of the program, he/she MUST provide the following:

1. Complete all 427 hours designated above:
2. Provide the following documentation for EACH Internship Rotation:

Hospital Unit:	EMS (Field) Internship:
<ul style="list-style-type: none">• "Clinical" Internship Evaluation Worksheet	<ul style="list-style-type: none">• "Field" Internship Evaluation Worksheet
<ul style="list-style-type: none">• 3 (4 Lead) ECG tracings• 1 (12 Lead) ECG tracing	<ul style="list-style-type: none">• "PCR" for EVERY Patient Encounter performed
<ul style="list-style-type: none">• Student Evaluation of Clinical Preceptor	<ul style="list-style-type: none">• 3 (4 Lead) ECG tracings• 1 (12 Lead) ECG tracing
	<ul style="list-style-type: none">• Student Evaluation of Clinical Preceptor

3. You MUST complete the online clinical tracking requirements (Platinum Planner)
4. You MUST take responsibility for whatever skill you perform, both in platinum planner and on paper.

Incomplete or inaccurate paperwork will be returned to you for revision, and credit for that rotation will not be given until the paperwork is properly completed and turned back in. Additionally, you will receive a negative evaluation mark for material not completed correctly.

NRPM 114: Clinical Practicum 1

Competency Requirements:	Minimum <u>SUCCESSFUL</u> <u>ATTEMPTS</u> Required by Program
IV access	25
IV Bolus Medication	10
IM Med Admin	2
IV Infusion Medication	2
Patient Assessment: Pediatric	10
Patient Assessment: Adult	20
Patient Assessment: Geriatric	6
Trauma Assessment	9
Medical Assessment (other)	6
Field Internship: Team Member	30

NRPM 201: Clinical Practicum 2

Minimum SUCCESSFUL ATTEMPTS TO BE COMPLETED IN CLINICAL (NRPM 201 & 204 Capstone)		
Age/Skill/Condition:	Formative Exposure (DS) “Developing Skill Competence” <i>(conducts patient assessment, performs motor skills if appropriate and available, and assists with development of a management plan in patient exposures with some assistance for evaluation)</i>	Summative Exposure (SC) “Skill Competent” <i>(conducts patient assessment AND develops a management plan for evaluation on each patient with minimal to no assistance)</i>
ASSESSMENT PER AGE GROUP		
*Neonate (0-1 mo.)	-	*2
Infant (1mo.-1 yr)	1	3
Toddler (1yr-2yr)	1	3
Preschool (3-5 yrs)	1	3
School-aged (6-12 yrs)	1	3
Adolescent (13-18yrs)	1	1
Adult (19-65 yrs)	10	30
Geriatric (65- older)	3	9
ASSESSMENT PER PATHOLOGY/COMPLAINT		
Trauma	9	9
Behavioral/Psychiatric	12	6
Cardiac pathologies (ACS, cardiac related chest pain)	12	6
Cardiac Dysrhythmias	10	6
Medical: Neurologic complaint (ie: TIA, CVA, Syncope, AMS)	8	4
Medical: Other conditions (NOT cardiac, respiratory, or Neurological complaints)	6	6
Respiratory (distress, failure, arrest, asthma, lower respiratory infection)	8	4
MOTOR SKILLS		
*Oral Endotracheal Intubation	10	

NRPM 204: Capstone- Field Paramedic Practicum

CAN ONLY BE COMPLETED IN CAPSTONE (NRPM 204)	
FIELD INTERNSHIP:	
Team Leader	20

DEFINITION OF A **“SUCCESSFUL TEAM LEAD”**:

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/performed that endangered the physical or psychological safety of the patient, bystanders, other responders or crew. (*Preceptor should not agree to a “successful” rating unless it is truly deserved. As a general rule, more unsuccessful attempts indicate a willingness to try and are better than no attempt at all.*) To be counted as a Team Lead the paramedic student must conduct a comprehensive assessment, establish a field impression, determine patient acuity, formulate a treatment plan, direct the treatment, and direct and participate in the transport of the patient to a medical facility, transfer of care to a higher level of medical authority, or termination of care in the field. For the NRPM 204 Capstone: Paramedic Field Practicum to meet the breadth of the paramedic profession, team leads must include transport to a medical facility and may occasionally include calls involving transfer of care to an equal level or higher level of medical authority, termination of care in the field, or patient refusal of care.

SPECIAL NOTATIONS:

“Patient refusals and/or termination of care in the field”: The paramedic student **MUST** complete and document an **assessment of ALL body systems** to count the patient encounter as a “Successful Team Lead”.

18 of the 20 calls MUST be ALS transports to an emergency room or an ALS Interfacility transfer to higher level of care.

No more than 2 of the 20 calls can come from: **“BLS transports, termination in the field, OR patient refusals.”**

Capstone field internship team leads cannot be accomplished with simulation

*Skill Competency to be performed and evaluated during a simulated patient encounter, clinical, or capstone	Minimum Required by Program
IV Access	25
IV Bolus medication	10
IM Injection	2
*IV infusion medication	2
*Endotracheal Suctioning	2
*PPV with a BVM	10
*IO Access	2
*FBAO removal using Magill Forceps	2
*Cricothyrotomy	2
*Supraglottic Airway	10
*Needle decompression of the chest	2
*Synchronized Cardioversion	2
*Defibrillation	2
*Transcutaneous Pacing	2
*Chest Compression	2
*Cardiac Arrest	1
*OB Delivery (normal newborn care)	1
*OB Delivery (complicated) [<i>ie: breech, prolapsed cord, dystocia, multiple births, meconium staining, premature, abnormal presentation, post- partum hemorrhage</i>]	1
*Distressed neonate (0-1mo.)	2

CRITICAL CARE TRANSPORT (CCT)		
Clock Hours: 153	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 15:1
Traditional	14 weeks	Laboratory: 8:1
Course Description:		
Is to provide experienced Paramedics and Registered Nurses with the knowledge and skills necessary to deliver outstanding advanced care for the critical patient during transfers between hospitals, specialty referral centers, and extended care facilities.		
Pre-Requisites:		
Must have 3 years experience as a Paramedic or Registered Nurse Must have certifications in the following: <ul style="list-style-type: none"> • ACLS • PHTLS/ITLS/TNCC • PEPP/PALS 		
Credential Awarded Upon Graduation:		
Certificate of Completion		

PROGRAM OUTCOMES:

Upon successful completion of the CCT Education Program, the student will be able to:

1. Sit for the West Virginia OEMS CCT Certification Exam.
2. Utilize effective therapeutic communication and advanced assessment skills consistent with the role of the professional CCT to maintain and/or improve patient care in the interfacility setting under the guidance of physician provided orders.
3. Understand and appreciate the legal-ethical issues that influence critical decision-making in the interfacility transport environment.
4. Apply critical thinking and problem-solving skills to formulate and implement advanced emergency care based on assessment findings for a critically ill patient.
5. Identify and implement strategies to reduce morbidity and mortality during interfacility transports.

REQUIREMENTS FOR GRADUATION:

1. Maintain an overall GPA of 76% or higher.
2. Successfully pass all psychomotor (skill) testing.
3. Maintain current certification in:
 - a. Paramedic or Registered Nurse
 - b. ACLS
 - c. PHTLS/ITLS/TNCC
 - d. PALS/PEPP

4. Complete a minimum of 24 hours of field internship AND provide the required documentation for each internship.
5. Meet all financial obligations to Princeton Rescue Squad.
6. Miss no more than 8 hours of class.
7. Student Financial account must reflect a zero (\$0.00) balance with no outstanding or unpaid charges.

Grade Scale	
90% - 100%	A
83%-89%	B
76%-82%	C
69%-75%	D
Below 68%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the CCT Education Program:

1. Must have 3 years of experience as a Paramedic or Registered Nurse.
2. Must provide copies of certifications in the following:
 - a. ACLS
 - b. PHTLS/ITLS/TNCC
 - c. PEPP/PALS
3. Submit an application along with the non-refundable fee of \$50.00 and copies of certificates to Princeton Rescue Squad's Education Department.
4. Need to have the physical ability to lift-up to 50lbs. for the lifting and movement of patients.
5. Submit documented immunity to the following prior to initiating clinical rotations:
 - a. Rubella
 - b. Rubeola
 - c. Mumps
 - d. Varicella
 - e. TB skin testing (PPD)
 - i. If positive, document evaluation and/or treatment by a healthcare provider.
 - f. Seasonal flu shot (if attending clinical between 10/1 and 4/30)
6. Must have completed and passed a criminal background check as directed by the WVOEMS prior to clinical rotations. (Student out of pocket cost)

NOTE: The cost of immunizations, titers, and/or boosters may vary based on many factors including, but not limited to, insurance and physician fees. **All costs of student compliance with the immunization requirements will be the responsibility of the student.**

IMPACT ON ABILITY TO BENEFIT:

Per the WV Office of EMS Policy #: 6.1-020113 (WV Code 16-4C-6, 16-4C-8, 64 CSR 48-6)

A background investigation will be conducted to ensure the applicant does not have a history of crimes against property, person or public trust, and other charges that could pose a public threat. It is the responsibility of the applicant to apply for the criminal background check according to the policy. It is the responsibility of the applicant to make contact with WV OEMS Investigations department if an individual feels they may have cause for concern and provide all necessary documentation for their review. The background check will consist of:

- Digital FD-258 FBI fingerprint
- U.S. Health and Human Services – Office of the Inspector General’s Exclusion List
- Sex offender registries.
- Child support payment status
- National Healthcare Integrity and Protection Data Bank

Academic and Technical Standards

The Initial (Vocational) EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad’s Educational Institute from denying benefits to an “otherwise qualified” handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions “academic and technical standards.” The Princeton Rescue Squad’s Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial (vocational) EMS Education Program candidates and students to meet minimum academic and technical standards.

The holder of a CCT certification must have the foundational knowledge and skills identified in the U.S. D.O.T. NHTSA Functional Job Analysis Code 079.374.010, SOC Code 3690, GOE 10.03.02 [https://one.nhtsa.gov/people/injury/ems/EMT-P/disk_1%5B1%5D/Intro-C.pdf] (and as redefined in the evolution of practice by the NHTSA) to function as an acute interfacility care provider with the requisite decision making skills of high complexity to assess, manipulate, and support vital organ system failure and/or to prevent further life threatening deterioration of the patient’s condition during transport.

A patient requiring critical care transport is defined as one that has a critical illness or injury that acutely impairs one or more vital organ systems such that there is a high probability of imminent or life-threatening deterioration in the patient’s condition during transport. Examples of vital organ system failure that may contribute to morbidity or mortality include but are not limited to: central nervous system failure, circulatory failure, shock, renal, hepatic, metabolic, and/or respiratory failure.

Candidates for the CCT program must be able to consistently quickly and accurately learn, integrate, analyze, and synthesize data leading to treatment and transport decisions affecting patient care. A candidate should have the abilities, attributes and skills in five major areas: observation, communication, motor, intellectual, and behavioral/social. Technological competencies and reasonable accommodations can be made for some handicaps in certain areas, but a candidate must be able to perform in a reasonably independent manner.

1. **Observation:** Candidates and students must have sufficient vision to be able to observe and demonstrate classroom, laboratory, clinical and field exercises. They must be able to observe a patient accurately at close range. They must be able to observe clinical and field settings utilizing hearing, vision, smells, and touch. Examples of this standard may include but are not limited to: reading small medication labels, gauges and print on equipment; assessing patients and including color changes, skin temperature and odors; observing details in the patients' environment including odors, colors, and sounds; listening to heart tones, lung sounds, blood pressures using a stethoscope in a noisy environment.
2. **Communication:** Candidates and students should be able to speak, hear, and observe patients and peers in order to elicit information, examine patients, describe changes in moods and posture, as well as perceive and interpret nonverbal communications. They must be able to communicate effectively and sensitively with patients and peers. Communications include not only speech, but also reading and writing in English. They must be able to communicate effectively and efficiently in both oral and written form with all members of the health care team.
3. **Motor:** Candidates and students must demonstrate the sufficient motor functions needed to execute the movements reasonably required of a CCT provider to perform a patient physical examination as well as to provide general care or emergency treatment to patients. Examples of patient care are not limited to, cardiopulmonary resuscitation, application pressure to stop bleeding, lifting up to 50 pounds, inserting an advanced airway, frequent bending, stooping, standing, kneeling and reaching, and occasional crawl or lying.
4. **Intellectual:** Candidates and students should possess conceptual, integrative, and quantitative abilities. These abilities include measurement, calculation, reasoning, analysis and synthesis, problem solving, the critical skill demanded of CCT providers requires all of these intellectual abilities. Candidates and students must be able to give and receive verbal and written instructions and directions reliably. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationship of structures.
5. **Behavioral and Social Attributes:** Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities, attention to the diagnosis and care of the patients, and the development of mature, sensitive and effective relationships with patients. Candidates and students must demonstrate maturity of judgement, good moral character, motivation, and dependability. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical and field problems of many patients.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant privileges to practice as a Critical Care Transport Provider. To become a certified provider with privileges to practice in West Virginia you must complete the following:

- Pass Written and Psychomotor testing through the WV OEMS.
- Apply to the West Virginia Office of EMS for certification/licensure as a CCT provider.
- Complete all OEMS specified documentation regarding Initial Certification-Education Record, which may require additional in-services and training.
 - You are strongly encouraged to speak with the Faculty or Education Director for the most recent WVOEMS requirements for certification.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Onsite Psychomotor Examinations
- Coordination with the WVOEMS to offer onsite initial written examination
- Assistance with WVOEMS application processing

CCT Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$800.00

- The \$800.00 dollars covers the cost of the following:
 - Student tuition \$370.00
 - Application Fee \$50.00 (Non-Refundable Fee)
 - Textbook \$225.00
 - Clinical Shirts \$20.00
 - CCT Skill Examination \$135.00

Paid Directly to the Providing Agency By the Student: (*Out of Pocket Expense*)

- **State Application Processing Fee: (Avg. Cost)**
 - Application Processing - \$10.00 (upgrade for current certified OEMS Providers)
 - Application Processing - \$120.00 (new OEMS providers)
- **CCTT Written Certification Exam:**
 - West Virginia Office of Emergency Medical Services – n/a

Accepted Methods of Payment

- Cash, Check, Money Order, or Credit Card

MODULE DESCRIPTIONS:

MODULE 1 - INTRODUCTION TO CRITICAL CARE TRANSPORT:

In this module the student will learn to identify, relate and apply the roles and responsibilities involved in being a member of the critical care transport team based on the guidelines developed through the West Virginia Office of Emergency Medical Services. He/she will be able to describe critical care transport and identify the proper sequence of events that must transpire to initiate and complete a critical care transport interfacility transfer. The learner will understand the legal implications of transporting the critical care patient and be able to use appropriate communication skills before, during, and after the transfer and complete the necessary documentation involved to validate continuity of patient care. Students will gain knowledge of commonly used lab values in the treatment and care continuum for critical patients. The learner will be able to interpret data collected at the sending facility, recognize signs and symptoms associated with abnormal values, and validate treatment options to improve patient outcomes.

Didactic = 6, Laboratory = 0, Internship = 0

MODULE 2 – PHARMACOLOGY & PATIENT ASSESSMENT:

The student will be able to integrate pathophysiological principles of pharmacology and the assessment findings to formulate an impression and implement and/or continue a pharmacological management plan for the critical patient. This module also ensures proficiency in medication calculations and the safe delivery of medication through delivery systems including infusion pumps.

Didactic = 4, Laboratory = 2, Internship = 0

MODULE 3 – CARDIAC MANAGEMENT:

Students will be able to appropriately manage the cardiovascular patient through physical assessment, interpretation, and utilization of adjunct modalities, including but not limited to: 12 lead ECG monitoring, invasive electrical therapy, and pharmacological therapies.

Didactic = 8, Laboratory = 2, Internship = 0

MODULE 4 – RESPIRATORY MANAGEMENT:

This module will develop the learner's understanding and proficiency in using a variety of airway management techniques and equipment. Additionally, students will be able to perform a thorough

assessment to formulate an impression and implement and/or continue a treatment plan for the critical patient suffering from respiratory compromise.

Didactic = 8, Laboratory = 2, Internship = 0

MODULE 5 – SHOCK MANAGEMENT:

Integrate comprehensive knowledge of causes and pathophysiology into the management of shock with focus on treatment, pharmacologic resources, and the hemodynamic monitoring used for the patient with circulatory compromise.

Didactic = 4, Laboratory = 2, Internship = 0

MODULE 6 – TRAUMA & BURN MANAGEMENT:

The student will integrate assessment findings to formulate a field impression and implement or continue a comprehensive treatment plan for critical patients suffering from trauma or burn injuries.

Didactic = 4, Laboratory = 0, Internship = 0

MODULE 7 – MEDICAL EMERGENCY MANAGEMENT 1:

The student will integrate assessment findings to formulate a field impression and implement or continue a comprehensive treatment plan for patients with neurological, endocrinological, toxicological, or environmental complaints.

Didactic = 7, Laboratory = 0, Internship = 0

MODULE 8 – MEDICAL EMERGENCY MANAGEMENT 2:

This module will teach the student to integrate assessment findings to formulate a field impression and implement or continue a comprehensive treatment plan for a critical patient suffering from genitourinary, gastrointestinal, or renal complications. The participant will understand the basic concepts and skills required to correlate pathological and clinical data with radiographic findings of films.

Didactic = 4, Laboratory = 1.5, Internship = 0

MODULE 9 – SPECIAL PATIENT POPULATIONS:

Participants will integrate pathophysiological principles and assessment findings to manage, treat, and transport special populations such as: normal and complicated pregnancies, neonatal emergencies, pediatric, and bariatric patients experiencing multi-system trauma, end-stage disease presentation, acute presentations of chronic conditions and single or multi-disease etiologies.

Didactic = 4, Laboratory = 0, Internship = 0

MODULE 10 – SPECIAL TOPICS:

In this module, the student will be able to interpret hemodynamic parameters, including but not limited to balloon pump support, and recognize the treatment of life-threatening conditions.

Didactic = 4.5, Laboratory = 2, Internship = 0

MODULE 11 – INFECTIOUS DISEASE:

The learner will be able to understand the ways in which the body responds to disease, and the methods used to reduce the spread of disease to help critical care professionals keep themselves, the patients, and community safe.

Didactic = 6, Laboratory = 2, Internship = 0

MODULE 12 – CLINICAL CASE INTEGRATION:

The learner will be able to demonstrate appropriate management of simulated critical patient(s) using comprehensive assessment techniques, effective communication, exhibit exemplary professional behavior, and perform advanced interventions as part of a treatment plan to mitigate improved patient care outcomes during an interfacility transfer.

Didactic = 0, Laboratory = 24, Internship = 0

CLINICAL INTERNSHIP:

In addition to classroom sessions, all students MUST complete **24 hours of clinical internship** in the following categories:

Unit:	Required Hours:
CCT Field Internship	24

Failure to complete the above listed clinical requirements AND/OR failure to submit ALL mandatory supporting documentation prior to the completion of the course will result in an incomplete grade. Any student assigned an “incomplete” is ineligible for testing and would result in failure of the course.

Clinical Objectives:

The main objective of clinical rotations is to allow the student to observe and apply learned knowledge and skills they have obtain during classroom and lab activities. The student will have a set number of clinical hours as well as specific goals that they must meet during their clinical rotations. A review of the Clinical Objectives, required documentation, and completion competencies will be discussed with the students by the designated Clinical Coordinator or Faculty member prior to the start of clinical rotations.

During clinical rotation’s the student is operating under the medical license and guidance of this program’s medical director and no other physician is responsible for the students’ activity during their internship. You have one week from the date of the clinical rotation to submit your paperwork for that date. If documentation is not received in that time frame, you will receive negative deductions on your affective evaluation report.

Pre-clinical Requirements:

Before any student is permitted to attend internship, he/she must:

1. Submit all required immunity records
 - a. MMR

- b. TDAP
 - c. Hep B
 - d. TB Skin Testing (PPD)
 - e. Seasonal flu shot (*if attending clinical between 10/1 and 4/30*)
- 2. Must have completed and passed a criminal background check as directed by the WVOEMS.
- 3. Submit the signed “Student Clinical Responsibilities” Document to the Instructional Faculty.
- 4. Submit requests detailing the following criteria to the designated faculty **with a minimum of 2 weeks advanced notice:**
 - a. Date of Internship Rotation
 - b. Location of Internship (hospital unit/EMS agency)
 - c. Time of Internship Rotation

Preceptor Role During Clinical Rotations:

- 1. Preceptors need to evaluate, assist, and monitor student’s activity while they are performing clinical rotations within the department and/or field rotation.
- 2. Preceptors need to evaluate what type of skills have been previously performed and signed off as completed and verified by the instructor of the program, with each and every clinical rotation.

Note:* The skills proficiency that each student can perform will increase as the instructional education progresses.

- 3. Preceptors need to evaluate the student’s patient assessment parameters.
- 4. The preceptor should monitor and assist the student’s performance of these assessment skills.
- 5. The preceptor should complete clinical evaluation forms on the student’s performance during rotation through that clinical site. The student is responsible for providing this form to the appropriate representative. Return form to the student for delivery to the Program Faculty and/or Clinical Coordinator.
- 6. The Preceptor will use the “**Clinical Internship Evaluation Sheet**” for the student’s evaluation. It should be noted that the preceptor has the right, at any time during clinical rotation, to immediately remove any student who has demonstrated:
 - Any rude/demanding manner to patients or staff
 - Showed careless or reckless disregard for safety
 - Showed a disinterest in clinical activities

This problem must be noted on the evaluation sheet. The sheet should be seal in an envelope and leave a message at 304-425-3914 ext. 5 for the Education Director to pick up this evaluation.

- 7. The preceptor, who can review pathophysiology of the disease process, would be an asset to the student’s education.

8. The preceptor should try to assist the student in the common understanding of patient's medical condition.

NOTE:* Some of the medical emergency conditions will **not** be reviewed until later in the curriculum and any additional help with informing the students of medical/trauma conditions will improve the student's understanding

Student's Role during Clinical Rotations:

Students may perform any BLS or ALS procedures within the scope of the WVOEMS protocol. Additionally, the student is qualified to perform any of the following procedures while under the direct supervision of the Clinical Preceptor or his Designated Representative. **The student is only allowed to perform the skills with the Instructor's signature in the appropriate box designated for that skill. The clinical sites and preceptors have the final right to state what skills will be allowed in their facility. At no time may a student be substituted for staff.**

NAME OF SKILL	DATE COMPETENCY MET:	INSTRUCTOR VERIFICATION:
Medication Administration		
Drug Calculations		
Endotracheal Tube Insertion		
King/Combi-tube Insertion		
LMA Insertion		
Ventilator Operations		
Rapid Sequence Intubation		
Static Cardiology		
Dynamic Cardiology		
12 Lead ECG Interpretation		
Hemodynamic Monitoring Devices		

CLINICAL COMPETENCY OBJECTIVES/REQUIREMENTS:

Per the WVOEMS, the following must be successfully accomplished within the context of the learning environment. Clinical experiences should occur after the student has demonstrated competence in skills and knowledge in the didactic and laboratory components of the course.

For a student to meet the criteria of successful completion for the internship component of the program, he/she MUST provide the following:

1. Complete all hours designated below:

Unit:	Required Hours:
Field Internship	24

2. Provide the following documentation for EACH Internship Rotation:

EMS (Field) Internship:
<ul style="list-style-type: none"> "Field" Internship Shift Evaluation Worksheet "CCT – PCR" on ALL documented patient assessment encounters Student Evaluation of Clinical Preceptor

Recommended Timeline for Internship Completion:

Clinical Experiences should occur after the student has demonstrated competence in skills and knowledge in the didactic and laboratory components of the course.

Possible learning opportunities for the CCT student during internship rotations include:

1. Observe and obtain patients history and complete physical exam.
2. Review chart thoroughly including labs, radiology reports and physicians progress notes.
3. Review any radiology films available
4. Observe and participate with the maintenance of basic and advanced airway management.
 - a. Suctioning
 - i. Orally
 - ii. Nasally
 - iii. Endotracheally
 - iv. Tracheally
 - b. Oxygen administration by various devices
 - c. Incentive Spirometer
 - d. Chest PT
 - e. Administration of Breathing Treatments
5. Observe and assist with peripheral or central IV placement and maintenance, including Swan Ganz Catheters, and focusing on:
 - a. Sterile techniques
 - b. Cardiac output
 - c. Pulmonary artery wedge pressure
 - d. All swan pressure readings and wave forms
6. Observe and assist with administration of medications as well as calculating drug doses on their own and showing work on the skill sheet. Participants must calculate all IV infusions that the patient would be receiving.
7. Observation and assist with Pulse Ox, ETCO₂, pressure reading on ventilators, Accucheck, etc.
8. Read 12 Lead EKG's of patient and compares finding with preceptor and document finding on clinical skills sheets.
9. Observe IABP mechanics, inflation/deflation waveforms, timing ratio, and troubleshooting.
10. Observe ICP pressure monitoring devices, waveforms, maintenance and releasing of pressure.

AVOCATIONAL PROGRAMS

EMS Provider CE Training Courses

<i>Avocational Education</i>		
EMT Refresher (NCCP: R-24)		
Clock Hours:	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	6 days (can vary based on student enrollment dates through each module)	Laboratory: 8:1
Course Description:		
This course has been developed by the NREMT and adopted by WV Office of EMS to meet the needs of currently certified Emergency Medical Technicians toward certification renewal. The EMT National Continued Competency Program (NCCP) requires a total of <i>40 hours</i> of continuing education to recertify. The model requires continuing education in three components: (1) a national component, (2) a local/state component, and (3) an individual component. This EMT Refresher (NCCP: R-24) meets the first component referred to above as the “national component” and also meets the specified criteria by the WVOEMS to ensure the consistency of program delivery amongst WVOEMS approved training institutes in which modules are taught as units.		
Pre-Requisites:		
Must be a certified NREMT-EMT Basic or WV EMT		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

Upon successful completion of the NCCP: R-24 Education Program, the student will be able to:

1. Actively demonstrate the proper use EMT skills within simulated patient care encounters.
2. Demonstrate continued cognitive competency through documented continuing education.

3. Submit verification of the NREMT NCCP Standards for R-24 to both the NREMT and WVOEMS to validate recertification requirements.

REQUIREMENTS FOR GRADUATION:

1. Completion of each (4) hour module containing both didactic and skill lab.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the EMT Refresher (NCCP: R-24) Education Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Students may choose to take specified modules as opposed to the entire course, in which case the application must designate which module(s) he/she wishes to take along with the payment for these modules.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be

reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

NCCP: R-24 Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$150.00

- The \$150.00 dollars covers the cost of the following:
 - Student tuition \$20.00/Module
 - WVOEMS Credentialing data processing \$5.00/Module
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

MODULE DESCRIPTIONS:

MODULE 1 – AIRWAY AND NEUROLOGICAL MANAGEMENT:

This module covers the ventilatory process and the identification of adequate and inadequate breathing patterns. The module also describes the use of capnography to validate oxygenation and the skills necessary to improve patient outcomes, including but not limited to CPAP. Secondly, this session discusses the signs and symptoms and the patient care interventions for those individuals who sustain traumatic brain injuries, ischemic and hemorrhagic strokes, and seizure activity to improve patient outcomes. Finally, this session re-introduces students to the purpose of research in EMS care and the process involved in conducting research methods.

Didactic = 4, Laboratory = 0, Internship = 0

MODULE 2 – CARDIAC MANAGEMENT & CONSIDERATIONS:

This session reviews the anatomy, physiology, and pathophysiology associated with the cardiovascular system providing learners with practical application cases for cardiac arrest care and ROSC. Students will be expected to understand the function of and patient care issues associated with VAD and the assessment requirements for those with the device. The learner will also review the proper methods to assess and manage a patient with acute and chronic pain. Finally, the student will be expected to identify the common effects of various toxicants and perform the appropriate management for a patient experiencing a possible opioid overdose.

Didactic = 4, Laboratory = 0, Internship = 0

MODULE 3 – MEDICAL EMERGENCIES I/OPS I MANAGEMENT & CONSIDERATIONS:

This module covers a wide variety of topics including the appropriate assessment and management of patients experiencing diabetic, psychiatric, immunologic, and infectious diseases. This session also explains the elements involved in a Culture of safety, and the utilization of proper hygiene and vaccinations. Students will also learn how to recognize circumstances that may indicate abuse for populations at risk including, domestic abuse, human trafficking, and non-accidental trauma.

Didactic = 4, Laboratory = 0, Internship = 0

MODULE 4 – MEDICAL EMERGENCIES II MANAGEMENT & CONSIDERATIONS:

This module reviews the special healthcare needs of the technologically dependent patient, obstetric patients, neonates, and resuscitation for both neonates and pediatric patients.

Didactic = 4, Laboratory = 0, Internship = 0

MODULE 5 – TRAUMA/OPS II MANAGEMENT & CONSIDERATIONS:

This session reviews the triage criteria for the trauma patient in the field triage decision scheme with emphasis on local protocols and the care of severe hemorrhage. Students will review the techniques for proper pediatric patient packaging for transport, ambulance safety, crew resource management, and the resources and benefits of evidence based guidelines toward patient care.

Didactic = 4, Laboratory = 0, Internship = 0

MODULE 6 – SKILL PERFORMANCE:

This IN-SEAT session will allow the learner to provide proof of skill proficiency through case-based simulation in medical and trauma related scenarios. Students will be expected to perform all skills in sequence as expected of a proficient Emergency Medical Technician in the field. Students will be expected to manage a traumatic injury resulting in hemorrhage, a medical patient suffering from at least one of the following emergencies: respiratory or cardiovascular event(s). Also, students will be evaluated on their ability to manage a patient in cardiac arrest using an AED and appropriate airway techniques. This session finished with an analysis of evidence based medicine to improve patient care outcomes in the pre-hospital setting.

Didactic = 0, Laboratory = 4, Internship = 0

<i>Avocational Education</i>		
Paramedic Refresher (NCCP: R-32)		
Clock Hours: 32	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	8 days (can vary based on student enrollment dates through each module)	Laboratory: 8:1
Course Description:		
This course has been developed by the NREMT and adopted by WV Office of EMS to meet the needs of currently certified Paramedics toward certification renewal. The Paramedic National Continued Competency Program (NCCP) requires a total of <i>60 hours</i> of continuing education to recertify. The model requires continuing education in three components: (1) a national component, (2) a local/state component, and (3) an individual component. This Paramedic Refresher (NCCP: R-32) meets the first component referred to above as the “national component” and also meets the specified criteria by the WVOEMS to ensure the consistency of program delivery amongst WVOEMS approved training institutes in which modules are taught as units.		
Pre-Requisites:		
Must be a certified NREMT-Paramedic or WV Paramedic		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

Upon successful completion of the NCCP: R-32 Education Program, the student will be able to:

1. Actively demonstrate the proper use of BLS and ALS level skills within simulated patient care encounters.
2. Demonstrate continued cognitive competency through documented continuing education.
3. Submit verification of the NREMT NCCP Standards for R-32 to both the NREMT and WVOEMS to validate recertification requirements.

REQUIREMENTS FOR GRADUATION:

1. Completion of each (4) hour module containing both didactic and skill lab.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the Paramedic Refresher (NCCP: R-24) Education Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Students may choose to take specified modules as opposed to the entire course, in which case the application must designate which module(s) he/she wishes to take along with the payment for these modules.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

NCCP: R-32 Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$200.00

- The \$200.00 dollars covers the cost of the following:
 - Student tuition \$20.00/Module
 - WVOEMS Credentialing data processing \$5.00/Module
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

MODULE DESCRIPTIONS:

MODULE 1 – AIRWAY, RESPIRATION, VENTILATION, & NEUROLOGICAL MANAGEMENT:

This module covers the ventilatory process and the identification of adequate and inadequate breathing patterns. The module also describes the use of capnography to validate oxygenation and the skills necessary to improve patient outcomes, including but not limited to CPAP and Automatic Transport Ventilators. Finally, this session discusses the common causes of an altered mental status, and the complications associated with seizure activity.

Didactic = 3.5, Laboratory = 0.5, Internship = 0

MODULE 2 – CARDIOVASCULAR:

This session discusses the steps involved in the assessment and management of stroke patients with emphasis placed on the timeline of stroke events, early activation of stroke team access, and the use of a fibrinolytic check sheet toward quicker door to drug management. The second component of this module reviews the causes of pediatric cardiac arrests and the ALS management skills necessary to improve patient outcomes.

Didactic = 3, Laboratory = 1, Internship = 0

MODULE 3 – CARDIOVASCULAR (PART 2):

This session reviews the function of and patient care issues associated with VAD along with the assessment and management techniques required for those with the device. The learner will also review the pathophysiology associated with CHF, its presentation, and the proper management of these patients in the pre-hospital setting. Paramedics taking this session will undergo extensive review of coronary disease including the assessment and management of STEMI and non-STEMI patients through proper 12 lead analysis. Finally, the student will be expected to demonstrate the current assessment

techniques of cardiac arrest management, effectively treating ROSC, and any associated hemodynamic instability upon return of pulses.

Didactic = 2.5, Laboratory = 2, Internship = 0

MODULE 4 – TRAUMA:

This session reviews the triage criteria for the trauma patient in the field triage decision scheme with emphasis on local protocols and the BLS/ALS interventions to care for severe hemorrhage. Secondly, this session discusses the pathophysiology, signs and symptoms, and the patient care interventions for those individuals who sustain traumatic brain injuries and spinal cord injuries with a goal to improve patient outcomes. Finally, learners will be able to describe better history taking techniques for patients experiencing a GI complaint and describe the management and treatment of various gastrointestinal disorders.

Didactic = 3.5, Laboratory = 0, Internship = 0

MODULE 5 – MEDICAL EMERGENCIES 1:

This module covers a wide variety of topics including the appropriate assessment and management of patients experiencing diabetic, toxicological/opioid, and immunological emergencies. The learner will also review the impact of pharmacological and non-pharmacological patient management options and discuss the role of QA in the care of patients experiencing pain.

Didactic = 3.5, Laboratory = 0.5, Internship = 0

MODULE 6 – MEDICAL EMERGENCIES II:

This module covers a wide variety of topics including the appropriate BLS/ALS assessment and management of patients experiencing psychiatric and infectious diseases. Additionally, this module reviews the special healthcare needs of the technologically dependent patient, obstetric patients, neonates, and resuscitation for both neonates and pediatric patients.

Didactic = 4, Laboratory = 0, Internship = 0

MODULE 7 – OPERATIONS 1:

Students will review the techniques for proper pediatric patient packaging for transport, ambulance safety, and crew resource management. This session also explains the elements involved in a Culture of safety, and the utilization of proper hygiene and vaccinations. Finally, the module will review the implementation of MUCC for MCI as well as triage methods such as SALT, START, and JumpSTART.

Didactic = 4, Laboratory = 0, Internship = 0

MODULE 8 – OPERATIONS II:

Students will also learn how to recognize circumstances that may indicate abuse for populations at risk including, domestic abuse, human trafficking, and non-accidental trauma. Also, students will learn how to better assess and recognize the most common medical conditions experienced in the geriatric patient. Finally, this session re-introduces students to the purpose of research in EMS care and

evidence-based medicine as well as the process involved in conducting research methods to improve patient care outcomes in the pre-hospital setting.

Didactic = 3.5, Laboratory = 0.5, Internship = 0

Avocational Education		
CCT Refresher (R-20)		
Clock Hours: 20	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	3 days	Laboratory: 4:1
Course Description:		
This course has been developed by the WV Office of EMS to meet the needs of currently certified Critical Care Transport Providers toward certification renewal. The CCT Refresher (R -20) requires a total of 20 hours of continuing education to recertify. The model requires continuing education broken into four modules plus a skill evaluation session which cover the most recent protocol updates and impacts to care modalities from evidence based research findings.		
Pre-Requisites:		
Must be a certified Critical Care Transport Provider (MCCP)		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

Upon successful completion of the CCT: R-20 Education Program, the student will be able to:

1. Actively demonstrate the proper use of CCT level skills with simulation equipment.
2. Demonstrate continued cognitive competency through documented continuing education.
3. Submit verification of the CCT R-20 to the WVOEMS to validate recertification requirements.

REQUIREMENTS FOR GRADUATION:

1. Completion of all four course modules.
2. Completion of (~4) hours skill lab sessions without critical skill deficiencies.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the CCT Refresher (CCT: R-20) Education Program:

1. Submit an application with module/course payment to Princeton Rescue Squad's Educational Department.
2. Students may choose to take specified modules as opposed to the entire course, in which case the application must designate which module(s) he/she wishes to take along with the payment for these modules.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the WVOEMS. Please review the requirements for renewal of certification by visiting www.wvoems.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS application processing

CCT: R-20 Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$125.00

- The \$125.00 dollars covers the cost of the following:
 - Student tuition \$20.00/Module
 - WVOEMS Credentialing data processing \$5.00/Module
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

MODULE DESCRIPTIONS:

MODULE 1 – LAB & X-RAY INTERPRETATION, PHARMACOLOGY, & RESPIRATORY MANAGEMENT:

This module provides learners with an overview of the most common lab values and data interpretation identified in the inter-facility transport. Emphasis is placed on critical thinking skills to improve patient outcomes through analysis of lab values, x-ray findings. Students will review the most recent adaptations and changes to approved pharmacological interventions. Lastly, students will review the A&P and commonly encountered pathology associated with respiratory emergencies during transport of the critically sick and injured.

Didactic = 4, Laboratory = 0, Internship = 0

MODULE 2 – CNS MANAGEMENT & INVASIVE MONITORING:

This session discusses the steps to identify the patient's status and understand appropriate management of patients suffering from neurological conditions. Also, students should be able to interpret hemodynamic parameters and recognize treatment of life-threatening conditions through invasive monitoring devices.

Didactic = 4, Laboratory = 0, Internship = 0

MODULE 3 – CARDIAC & SHOCK MANAGEMENT:

Students will be able to appropriately manage the cardiovascular patient through physical assessment, interpretation, and utilization of adjunct modalities, including but not limited to, 12-lead ECG monitoring, invasive electrical therapy, balloon pump support, and pharmacological therapies. Also, the student will be reminded of the different types of shock, treatment modalities, pharmacologic resources, and hemodynamic monitoring used for the patient with circulatory compromise.

Didactic = 4, Laboratory = 0, Internship = 0

MODULE 4 – OB/GYN, PEDIATRIC, & SPECIAL TOPICS:

This session reviews the treatment of normal and complicated pregnancies and deliveries through proper assessment of OB patients. Students will also be able to integrate pathophysiological principles and assessment findings to manage, treat, and transport the critical care pediatric patient with multi-system trauma, end-stage disease presentation, acute presentations of chronic conditions and single- or multi-disease etiologies. The special topics will review the clinical application of capnography in detection of sepsis.

Didactic = 4, Laboratory = 0, Internship = 0

CCT BIENNIAL SKILL EVALUATION:

Evaluation of each student's skilled performance in a simulated emergency is required to demonstrate he or she is at least minimally competent in the required hands-on skills. Minimally competent means that without assistance from the instructor, the student is able to perform the required skills.

Didactic = 0, Laboratory = 4, Internship = 0

ONLINE - EMS Provider CE Training Courses

<i>Avocational Education</i>		
Class 3 Interfacility Transport Paramedic (C3IFT)		
Clock Hours: ~8	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: Online Hybrid
Blended (E-learning)	4 weeks	Laboratory: 8:1
Course Description:		
<p>This course has been developed by the WV Office of EMS and is in keeping with the scope of the specialty care transport provider (SCT). C3IFT is the interfacility transportation of a critically injured or ill beneficiary by a ground ambulance vehicle, including the provision of medically necessary supplies and services, at a level of service beyond the scope of the EMT-Paramedic. The paramedic completing this training will prepare him/her to deal with medications and procedures not normally seen during their day-to-day provision of EMS.</p>		
Pre-Requisites:		
<p>Must be a certified WV Paramedic in good standing Must provide documented proof of 50 ALS Pre-Hospital patient encounters Must have a letter of recommendation from his/her squad Medical Director</p>		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

Upon successful completion of the C3IFT Education Program, the student will be able to:

1. Sit for the West Virginia C3IFT Certification Exam.
2. Identify the main types of interfacility transports that the EMS system may be called to conduct.
3. Be familiar with the drugs and procedures used within the WVOEMS based C3IFT system.
4. Demonstrate the proper procedures and techniques to deliver medications and manage medication delivery devices safely and appropriately.

5. Implement treatment plans designed by the sending facility for continued continuity of patient care for a wide variety of complaints and age groups involving (but not limited to) respiratory, cardiac, and specialty medical care devices.

REQUIREMENTS FOR GRADUATION:

1. Completion of online curriculum with a score of at least 70% overall.
2. Completion of in-seat classroom skill lab.
3. Completion of skill testing stations without criteria deficiencies

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the C3IFT Education Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Must be in good standing as West Virginia certified Paramedic
3. Must have ability to provide documented proof of 50 ALS Pre-Hospital patient encounters.
4. Must provide a letter of recommendation from the Medical Director

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant privileges to practice as a C3IFT Paramedic. To become a certified provider with privileges to practice in West Virginia you must complete the following:

- Pass Written testing through the WV OEMS.
- Pass the practical skill exam.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Coordination with the WVOEMS to offer onsite written examination (as available)
- Assistance with WVOEMS application processing

C3IFT Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$20.00

- The \$20.00 dollars covers the cost of the following:
 - Student tuition \$15.00
 - WVOEMS Credentialing data processing \$5.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

MODULE DESCRIPTIONS:

MODULE 1 –C3IFT UPDATE PRESENTATION:

This presentation outlines the stability chart as it applies to each protocol. It is an overview of considerations about each protocol and, when to call for CCT transport.

Didactic = 1, Laboratory = 0, Internship = 0

MODULE 2 – EXPANDED PROTOCOLS AND OPERATIONS:

This presentation and associated videos are provided for expanding each protocol with its intent and expectation on materials within the protocol.

Didactic = 8.66, Laboratory = 0, Internship = 0

MODULE 3 – EXPANDED SKILLS FOR C3IFT:

This module provides the student with a video demonstration and discussion regarding the expanded skills found within each protocol.

Didactic = 6.5, Laboratory = 0, Internship = 0

MODULE 4 – KNOWLEDGE REVIEW AND SKILL LAB SESSION: (IN-SEAT)

This session has been developed specifically to answer any questions not previously addressed as part of the online hybrid component for the C3IFT course. This session will provide participants with an opportunity to explore equipment with hands-on laboratory sessions to validate the skills needed to perform quality patient care in the field at this expanded scope of practice.

Didactic = 0.5, Laboratory = 4, Internship = 0

<i>Avocational Education</i>		
BLS Protocol Inservice		
Clock Hours: 2	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: Online
Online (E-Learning)	2 weeks	
Course Description:		
In order to remain current in protocol changes and updates based on research and evidence-based practice, the West Virginia Office of EMS is now requiring all BLS providers to attend two protocol in-services during the certification cycle. Learners are therefore required to attend two of these class sessions per his/her 4-year certification cycle.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

Upon successful completion of the BLS Protocol Inservice, the student will be able to:

1. Discuss the most recent protocol changes developed by the WVOEMS derived from evidence-based research toward improved patient care outcomes.

REQUIREMENTS FOR GRADUATION:

1. Complete the WVOEMS Protocol Base assignment.
2. View the online video presentation detailing the most recent updates and answer the embedded questions.
3. Completion of the Final Exam with a minimum score of at least 70%.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the BLS Protocol Inservice Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

BLS Protocol Inservice Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$20.00

- The \$20.00 dollars covers the cost of the following:
 - Student tuition \$15.00
 - WVOEMS Credentialing data processing \$5.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

VIDEO PRESENTATION – EMT PROTOCOL UPDATE:

This task requires the learner to view and answer questions embedded within the powerpoint presentation that details the most recent updates involved in the EMT protocol.

Didactic = 1, Laboratory = 0, Internship = 0

EMT PROTOCOL UPDATE – FINAL EXAM:

This summative exam provides the learner with the opportunity to validate the information they have learned from the course.

Didactic = 1, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
ALS Protocol Inservice		
Clock Hours: 2	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: Online
Online (E-Learning)	2 weeks	
Course Description:		
In order to remain current in protocol changes and updates based on research and evidence-based practice, the West Virginia Office of EMS is now requiring all ALS providers to attend two protocol in-services during the certification cycle. Learners are therefore required to attend two of these class sessions per his/her 4-year certification cycle.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

Upon successful completion of the ALS Protocol Inservice, the student will be able to:

1. Discuss the most recent protocol changes developed by the WVOEMS derived from evidence-based research toward improved patient care outcomes.

REQUIREMENTS FOR GRADUATION:

1. Complete the WVOEMS Protocol Base assignment.
2. View the online video presentation detailing the most recent updates and answer the embedded questions.
3. Completion of the Final Exam with a minimum score of at least 70%.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the ALS Protocol Inservice Program:

2. Submit an application with course payment to Princeton Rescue Squad's Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

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Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

ALS Protocol Inservice Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$20.00

- The \$20.00 dollars covers the cost of the following:
 - Student tuition \$15.00
 - WVOEMS Credentialing data processing \$5.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

VIDEO PRESENTATION – EMT PROTOCOL UPDATE:

This task requires the learner to view and answer questions embedded within the powerpoint presentation that details the most recent updates involved in the paramedic protocol.

Didactic = 1, Laboratory = 0, Internship = 0

PARAMEDIC PROTOCOL UPDATE – FINAL EXAM:

This summative exam provides the learner with the opportunity to validate the information they have learned from the course.

Didactic = 1, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
HazMat Awareness		
Clock Hours: 3	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: Online
Online (E-Learning)	2 weeks	
Course Description:		
First responders at the awareness level are individuals who are likely to witness or discover a hazardous substance release. They are also trained to define a hazardous material and its risks, recognize a release, identify the material if possible and identify the need for additional resources, such as the area HazMat team.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

Upon successful completion of the HazMat Awareness Education Program, the student will be able to:

1. Recognize a hazardous materials release and the risks involved.
2. Identify the released material and use available resources including the Emergency Response Guidebook.
3. Explain the procedures to notify the proper authorities in the event of a hazardous material emergency.

REQUIREMENTS FOR GRADUATION:

1. Watch the online videos and complete the embedded questions.
2. View the lecture presentation and answer the embedded questions.
3. Completion of the Final Exam with a minimum score of at least 70%.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the HazMat Awareness Education Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

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Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

HazMat Awareness Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$20.00

- The \$20.00 dollars covers the cost of the following:
 - Student tuition \$15.00
 - WVOEMS Credentialing data processing \$5.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

ONLINE VIDEO – HAZMAT DOT ERG:

This assignment provides the viewer with an overview of the definitions involved in Hazardous Material Incidents. The learner will be able to recognize a hazardous materials release and the risks involved. He/she will be able to identify the released material through the use available resources including the Emergency Response Guidebook. Finally, this section will explain the procedures to notify the proper authorities in the event of a hazardous material emergency.

Didactic = 0.5, Laboratory = 0, Internship = 0

LECTURE PRESENTATION – FINAL NOTES FOR EMS RESPONSE TO HAZMAT INCIDENTS:

This project asks the viewer to watch a presentation discussing the NFPA 704 system and its use in HazMat Response, the various types of incident management techniques, the use of zones, and the chemical/physical properties of hazardous materials. Finally, the learner will be able to discuss the approach methods used in a suspected HazMat incident.

Didactic = 0.5, Laboratory = 0, Internship = 0

ERG TRAINING – FINAL EXAM:

This summative exam provides the learner with the opportunity to explain and discuss the information they have learned from the course primarily through the use of essay questions.

Didactic = 2, Laboratory = 0, Internship = 0

Healthcare Provider Development Courses

<i>Avocational Education</i>		
CPR – BLS (Healthcare Provider)		
Clock Hours: 4	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 10:1
Course Description:		
The American Safety and Health Institute Basic Life Support (BLS) program is intended to assist healthcare providers, including professional rescuers, in learning or refining BLS skills for patients of all ages. These critical, potentially life-saving skills include performing high quality cardiopulmonary resuscitation (CPR) and automated external defibrillation (AED) as a single provider and part of a team. BLS also includes knowing how to relieve foreign body airway obstructions. This course is designed to include a significant amount of hands-on skill practice.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this BLS course, the student will be able to:

1. Recognize and provide basic life support treatment of patients experiencing a cardiac arrest.
2. Recognize and treat patients experiencing airway management complaints.

REQUIREMENTS FOR GRADUATION:

1. Successfully complete a performance evaluation on high-quality BLS scenario.
2. Completion of the Final Exam with a minimum score of at least 70%.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the BLS - CPR Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Collect the textbook from the Education Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you

must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

BLS Certification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$35.00

- The \$35.00 dollars covers the cost of the following:
 - Student tuition \$29.19
 - Certification card/digital textbook \$5.81
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

PREPARING TO HELP:

Sudden cardiac arrest can happen anywhere with little or no warning. Without prompt care including cardiopulmonary resuscitation (CPR) and early defibrillation, it is unlikely the person affected will survive.

Didactic = 0.5, Laboratory = 0, Internship = 0

BASIC BLS SKILLS:

This session focuses on the individual skills associated with BLS cardiac care management. The student will learn how to manage the airway, perform quality chest compressions, and use of an AED for individuals of all age groups.

Didactic = 0, Laboratory = 1, Internship = 0

BLS CARE:

Combining all of the basic CPR skills allows you to appropriately respond and best manage someone experiencing a cardiac arrest. The student should be able to demonstrate management of a cardiac arrest through a BLS assessment and performance of CPR and AED use for adults, children, and infants both as a single and multiple responder.

Didactic = 0, Laboratory = 1, Internship = 0

ADDITIONAL CONSIDERATIONS:

If not relieved, an obstructed airway due to choking on a foreign object will quickly result in a life-threatening condition. Students should be able to recognize and provide treatment for a choking adult, child, or infant.

Didactic = 0, Laboratory = 0.25, Internship = 0

PERFORMANCE EVALUATION:

Student skills for ASHI BLS are evaluated during the designated skill practices throughout the program. Evaluation of each student's skilled performance is required to demonstrate he or she is at least minimally competent in the required hands-on skills. Minimally competent means that without assistance from the instructor, the student is able to perform the required skills as defined by the criteria of the performance evaluation. Performance evaluation provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's competency.

Didactic = 0, Laboratory = 0.75, Internship = 0

WRITTEN EXAM:

A written exam is required for ASHI BLS certification. The written exam provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's knowledge competency.

Didactic = 0.5, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
ACLS - 8		
Clock Hours: 8	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 8:1
Course Description:		
<p>The American Safety and Health Institute Advanced Cardiac Life Support (ACLS) program is a scenario (case-based) continuing education course intended for trained and skilled healthcare providers who either direct or participate in cardiopulmonary emergencies and resuscitation efforts. The course is designed to provide students with an opportunity to enhance and refine knowledge and hands-on skill proficiency in emergency cardiovascular care.</p> <p>This 8 hour, in-person, instructor-led classroom training class is for individuals who wish to refresh knowledge and skill competency and maintain certification. Using the renewal class more frequently is strongly recommended to help prevent the rapid decay of skills and knowledge after initial training.</p>		
Pre-Requisites:		
<p>Must have a current ACLS certification card to take the ACLS 8 hour refresher course.</p> <p>Must have current basic life support CPR certification</p> <p>Be proficient in reading and interpreting basic electrocardiograms</p> <p>Understand cardiovascular pharmacology, prepare and administer essential cardiovascular meds.</p>		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this 8-hour ACLS course, the student will be able to:

1. Recognize and treat patients experiencing emergency cardiovascular issues and acute coronary syndromes.
2. Recognize and treat patients experiencing airway management complaints.
3. Recognize and treat patients experiencing ECG arrhythmias such as tachycardia and bradycardias.
4. Perform high quality BLS skills, manage respiratory arrest, and manage a megacode scenario.

REQUIREMENTS FOR GRADUATION:

1. Successfully complete a performance evaluation on high-quality BLS scenario.
2. Successfully complete a performance evaluation on respiratory arrest scenario.
3. Successfully complete a performance evaluation on cardiac rhythm management including pulses VT/VF and 2 other rhythms.
4. Completion of the Final Exam with a minimum score of at least 75%.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the ACLS -8 Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Collect the textbook from the Education Department, and complete the pre-test prior to the date of the course.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

ACLS Recertification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$50.00

- The \$50.00 dollars covers the cost of the following:
 - Student tuition \$44.19
 - Certification card/digital textbook \$5.81
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

AIRWAY MANAGEMENT & ADULT BLS:

High-quality BLS with early defibrillation is the foundation of resuscitation. If respiratory arrest is not recognized and managed quickly, cardiac arrest will follow. The student should learn how to perform quality CPR/AED skills and manage a respiratory arrest.

Didactic = 0, Laboratory = 2, Internship = 0

CASE STUDIES:

Research has shown that healthcare professionals enjoy the case-based approach and feel that it enhances learning. The student should be able to describe ECG characteristics and initiate appropriate care based on their presentation. Describe the immediate post-cardiac arrest care upon return of spontaneous circulation.

Didactic = 1, Laboratory = 0, Internship = 0

HIGH QUALITY SKILLS & TEAMWORK:

By actively participating in advanced cardiac life support simulations, seasoned healthcare providers will improve their ability to lead and participate in the emergency assessment and treatment of pre-arrest arrest, and post-arrest patients. After completing this lesson, the student should be able to perform high quality skills and demonstrate effective case management as a resuscitation team member and leader.

Didactic = 0, Laboratory = 3, Internship = 0

PERFORMANCE EVALUATION:

Evaluation of each student's skilled performance in a simulated emergency is required to demonstrate he or she is at least minimally competent in the required hands-on skills and as a Resuscitation Team Leader. Minimally competent means that without assistance from the instructor, the student is able to perform the required skills and sufficiently direct the team's actions as defined by the criteria of the performance evaluation. Performance evaluation provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's competency. Each student must be able to complete high quality BLS CPR, respiratory arrest, and cardiac rhythm management.

Didactic = 0, Laboratory = 1, Internship = 0

WRITTEN EXAM:

A written exam is required for ASHI ACLS certification. The written exam provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's knowledge competency.

Didactic = 1, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
ACLS - 16		
Clock Hours: 16	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	2 day	Laboratory: 8:1
Course Description:		
<p>The American Safety and Health Institute Advanced Cardiac Life Support (ACLS) program is a scenario (case-based) continuing education course intended for trained and skilled healthcare providers who either direct or participate in cardiopulmonary emergencies and resuscitation efforts. The course is designed to provide students with an opportunity to enhance and refine knowledge and hands-on skill proficiency in emergency cardiovascular care.</p> <p>This 16 hour, in-person, instructor-led classroom training class is for individuals who are new to ACLS training and those whose ACLS certification has expired, or those students who have recently participated in an ACLS class and need remedial training.</p>		
Pre-Requisites:		
<p>Must have current basic life support CPR certification</p> <p>Be proficient in reading and interpreting basic electrocardiograms</p> <p>Understand cardiovascular pharmacology, prepare and administer essential cardiovascular meds.</p>		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this 16-hour ACLS course, the student will be able to:

1. Recognize and treat patients experiencing emergency cardiovascular issues and acute coronary syndromes.
2. Recognize and treat patients experiencing airway management complaints.
3. Recognize and treat patients experiencing ECG arrhythmias such as tachycardia and bradycardias.
4. Perform high quality BLS skills, manage respiratory arrest, and manage a megacode scenario.

REQUIREMENTS FOR GRADUATION:

1. Successfully complete a performance evaluation on high-quality BLS scenario.
2. Successfully complete a performance evaluation on respiratory arrest scenario.
3. Successfully complete a performance evaluation on cardiac rhythm management including pulses VT/VF and 2 other rhythms.
4. Completion of the Final Exam with a minimum score of at least 75%.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the ACLS - 16 Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Collect the textbook from the Education Department, and complete the pre-test prior to the date of the course.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

ACLS Certification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$100.00

- The \$100.00 dollars covers the cost of the following:
 - Student tuition \$94.19
 - Certification card/digital textbook \$5.81
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

EMERGENCY CARDIOVASCULAR CARE:

Heart disease is a broad term that refers to conditions that affect the heart, and it is a leading cause of death for both men and women in the United States. Because someone in the United States experiences a coronary event every 25 seconds, the likelihood of encountering a patient who requires basic life support (BLS) or advanced cardiac life support (ACLS) care is high. Just as BLS is a systematic way of providing care to a choking victim or to someone who needs CPR, ACLS is an orderly approach to providing advanced emergency care to a patient who is experiencing a cardiac-related problem. The student should be able to describe a systematic approach to the initial emergency care of an unresponsive patient.

Didactic = 1, Laboratory = 0, Internship = 0

RESUSCITATION SIMULATION EQUIPMENT:

Students need an orientation to the simulation equipment and materials they will use in the scenario practice and performance evaluation. The student should be able to demonstrate how to power on the ECG monitor and operate/use other simulation equipment and materials.

Didactic = 0.5, Laboratory = 0, Internship = 0

AIRWAY MANAGEMENT & ADULT BLS:

High-quality BLS with early defibrillation is the foundation of resuscitation. If respiratory arrest is not recognized and managed quickly, cardiac arrest will follow. The student should learn how to perform quality CPR/AED skills and manage a respiratory arrest.

Didactic = 0, Laboratory = 2, Internship = 0

CARDIAC ARREST RHYTHMS:

This lesson addresses the cardiac arrest rhythms and their management, defibrillation, and the roles and responsibilities of each member of the resuscitation team. Students should be able to describe the ECG characteristics and initial emergency care for cardiac arrest rhythms, including mechanical, pharmacologic, and electrical therapy where applicable. The student will also discuss immediate post-cardiac arrest care upon return of spontaneous circulation.

Didactic = 1, Laboratory = 0, Internship = 0

TACHYCARDIAS:

The tachycardia algorithm is a treatment guideline that is used when providing care to patients who have tachycardia with a pulse. Students must be able to recognize if a patient is asymptomatic, symptomatic but stable, symptomatic but unstable, or pulseless. Students should be able to describe the ECG characteristics and initial emergency care for cardiac arrest rhythms, including mechanical, pharmacologic, and electrical therapy where applicable.

Didactic = 0.5, Laboratory = 0, Internship = 0

BRADYCARDIAS:

The bradycardia algorithm is a treatment guideline that is used when providing care to patients who are symptomatic with a bradycardia. Students must be able to recognize if a patient is asymptomatic, symptomatic but stable, symptomatic but unstable or pulseless. Students should be able to describe the ECG characteristics and initial emergency care for cardiac arrest rhythms, including mechanical, pharmacologic, and electrical therapy where applicable.

Didactic = 0.5, Laboratory = 0, Internship = 0

ACUTE CORONARY SYNDROMES:

Acute coronary syndromes (ACS's) are a group of conditions that are caused by an abrupt reduction in coronary artery blood flow. The sequence of events that occurs during an ACS results in conditions that range from myocardial ischemia on the electrocardiogram. This lesson reviews the pathophysiology,

history and clinical presentation, patient evaluation, and initial management of the patient experiencing an ACS. The student should be able to describe the initial management of a patient who is experiencing an acute coronary syndrome.

Didactic = 1, Laboratory = 0, Internship = 0

CASE STUDIES:

Research has shown that healthcare professionals enjoy the case-based approach and feel that it enhances learning. Students should be able to explain the differences among respiratory distress, failure, and arrest and describe the treatment plan based on the severity of the patient's respiratory compromise. Describe the ECG characteristics and initial emergency care for tachycardia, bradycardia, ACS, and cardiac arrest rhythms, including mechanical, pharmacologic, and electrical therapy where applicable.

Didactic = 1.5, Laboratory = 0, Internship = 0

HIGH-QUALITY SKILLS & TEAMWORK:

Teamwork and leadership training have been shown to improve performance in actual resuscitation. By actively participating in advanced cardiac life support simulations, seasoned healthcare providers will improve their ability to lead and participate in the emergency assessment and treatment of pre-arrest, arrest and post-arrest patients. Students should be able to demonstrate high-quality skills and effective case management as a resuscitation team member and leader at the completion of this session.

Didactic = 0, Laboratory = 6, Internship = 0

PERFORMANCE EVALUATION:

Evaluation of each student's skilled performance in a simulated emergency is required to demonstrate he or she is at least minimally competent in the required hands-on skills and as a Resuscitation Team Leader. Minimally competent means that without assistance from the instructor, the student is able to perform the required skills and sufficiently direct the team's actions as defined by the criteria of the performance evaluation. Performance evaluation provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's competency. Each student must be able to complete high quality BLS CPR, respiratory arrest, and cardiac rhythm management.

Didactic = 0, Laboratory = 1, Internship = 0

WRITTEN EXAM:

A written exam is required for ASHI ACLS certification. The written exam provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's knowledge competency.

Didactic = 1, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
PALS - 8		
Clock Hours: 8	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 8:1
Course Description:		
<p>The American Safety and Health Institute Pediatric Advanced Life Support (PALS) program is a scenario (case-based) continuing education course intended for trained and skilled healthcare providers who either direct or participate in cardiopulmonary emergencies and resuscitation efforts. The course is designed to provide students with an opportunity to enhance and refine knowledge and hands-on skill proficiency as well as to improve the ability to delegate and communicate effectively in a simulated clinical setting.</p> <p>The Pediatric Advanced Life Support (PALS) program is designed for individuals who are currently certified and want to update and refresh skill competency to maintain certification. Using the renewal class more frequently is strongly recommended to help prevent the rapid decay of skills and knowledge after initial training.</p>		
Pre-Requisites:		
<p>Must have a current PALS certification card to take the PALS 8 hour refresher course.</p> <p>Must have current basic life support CPR certification</p> <p>Be proficient in reading and interpreting basic electrocardiograms</p> <p>Understand cardiovascular pharmacology, prepare and administer essential cardiovascular meds.</p>		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this 8-hour PALS Refresher course, the student will be able to:

1. Recognize and treat pediatric patients experiencing emergency cardiopulmonary issues resulting from upper/lower airway obstructions, lung tissue disease, ventilatory control disorders, shock, and cardiac dysrhythmias.
2. Recognize and treat pediatric patients experiencing ECG arrhythmias such as tachycardia and bradycardias.
3. Perform high quality BLS skills, manage respiratory arrest, and manage a megacode scenario.

REQUIREMENTS FOR GRADUATION:

1. Successfully complete a performance evaluation on high-quality BLS scenario for both a child and infant.
2. Successfully complete a performance evaluation on a respiratory scenario or shock scenario.

3. Successfully complete a performance evaluation on cardiac scenario.
4. Completion of the Final Exam with a minimum score of at least 70%.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the PALS -8 Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Collect the textbook from the Education Department and complete the pre-test prior to the date of the course.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

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Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

PALS Recertification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$50.00

- The \$50.00 dollars covers the cost of the following:
 - Student tuition \$44.19
 - Certification card/digital textbook \$5.81
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

SIMULATION EQUIPMENT ORIENTATION:

Students need an orientation to the simulation equipment and materials they will use in the scenario practice and performance evaluation. *Didactic = 0.5, Laboratory = 0, Internship = 0*

PEDIATRIC BASIC LIFE SUPPORT:

High-quality BLS with early defibrillation is the foundation of resuscitation. If respiratory arrest is not recognized and managed quickly, cardiac arrest will follow. Consequently, it is recommended that scenario practice of these core skills be practiced early in the PALS course.

Didactic = 1, Laboratory = 0, Internship = 0

SCENARIO PRACTICE: HIGH QUALITY SKILLS & TEAMWORK:

Teamwork is important when providing patient care and is essential to patient safety. To be effective, team members must communicate, anticipate the needs of other team members, coordinate their

actions, and work cooperatively. It is essential that all members of the team demonstrate respect for each other and communicate using a calm, confident tone.

Didactic = 0, Laboratory = 4, Internship = 0

PERFORMANCE EVALUATION:

Evaluation of each student's skilled performance in a simulated emergency is required to demonstrate he or she is at least minimally competent in the required hands on skills and as a team leader. Minimally competent means that without assistance from the instructor, the student is able to sufficiently direct the team's actions as defined by the criteria of the performance evaluation. Performance evaluation provides sound, fair, consistent, uniform, objective and reliable assessment of a student's competency.

Didactic = 0, Laboratory = 2, Internship = 0

WRITTEN EXAM:

A written exam is required for ASHI PALS certification. The written exam provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's knowledge competency.

Didactic = 0.5, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
PALS - 16		
Clock Hours: 16	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	2 day	Laboratory: 8:1
Course Description:		
<p>The American Safety and Health Institute Pediatric Advanced Life Support (PALS) program is a scenario (case-based) continuing education course intended for trained and skilled healthcare providers who either direct or participate in cardiopulmonary emergencies and resuscitation efforts. The course is designed to provide students with an opportunity to enhance and refine knowledge and hands-on skill proficiency as well as to improve the ability to delegate and communicate effectively in a simulated clinical setting.</p> <p>This 16 hour, in-person, instructor-led classroom training class is for individuals who are new to PALS training and those whose PALS certification has expired, or those students who have recently participated in an PALS class and need remedial teaching.</p>		
Pre-Requisites:		
<p>Must have current basic life support CPR certification Be proficient in reading and interpreting basic electrocardiograms Understand cardiovascular pharmacology, prepare and administer essential cardiovascular meds.</p>		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this 16-hour PALS Refresher course, the student will be able to:

1. Recognize and treat pediatric patients experiencing emergency cardiopulmonary issues resulting from upper/lower airway obstructions, lung tissue disease, ventilatory control disorders, shock, and cardiac dysrhythmias.
2. Recognize and treat pediatric patients experiencing ECG arrhythmias such as tachycardia and bradycardias.
3. Perform high quality BLS skills, manage respiratory arrest, and manage a megacode scenario.

REQUIREMENTS FOR GRADUATION:

1. Successfully complete a performance evaluation on high-quality BLS scenario for both a child and infant.
2. Successfully complete a performance evaluation on a respiratory scenario or shock scenario.
3. Successfully complete a performance evaluation on cardiac scenario.
4. Completion of the Final Exam with a minimum score of at least 70%.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the PALS - 16 Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Collect the textbook from the Education Department, and complete the pre-test prior to the date of the course.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

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Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

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RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

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STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

PALS Certification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$100.00

- The \$100.00 dollars covers the cost of the following:
 - Student tuition \$94.19
 - Certification card/digital textbook \$5.81
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

PATIENT ASSESSMENT & TEAMWORK:

Regardless of the healthcare environment, patient care is delivered by a team of professionals. A team has been defined as "two or more individuals who perform some work-related task, interact with one another dynamically, have a shared past and a foreseeable shared future, and share a common fate. This lesson discusses the importance of patient assessment and teamwork in the delivery of safe and effective patient care.

Didactic = 1, Laboratory = 0, Internship = 0

PEDIATRIC BASIC LIFE SUPPORT:

High-quality BLS with early defibrillation is the foundation of resuscitation. If respiratory arrest is not recognized and managed quickly, cardiac arrest will follow. Consequently, it is recommended that scenario practice of these core skills be practiced early in the PALS course.

Didactic = 1.25, Laboratory = 0, Internship = 0

RESPIRATORY EMERGENCIES:

Caring for a patient with a respiratory emergency requires patient assessment and knowledge of the interventions for the management of upper airway obstruction, lower airway obstruction, lung tissue disease, and disordered ventilatory control.

Didactic = .75, Laboratory = 0, Internship = 0

PROCEDURES FOR MANAGING RESPIRATORY EMERGENCIES:

Management of a respiratory emergency may require procedures such as opening the airway, suctioning, inserting an airway adjunct, administering supplemental oxygen, performing bag-mask ventilation, inserting an advanced airway, or administering inhaled medications by nebulizer or metered-dose inhaler.

Didactic = 0.5, Laboratory = 0, Internship = 0

SHOCK:

Shock, also called hypoperfusion or circulatory failure, is inadequate tissue perfusion that results from the failure of the cardiovascular system to deliver sufficient oxygen and nutrients to sustain vital organ function. The underlying cause must be recognized and treated promptly to avoid cell and organ dysfunction and death.

Didactic = 1, Laboratory = 0, Internship = 0

BRADYCARDIAS:

Hypoxia is the most common cause of bradycardia in children. It is important to identify and correct hypoxia before giving medications to increase the patient's heart rate.

Didactic = 0.5, Laboratory = 0, Internship = 0

TACHYCARDIAS:

Tachycardias can produce ventricular rates so rapid that ventricular filling time is reduced, stroke volume decreases, and cardiac output falls.

Didactic = .75, Laboratory = 0, Internship = 0

CARDIAC ARREST:

Cardiopulmonary failure is a clinical condition identified by deficits in oxygenation, ventilation, and perfusion. Without prompt recognition and management, cardiopulmonary failure will deteriorate to cardiopulmonary arrest.

Didactic = 0.75, Laboratory = 0, Internship = 0

SIMULATION EQUIPMENT ORIENTATION:

Students need an orientation to the simulation equipment and materials they will use in the scenario practice and performance evaluation.

Didactic = 0.5, Laboratory = 0, Internship = 0

SCENARIO PRACTICE: HIGH QUALITY SKILLS & TEAMWORK:

Teamwork is important when providing patient care and is essential to patient safety. To be effective, team members must communicate, anticipate the needs of other team members, coordinate their actions, and work cooperatively. It is essential that all members of the team demonstrate respect for each other and communicate using a calm, confident tone.

Didactic = 0, Laboratory = 6, Internship = 0

PERFORMANCE EVALUATION:

Evaluation of each student's skilled performance in a simulated emergency is required to demonstrate he or she is at least minimally competent in the required hands on skills and as a team leader. Minimally competent means that without assistance from the instructor, the student is able to sufficiently direct the team's actions as defined by the criteria of the performance evaluation. Performance evaluation provides sound, fair, consistent, uniform, objective and reliable assessment of a student's competency.

Didactic = 0, Laboratory = 2, Internship = 0

WRITTEN EXAM:

A written exam is required for ASHI PALS certification. The written exam provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's knowledge competency.

Didactic = 1, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
PHTLS - 8		
Clock Hours: 8	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 4:1
Course Description:		
The National Association of EMT's (NAEMT) PreHospital Trauma Life Support (PHTLS) refresher program is an 8-hour workshop that incorporates lectures, skill/scenario stations, and a final written evaluation. This session provides health care providers at any certification level designation with the opportunity to expand upon individual skills to manage patients presenting with traumatic injuries and multisystem trauma to improve outcomes.		
Pre-Requisites:		
Must have current PHTLS or ITLS certification		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this 8-hour PHTLS Refresher course, the student will be able to:

1. To provide a description of the physiology and kinematics of injury.
2. To provide an understanding of the need for rapid assessment of the trauma patient.
3. To advance the participant's level of knowledge in regard to examination and diagnostic skills.
4. To enhance the participant's performance in the assessment and treatment of the trauma patient.
5. To advance the participant's level of competence in regard to specific prehospital trauma intervention skills.
6. To provide an overview and establish a management method for the prehospital care of the multisystem trauma patient.

REQUIREMENTS FOR GRADUATION:

1. Attended the entire course.
2. Adhered to course content and demonstrated all practical skills as required within the course.
3. Achieved a minimum score of 75 percent on the written evaluation.
4. Successfully completed all scenario stations, one as team leader with at least a "fair" rating by the evaluator.

Note: Any participant who is unsuccessful in one segment of the evaluative process will be permitted an opportunity to receive remediation and retesting.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the PHTLS – 8 Program:

1. Submit an application with course payment to Princeton Rescue Squad’s Educational Department.
2. Collect the textbook from the Education Department, and complete the pre-test prior to the date of the course.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad’s Educational Institute from denying benefits to an “otherwise qualified” handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions “academic and technical standards.” The Princeton Rescue Squad’s Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department’s program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

PHTLS Recertification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$50.00

- The \$50.00 dollars covers the cost of the following:
 - Student tuition \$35.00
 - Certification card \$15.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

OVERVIEW OF TRAUMA CARE:

This session reminds participants about the seriousness of traumatic injury as a disease, globally, and within the community, as well as the history and purpose of PHTLS. Learners will discuss the responder's roles and responsibilities in injury prevention.

Didactic = 0.5, Laboratory = 0, Internship = 0

A & B – AIRWAY AND BREATHING:

This module discusses the need for early management of airway, oxygenation, and ventilation in trauma patients. Reviews the advantages, disadvantages, indications and contraindications of basic and advanced methods and devices for management of the trauma patient's airway, oxygenation, and ventilation.

Didactic = 1, Laboratory = 0, Internship = 0

C & D – CIRCULATION AND DISABILITY:

This topic asks the learner to explain the pathophysiology of shock to include the role of shock and delayed trauma morbidity and mortality. Participants will be able to relate the mechanism of injury and assessment findings to identify patients in shock and patients with the potential to develop into shock. Finally, the learner will be able to assess and manage a patient in shock or with the potential for shock, including the limitations of prehospital care.

Didactic = 1, Laboratory = 0, Internship = 0

INTERACTIVE PATIENT SCENARIO STATIONS:

Teamwork and leadership training have been shown to improve performance in actual patient care encounters. By actively participating in pre-hospital trauma life support simulations, seasoned healthcare providers will improve their ability to lead and participate in the emergency assessment and treatment of injured patients. Students should be able to demonstrate high-quality skills and effective case management as a team member and leader at the completion of this session.

Didactic = 0, Laboratory = 4, Internship = 0

WRITTEN & PRACTICAL SKILLS EVALUATION:

Evaluation of each student's skilled performance in a simulated emergency is required to demonstrate he or she is at least minimally competent in the required hands-on skills and as a Team Leader. Minimally competent means that without assistance from the instructor, the student is able to perform the required skills and sufficiently direct the team's actions as defined by the criteria of the performance evaluation. Performance evaluation provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's competency. A written exam is required for PHTLS certification. The written exam provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's knowledge competency.

Didactic = 1, Laboratory = 0.5, Internship = 0

<i>Avocational Education</i>		
PHTLS - 16		
Clock Hours: 16	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	2 day	Laboratory: 4:1
Course Description:		
The National Association of EMT's (NAEMT) Pre-Hospital Trauma Life Support (PHTLS) refresher program is an 16-hour workshop that incorporates lectures, skill/scenario stations, and a final written evaluation. This session provides health care providers at any certification level designation with the opportunity to expand upon individual skills to manage patients presenting with traumatic injuries and multisystem trauma to improve outcomes.		
Pre-Requisites:		
Healthcare provider who holds licensure or certification at any level designation in prehospital care		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this 16-hour PHTLS course, the student will be able to:

1. To provide a description of the physiology and kinematics of injury.
2. To provide an understanding of the need for rapid assessment of the trauma patient.
3. To advance the participant's level of knowledge in regard to examination and diagnostic skills.
4. To enhance the participant's performance in the assessment and treatment of the trauma patient.
5. To advance the participant's level of competence in regard to specific prehospital trauma intervention skills.
6. To provide an overview and establish a management method for the prehospital care of the multisystem trauma patient.

REQUIREMENTS FOR GRADUATION:

1. Attended the entire course.
2. Adhered to course content and demonstrated all practical skills as required within the course.
3. Achieved a minimum score of 75 percent on the written evaluation.
4. Successfully completed all scenario stations, one as team leader with at least a "fair" rating by the evaluator.

Note: Any participant who is unsuccessful in one segment of the evaluative process will be permitted an opportunity to receive remediation and retesting.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the PHTLS – 16 Program:

1. Submit an application with course payment to Princeton Rescue Squad’s Educational Department.
2. Collect the textbook from the Education Department, and complete the pre-test prior to the date of the course.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad’s Educational Institute from denying benefits to an “otherwise qualified” handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions “academic and technical standards.” The Princeton Rescue Squad’s Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department’s program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

PHTLS Recertification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$100.00

- The \$100.00 dollars covers the cost of the following:
 - Student tuition \$85.00
 - Certification card \$15.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

OVERVIEW OF TRAUMA CARE:

This session reminds participants about the seriousness of traumatic injury as a disease, globally, and within the community, as well as the history and purpose of PHTLS. Learners will discuss the responder's roles and responsibilities in injury prevention.

Didactic = 0.5, Laboratory = 0, Internship = 0

YOUR FIRST LOOK – SCENE ASSESSMENT AND PRIMARY SURVEY:

This session emphasizes the need for assessing the incident before arriving at the patient's side and gathering as much information as possible prior to arrival in order to plan response. Learners will be able to form an initial impression while maintaining the safety for all involved to make a determination on incident severity and transportation decisions.

Didactic = 1, Laboratory = 0, Internship = 0

AIRWAY:

This topic reviews the assessment and basic life support procedures to maintain airway patency including consideration for alternative methods due to unanticipated difficulties.

Didactic = 0.5, Laboratory = 0, Internship = 0

BREATHING, VENTILATION AND OXYGENATION:

Participants will review the anatomy and physiology of the thoracic cavity and should be able to list common traumatic injuries that affect breathing while articulating treatment plans for those injuries.

Didactic = 0.5, Laboratory = 0, Internship = 0

CIRCULATION AND HEMORRHAGE AND SHOCK:

This module reviews the definition of shock and the impact on the metabolic demands of cellular perfusion. Students should be able to manage a patient experiencing shock through improvement of oxygenation, controlling hemorrhage, and improving the delivery of oxygenated red blood cells to the microcirculation.

Didactic = 1, Laboratory = 0, Internship = 0

DISABILITY – CNS TRAUMA:

This topic discusses the mechanisms of injury that impact the central nervous system. Learners will recognize the need to identify and treat life threatening conditions first, the indications for immobilization, and the need to determine a baseline mental status. Key treatments discussed will include minimizing secondary injury as the result of hypoxemia, hypotension, and hyperventilation.

Didactic = 1.5, Laboratory = 0, Internship = 0

SECONDARY SURVEY:

Part of the overall survey is the identification and treatment of previously unrecognized life-threatening injuries and care for non-life-threatening injuries. The focus of critical patients revolves around the primary survey until all life threats are identified and managed, which may postpone the secondary survey based on the patient's changing needs. This session will remind the participant to never delay transporting a critical patient to a receiving facility in order to complete a secondary survey and includes clear and concise communication skills.

Didactic = 1, Laboratory = 0, Internship = 0

SPECIAL CONSIDERATIONS:

EMS providers will often encounter patients of all ages in a wide variety of situations. This topic asks the student to recognize the identified changes in physiology throughout the life span and maintain an awareness of these unique aspects to optimize patient management and outcomes.

Didactic = 1, Laboratory = 0, Internship = 0

INTERACTIVE PATIENT SCENARIO STATIONS:

Teamwork and leadership training have been shown to improve performance in actual patient care encounters. By actively participating in pre-hospital trauma life support simulations, seasoned healthcare providers will improve their ability to lead and participate in the emergency assessment and treatment of injured patients. Students should be able to demonstrate high-quality skills and effective case management as a team member and leader at the completion of this session.

Didactic = 0, Laboratory = 7, Internship = 0

WRITTEN & PRACTICAL SKILLS EVALUATION:

Evaluation of each student's skilled performance in a simulated emergency is required to demonstrate he or she is at least minimally competent in the required hands-on skills and as a Team Leader. Minimally competent means that without assistance from the instructor, the student is able to perform the required skills and sufficiently direct the team's actions as defined by the criteria of the performance evaluation. Performance evaluation provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's competency. A written exam is required for PHTLS certification. The written exam provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's knowledge competency.

Didactic = 1, Laboratory = 1, Internship = 0

<i>Avocational Education</i>		
GEMS - 8		
Clock Hours: 8	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 6:1
Course Description:		
The National Association of EMT's (NAEMT) Geriatric EMS (GEMS) program is an 8-hour course designed to better prepare EMS providers to respond to the needs of older people, improving patient care outcomes and improve the quality of life for this special population.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this 8-hour GEMS Refresher course, the student will be able to:

1. To to the needs of older people, improving patient care outcomes and improve the quality of life for this special population.

REQUIREMENTS FOR GRADUATION:

1. Attended the entire course.
2. Adhered to course content and demonstrated all practical skills as required within the course.
3. Achieved a minimum score of 76 percent on the written evaluation.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the GEMS – 8 Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Collect the textbook from the Education Department, and complete the pre-test prior to the date of the course.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

GEMS Certification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$50.00

- The \$50.00 dollars covers the cost of the following:
 - Student tuition \$35.00
 - Certification card \$15.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

AGING/CHANGES WITH AGE:

This session discusses the social aspects of aging, stereotyping, and the changes brought about from aging in physical structure, body composition, organ function, and the psychological changes that affect older people.

Didactic = 0.5, Laboratory = 0, Internship = 0

COMMUNICATION/ALS ASSESSMENT:

This module discusses the principles and strategies for communicating effectively. This session asks the learner to recognize communication challenges with the elderly and to understand the emotional need for independence and the stress associated with caring for an older adult. Students are introduced to the GEMS triangle to improve assessment strategies. *Didactic = 0.5, Laboratory = 0, Internship = 0*

END OF LIFE CARE ISSUES:

This topic discusses the principles involved in treating an older patient with a terminal disease, the legal implications for final wishes, and the grief expressed by family, caregiver, and EMS providers alike.

Didactic = 0.5, Laboratory = 0, Internship = 0

TRAUMA:

This topic discusses the epidemiology for trauma in older people and the assessment findings and management for the older trauma victim. Participants will be able to discuss the risk factors associated with falls and describe strategies for fall prevention. *Didactic = 0.5, Laboratory = 0, Internship = 0*

NEUROLOGICAL EMERGENCIES AND ALTERED MENTAL STATUS:

Learners will discuss abnormal changes with aging of the nervous system and diseases seen in the older population. Participants will learn how to assess and develop treatment plans for complaints related to the nervous system. *Didactic = 0.5, Laboratory = 0, Internship = 0*

RESPIRATORY/CARIOVASCULAR EMERGENCIES:

This session will compare and contrast the pathophysiology of pulmonary and cardiac diseases with those of younger adults and the student will be able to identify the need for treatment and transport for the older patient with pulmonary and cardiac complaints.

Didactic = 0.5, Laboratory = 0, Internship = 0

ELDER ABUSE AND NEGLECT:

This module will require the learner to be able to define elder abuse, discuss those who are at risk, the assessment of abuse, and best practices for documentation.

Didactic = 0.5, Laboratory = 0, Internship = 0

PHARMACOLOGY AND TOXICITY:

In this lecture, students will discuss the physiological changes in older people with regard to the effects of medication on the body. Participants will review the assessment of medication toxicity and non-adherence, intervention, treatment, and transport of the elderly, and ways in which EMS providers can help prevent medication misuse.

Didactic = 0.5, Laboratory = 0, Internship = 0

PSYCHAITRIC EMERGENCIES:

This session describes the epidemiology of depression, suicide, and substance abuse in older people. This topic is designed to provide the EMS personnel with an opportunity to develop a treatment plan for an older patient experiencing a psychiatric emergency.

Didactic = 0.5, Laboratory = 0, Internship = 0

SKILL STATIONS:

Teamwork and leadership training have been shown to improve performance in actual patient care encounters. By actively participating in pre-hospital trauma life support simulations, seasoned healthcare providers will improve their ability to lead and participate in the emergency assessment and treatment of geriatric patients.

Didactic = 0, Laboratory = 3, Internship = 0

WRITTEN EVALUATION:

A written exam is required for GEMS certification. The written exam provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's knowledge competency.

Didactic = 0.5, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
AMLS - 16		
Clock Hours: 16	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	2 day	Laboratory: 4:1
Course Description:		
The provider course is a dynamic 16 – hour continuing education courses designed to enhance the foundation of knowledge and skills for the healthcare provider of all scopes of practice in the assessment and management of adult patients with medical complaints. The course provides an interactive and participant-focused environment for case-based lectures. There are hands-on practical lab stations related to each of the lecture presentations to support the application of the concepts with realistic scenarios.		
Pre-Requisites:		
Healthcare providers who possess a current professional provider certification or license at the advanced practitioner level or EMT expanded scope of practice are eligible to attend provider courses.		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this 16-hour AMLS course, the student will be able to:

1. To provide a brief description of the A&P, pathophysiology for the underlying etiologies related to a variety of medical complaints.
2. Provide an understanding of the importance of an assessment-based approach to assessment and management of patients with medical complaints.
3. Enhance the participant's knowledge and skill in the assessment and management of patients with a variety of medical complaints.
4. Evaluate the differences in medical differential diagnoses that are life threats and require immediate management.
5. Support the team approach, for both prehospital and in hospital healthcare personnel, by utilizing a dynamic assessment process, effective communication, and management skills by healthcare providers of all levels of practice.
6. Utilize effective therapeutic communication, clinical reasoning, pattern recognition, and decision making skills to perform comprehensive assessments to identify life threatening, critical/emergent and nonemergency medical diagnoses and management strategies for medical complaints.
7. Discuss historical, physical examination, and diagnostic findings to the appropriate body system to determine and modify appropriate differential diagnoses.

REQUIREMENTS FOR GRADUATION:

1. Attended the entire course.
2. Completion of any required prerequisite work.
3. Demonstrated team leader competency and proficiency in a comprehensive assessment utilizing the AMLS assessment pathway in a minimum of one of the four practical application stations.
4. Achieved a minimum passing score of 76% on the post test relevant to the participant's scope of practice.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the AMLS – 16 Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Collect the textbook from the Education Department, and complete the pre-test prior to the date of the course.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

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Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be

reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

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STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

AMLS - 16 Recertification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$100.00

- The \$100.00 dollars covers the cost of the following:
 - Student tuition \$85.00
 - Certification card \$15.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

SHOCK:

This session reminds participants about the stages of shock and how they can be identified by patient presentation. Students will review the appropriate management procedures for each type of shock identified.

Didactic = 1, Laboratory = 0, Internship = 0

RESPIRATORY DYSFUNCTION:

Students will learn how to apply knowledge, identify pathology, and develop a treatment plan for patients suffering from respiratory complaints based on assessment, history taking skills, and clinical

presentation. Participants will apply diagnostics and determine an appropriate treatment plan with adjustments based on ongoing assessments and response to treatment.

Didactic = 1, Laboratory = 0, Internship = 0

CHEST DISCOMFORT:

This topic reviews the significance of chest pain in EMS and the emergency department. Even though there are many causes, a significant number of patients may be having a heart attack. This session reviews the A&P, differential diagnosis and assessment findings associated with chest discomfort.

Didactic = 1, Laboratory = 0, Internship = 0

ALTERED MENTAL STATUS & NEUROLOGIC DISORDERS:

Students will learn how to apply knowledge, identify pathology, and develop a treatment plan for patients suffering from neurological disorders and altered mental status based on assessment, history taking skills, and clinical presentation. Participants will apply diagnostics and determine an appropriate treatment plan with adjustments based on ongoing assessments and response to treatment.

Didactic = 1, Laboratory = 0, Internship = 0

ENDOCRINE, METABOLIC, & ENVIRONMENTAL EMERGENCIES:

Students will learn how to apply knowledge, identify pathology, and develop a treatment plan for patients suffering from endocrine, metabolic, and environmental complaints based on assessment, history taking skills, and clinical presentation. Participants will apply diagnostics and determine an appropriate treatment plan with adjustments based on ongoing assessments and response to treatment.

Didactic = 1, Laboratory = 0, Internship = 0

INFECTIOUS DISEASE:

Students will learn how to reduce the spread of disease, apply knowledge, identify pathology, and develop a treatment plan for patients suffering from infectious diseases based on assessment, history taking skills, and clinical presentation.

Didactic = 1, Laboratory = 0, Internship = 0

ABDOMINAL DISCOMFORT:

This module discusses A&P of the abdomen, the cardinal presentations associated with abdominal pain or discomfort with unstable vital signs, GI bleeding, n/v, diarrhea, jaundice, and vaginal bleeding. Focus is on the identification of life threats, differential diagnosis, and appropriate treatment modalities.

Didactic = 1, Laboratory = 0, Internship = 0

TOXICOLOGIC EMERGENCIES, HAZMAT, AND WMD:

This topic asks the learner to identify the most common toxidromes affecting adult patients. Students will focus on assessment and history taking techniques to identify the causative agent and the steps necessary to manage patients experiencing exposures to various chemicals.

Didactic = 1, Laboratory = 0, Internship = 0

INTERACTIVE PATIENT SCENARIO CASES:

Teamwork and leadership training have been shown to improve performance in actual patient care encounters. By actively participating in pre-hospital trauma life support simulations, seasoned healthcare providers will improve their ability to lead and participate in the emergency assessment and treatment of medical patients. Students should be able to demonstrate high-quality skills and effective case management as a team member and leader at the completion of this session.

Didactic = 0, Laboratory = 4, Internship = 0

WRITTEN & FINAL PRACTICAL EVALUATION STATIONS:

Evaluation of each student's skilled performance in a simulated emergency is required to demonstrate he or she is at least minimally competent in the required hands-on skills and as a Team Leader. Minimally competent means that without assistance from the instructor, the student is able to perform the required skills and sufficiently direct the team's actions as defined by the criteria of the performance evaluation. Performance evaluation provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's competency. A written exam is required for AMLS certification. The written exam provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's knowledge competency.

Didactic = 1, Laboratory = 3, Internship = 0

<i>Avocational Education</i>		
PEPP – BLS		
Clock Hours: 8	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 6:1
Course Description:		
The National Association of EMT's (NAEMT) BLS - Pediatric Education for Prehospital Providers (PEPP) program is an 8-hour course designed to give prehospital professionals the education, skills, and confidence they need to effectively treat pediatric patients. Developed by the American Academy of Pediatrics, PEPP specifically teaches prehospital professionals how to better assess and manage ill or injured children.		
Pre-Requisites:		
None – Any health care professional who is responsible for the emergency care of children may find this course beneficial.		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this 8-hour PEPP - BLS course, the student will be able to:

1. Perform an assessment and manage a pediatric patient in an emergency situation using the Pediatric Assessment Triangle.
2. Recognize and treat the most common complaints in the pediatric population including respiratory emergencies, traumatic injuries, and medical emergencies.
3. Perform an assessment and manage patients with special healthcare needs.

REQUIREMENTS FOR GRADUATION:

1. Attended the entire course.
2. Complete the pretest (online)
3. Successfully demonstrate 3 practical skills (airway, spinal, & resuscitation).
4. Achieved a minimum score of 80% on the Post-test.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the PEPP - BLS Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Obtain the course access code and textbook from the Education Department
3. Log onto www.peppsite.com, enroll in the appropriate course using the access code provided.
4. Complete the online Pre-test prior to the date of the course and print the completion certificate.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

PEPP - BLS Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$50.00

- The \$50.00 dollars covers the cost of the following:
 - Student tuition \$29.05
 - Access Code/Certification card \$20.95 *Non-refundable fee*
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

PEDIATRIC ASSESSMENT:

There are many unique features in the anatomy, physiology, and psychosocial development of children that affect the assessment and treatment of a child. A basic understanding of normal child development will help you to tailor your approach to assessment and treatment and will allow you to understand the significance of your findings. In addition to understanding normal growth and developmental characteristics of children of different age groups, the prehospital professional must be aware of exceptional considerations when assessing children with special health care needs (CSHCN).

Didactic = 1, Laboratory = 0, Internship = 0

CHILDREN WITH SPECIAL HEALTH CARE NEEDS:

Children with special health care needs (CSHCN) are patients who have or are at increased risk for developing chronic physical, emotional, or developmental conditions requiring health and related services that are beyond those regularly required by children without special needs. With advances in medical care, children who would not have survived in the past are now being discharged from hospitals into the community. The survival of extremely premature newborns has also led to an increasing number of children with a variety of special needs being cared for at home. When EMS is called for a child with special health care needs, the prehospital professional must anticipate dealing with a medically complex patient.

Didactic = 0.5, Laboratory = 0, Internship = 0

RESPIRATORY EMERGENCIES:

Respiratory disease is the most frequent pediatric prehospital medical problem. Good assessment and early intervention for pediatric respiratory problems can avert serious illness and preventable death and may shorten treatment time in the emergency department. Focusing on certain key physical signs and symptoms will allow the prehospital professional to rapidly assess the effectiveness of gas exchange in the airways and alveoli. Using the Pediatric Assessment Triangle (PAT) is an important first step in determining the severity of disease, localizing the physiologic problem, and beginning treatment.

Didactic = 0.5, Laboratory = 0, Internship = 0

CHILD MALTREATMENT:

There were 3.5 million referrals to child protective services in 2013 and over 650,000 of those children were confirmed victims of abuse. Children younger than 4 years of age are at the greatest risk for maltreatment and neglect. This lecture concerns the recognition and management of the infant or child who has been the victim of child maltreatment.

Didactic = 0.5, Laboratory = 0, Internship = 0

TRAUMA EMERGENCIES:

Trauma is the leading cause of death in children. In the prehospital setting, over half of the children transported have an acute injury. In minor trauma, the role of the prehospital professional is straightforward: perform a scene sizeup, assess the patient, and transport to the ED. Treatment may only involve wound care, spinal motion restriction, or splinting if needed. Multisystem trauma, in contrast, provides the prehospital professional with a great challenge and demands a disciplined assessment and a child-specific approach to treatment. Death or serious injury to a child is a common cause of stress to EMS providers and one of the leading situations for Critical Incident Stress Management (CISM). Experience and education will increase your self-confidence and competency in dealing with pediatric trauma patients.

Didactic = 0.5, Laboratory = 0, Internship = 0

RESUSCITATION AND DYSRHYTHMIAS:

Cardiac arrest is uncommon in the out-of-hospital setting. Survival to discharge from out-of-hospital cardiac arrest is 6% (3% for infants and 9% for children and adolescents). The primary cause of arrest in children is an asphyxial arrest situation that deteriorates into cardiac arrest. Regardless of the type of cardiovascular emergency, early recognition and timely management can reduce the likelihood for serious morbidity or mortality.

Didactic = 0.5, Laboratory = 0, Internship = 0

MEDICAL EMERGENCIES:

Approximately half of all pediatric 9-1-1 calls are illness or “medical” complaints, and half are injury or “trauma” complaints. Calls regarding pediatric medical complaints tend to be more serious as a whole, and the varied nature of these complaints makes this group of children more challenging to assess and treat. Respiratory illness and seizures are the two most common out-of-hospital pediatric medical emergencies.

Didactic = 0.5, Laboratory = 0, Internship = 0

CC SPECIFIED LECTURE:

The Course Coordinator is required to choose one of the following lectures for discussion in this course. “Children in Disasters, Emergency Delivery & Newborn Resuscitation, Toxic Emergencies, or Shock.” The decision will be based on state specified criteria or local needs identified through analysis.

Didactic = 0.5, Laboratory = 0, Internship = 0

SKILL STATIONS:

The PEPP skill stations are a vital part of helping students practice the hands-on aspects of what they have learned by reading the PEPP Textbook, participating in online modules, and listening to lectures. There are three Skill Stations in the PEPP course. Station 1 covers airway management, Station 2 covers spinal stabilization, and Station 3 covers resuscitation. Airway management includes: Airway adjuncts, BVM use, and FBAO. The spinal stabilization station includes: Length based resuscitation tape, and spinal stabilization. The final station revolves around resuscitation and will engage the student in the skills of team management in a cardiac arrest scenario. The goal is for every student to perform every skill adequately at least once.

Didactic = 0, Laboratory = 2, Internship = 0

WRITTEN & CASE EVALUATION:

The PEPP Scenarios are an important part of helping students apply information from all aspects of the course. The Course Coordinator will select 1-2 cases from each grouping: Child/Family Interaction, Medical Emergencies, and Emergency Delivery/Newborn Resuscitation. A written exam is required for PEPP certification.

Didactic = 0.5, Laboratory = 1, Internship = 0

<i>Avocational Education</i>		
PEPP – ALS		
Clock Hours: 16	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	2 day	Laboratory: 6:1
Course Description:		
The National Association of EMT's (NAEMT) ALS - Pediatric Education for Prehospital Providers (PEPP) program is an 8-hour course designed to give prehospital professionals the education, skills, and confidence they need to effectively treat pediatric patients. Developed by the American Academy of Pediatrics, PEPP specifically teaches prehospital professionals how to better assess and manage ill or injured children.		
Pre-Requisites:		
None – Any health care professional who is responsible for the emergency care of children may find this course beneficial.		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this 16-hour PEPP - ALS course, the student will be able to:

1. Perform an assessment and manage a pediatric patient in an emergency situation using the Pediatric Assessment Triangle.
2. Recognize and treat the most common complaints in the pediatric population including respiratory emergencies, traumatic injuries, and medical emergencies.
3. Perform an assessment and manage patients with special healthcare needs.

REQUIREMENTS FOR GRADUATION:

1. Attended the entire course.
2. Complete the pretest (online)
3. Successfully demonstrate 3 practical skills (airway, spinal, & resuscitation).
4. Achieved a minimum score of 80% on the Post-test.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the PEPP - ALS Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Obtain the course access code and textbook from the Education Department
3. Log onto www.peppsite.com, enroll in the appropriate course using the access code provided.
4. Complete the online Pre-test prior to the date of the course and print the completion certificate.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

PEPP - ALS Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$100.00

- The \$35.00 dollars covers the cost of the following:
 - Student tuition \$79.05
 - Access Code/Certification Card \$20.95 *Non-refundable fee*
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

PEDIATRIC ASSESSMENT:

There are many unique features in the anatomy, physiology, and psychosocial development of children that affect the assessment and treatment of a child. A basic understanding of normal child development will help you to tailor your approach to assessment and treatment and will allow you to understand the significance of your findings. In addition to understanding normal growth and developmental characteristics of children of different age groups, the prehospital professional must be aware of exceptional considerations when assessing children with special health care needs (CSHCN).

Didactic = 1, Laboratory = 0, Internship = 0

CHILDREN WITH SPECIAL HEALTH CARE NEEDS:

Children with special health care needs (CSHCN) are patients who have or are at increased risk for developing chronic physical, emotional, or developmental conditions requiring health and related services that are beyond those regularly required by children without special needs. With advances in medical care, children who would not have survived in the past are now being discharged from hospitals into the community. The survival of extremely premature newborns has also led to an increasing number of children with a variety of special needs being cared for at home. When EMS is called for a child with special health care needs, the prehospital professional must anticipate dealing with a medically complex patient.

Didactic = 1, Laboratory = 0, Internship = 0

RESPIRATORY EMERGENCIES:

Respiratory disease is the most frequent pediatric prehospital medical problem. Good assessment and early intervention for pediatric respiratory problems can avert serious illness and preventable death and may shorten treatment time in the emergency department. Focusing on certain key physical signs and symptoms will allow the prehospital professional to rapidly assess the effectiveness of gas exchange in the airways and alveoli. Using the Pediatric Assessment Triangle (PAT) is an important first step in determining the severity of disease, localizing the physiologic problem, and beginning treatment.

Didactic = 1, Laboratory = 0, Internship = 0

SHOCK:

Serious cardiovascular emergencies in children are uncommon in the out-of-hospital setting. Pediatric cardiovascular emergencies may be the result of volume loss, vascular instability, cardiac failure, output obstruction, or a combination of any or all of these. Regardless of the type of cardiovascular emergency, early recognition and management can reduce the likelihood of serious morbidity or mortality.

Didactic = 1, Laboratory = 0, Internship = 0

CHILD MALTREATMENT:

There were 3.5 million referrals to child protective services in 2013 and over 650,000 of those children were confirmed victims of abuse. Children younger than 4 years of age are at the greatest risk for maltreatment and neglect. This lecture concerns the recognition and management of the infant or child who has been the victim of child maltreatment.

Didactic = 1, Laboratory = 0, Internship = 0

TRAUMA EMERGENCIES:

Trauma is the leading cause of death in children. In the prehospital setting, over half of the children transported have an acute injury. In minor trauma, the role of the prehospital professional is straightforward: perform a scene sizeup, assess the patient, and transport to the ED. Treatment may only involve wound care, spinal motion restriction, or splinting if needed. Multisystem trauma, in contrast, provides the prehospital professional with a great challenge and demands a disciplined assessment and a child-specific approach to treatment. Death or serious injury to a child is a common cause of stress to EMS providers and one of the leading situations for Critical Incident Stress Management (CISM). Experience and education will increase your self-confidence and competency in dealing with pediatric trauma patients.

Didactic = 1, Laboratory = 0, Internship = 0

RESUSCITATION AND DYSRHYTHMIAS:

Cardiac arrest is uncommon in the out-of-hospital setting. Survival to discharge from out-of-hospital cardiac arrest is 6% (3% for infants and 9% for children and adolescents). The primary cause of arrest in children is an asphyxial arrest situation that deteriorates into cardiac arrest. Regardless of the type of cardiovascular emergency, early recognition and timely management can reduce the likelihood for serious morbidity or mortality.

Didactic = 1, Laboratory = 0, Internship = 0

MEDICAL EMERGENCIES:

Approximately half of all pediatric 9-1-1 calls are illness or “medical” complaints, and half are injury or “trauma” complaints. Calls regarding pediatric medical complaints tend to be more serious as a whole, and the varied nature of these complaints makes this group of children more challenging to assess and treat. Respiratory illness and seizures are the two most common out-of-hospital pediatric medical emergencies.

Didactic = 1, Laboratory = 0, Internship = 0

TOXICOLOGY:

A toxic exposure is an ingestion, inhalation, injection, or application of a toxic substance. Poisoning is a common pediatric out-of-hospital emergency and does not usually have serious consequences. Of the over 2 million calls each year to American poison centers, 52% are for children less than 6 years old, and 65% for patients less than 20 years old.

Didactic = 1, Laboratory = 0, Internship = 0

CHILDREN IN DISASTERS:

This lecture addresses the unique challenges prehospital professionals face when responding to a disaster or mass casualty incident (MCI) where children are involved. When children are involved in a disaster, their treatment presents unique challenges because of their special anatomic, physiologic, psychologic, and transportation needs.

Didactic = 1, Laboratory = 0, Internship = 0

SKILL STATIONS:

The PEPP skill stations are a vital part of helping students practice the hands-on aspects of what they have learned by reading the PEPP Textbook, participating in online modules, and listening to lectures. There are three Skill Stations in the PEPP course. Station 1 covers airway management, Station 2 covers spinal stabilization and vascular access, and Station 3 covers resuscitation. Airway management includes: ET Intubation, FBAO, Tracheostomy. The spinal stabilization and vascular access station includes: Length based resuscitation tape, and spinal stabilization, IO insertion, vascular access. The final station revolves around resuscitation and will engage the student in the skills of team management in a cardiac arrest scenario. The goal is for every student to perform every skill adequately at least once.

Didactic = 0, Laboratory = 3.5, Internship = 0

WRITTEN & CASE EVALUATION:

The PEPP Scenarios are an important part of helping students apply information from all aspects of the course. The Course Coordinator will select 1-2 cases from each grouping: Child/Family Interaction, Medical Emergencies, and Emergency Delivery/Newborn Resuscitation. A written exam is required for PEPP certification.

Didactic = 1, Laboratory = 1.5, Internship = 0

EMS – Professional Development Courses

<i>Avocational Education</i>		
ALS Assist		
Clock Hours: 3	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 6:1
Course Description:		
To become familiar with ALS level equipment and competent in the ability to set up various items for the paramedic during patient care activities as well as the ability to place ECG electrodes for 12 lead monitoring capabilities accurately.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

Upon completion of this ALS Assist course, the student will be able to:

1. Perform the steps needed to properly set up a J-loop during specified patient care encounters
2. Perform the steps necessary to properly set up IV lines and fluids for the paramedic during patient care activities
3. Describe the difference between 10 and 60 gtt sets, and identify the patient presentations for which each type would be preferred
4. Identify appropriate locations based on anatomical landmarks and correctly place 12 Lead ECG monitoring cables
5. Describe the steps to obtain an accurate 12 lead printout
6. Identify appropriate placement of multipurpose pads (pacing/defibrillation pads) based on anatomical landmarks
7. Discuss common medications typically found in jump bags and drug boxes
8. Identify the type of medication found in jump bags and drug boxes based on its color
9. Perform the steps to appropriately assemble common ALS medications found in jump bags and drug boxes

10. Describe the differences in IV Catheters based on gauge and color
11. Discuss the differences identified in intubation blades based on size and shape
12. Describe the steps necessary to assemble the Blades and ET tubes for the paramedic during respiratory arrest
13. Explain the use of a tube holder in respiratory and cardiac arrest scenarios
14. Describe the indications for albuterol use in the field and explain the steps to set up a nebulizer
15. Explain the steps to set up and use a nasal atomizer for patients experiencing overdoses
16. Describe the difference between NG tube and soft suction
17. Discuss the expectations of EMT during patient care activities while working with a Paramedic

REQUIREMENTS FOR GRADUATION:

1. Attended the entire course.
2. Demonstrate cognitive knowledge through interaction with the instructor.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the ALS Assist Course:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

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Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

STUDENT SERVICES:

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees

ALS Assist Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$20.00

- The \$20.00 dollars covers the cost of the following:
 - Student tuition \$15.00
 - WVOEMS Credentialing data processing \$5.00

- **Accepted Methods of Payment**

- Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

EMT classes prepare you with the foundational knowledge necessary to mitigate patient care encounters in the field at the BLS level; however, it is not common for EMT courses to include the additional information necessary for EMT's to be successful in skill integration with ALS providers because of common time constraints and cost. Therefore, this course has been developed to allay the fears of EMT Basics who may be asked to work on an ambulance with a paramedic.

Didactic = 1.5, Laboratory = 1.5, Internship = 0

<i>Avocational Education</i>		
Extrication for EMS		
Clock Hours: 20	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 15:1
Traditional	3 day	Laboratory: 5:1
Course Description:		
This extrication class is designed to train EMS personnel responding to motor vehicle collisions (involving passenger vehicles and light trucks) with or without entrapment on the essential skills necessary to mitigate scene safety, patient access, and extrication. Students will participate in exercises involving detailed knowledge obtained from the class session on vehicle construction, hazards of the roadways, and supplemental restraint systems.		
Pre-Requisites:		
TIMS <i>Strongly Recommended Co-Requisite:</i> HazMat Awareness		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

Upon completion of this Extrication for EMS Class, the student will be able to:

1. Evaluate the MVC scene for safety and patient access.
2. Identify the need to request additional assistance based on scene findings and available resources.
3. Identify electrical hazards as well as hazardous materials found at the scene of an MVC.
4. Review common traffic concerns involving safety on roadways.
5. Explain the difference between rapid versus standard extrication based on patient presentation.
6. Discuss the need to disarm electrical systems and SRS for crew and patient safety.
7. Describe modern vehicle construction and the materials used in the manufacturing process.
8. Perform extrication of a patient using the least amount of disturbance in spinal alignment.
9. Explain the priority of extrication versus on-scene patient treatment.
10. Perform a step by step method for vehicle stabilization, extrication, and scene termination.
11. Perform extrication techniques using hand tools, portable and heavy hydraulic tools.
12. Perform stabilization techniques for vehicles involved in a rollover or on its side.
13. Perform stabilization techniques for the patient removal of those found within vehicle a rollover or on its side.
14. Perform the techniques of disentanglement while avoiding cutting major vehicle members.
15. Describe the phases and integration of the incident command system during MVC's.
16. Describe proper "scene termination" and "return to service" after the mitigation of an MVC.

REQUIREMENTS FOR GRADUATION:

1. Demonstrate adequate knowledge and skill competency in tool recognition and use on the scene of a simulated vehicle extrication.
2. The student must obtain a passing score of 70% or better on the final written examination.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the Extrication for EMS Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Provide documentation of TIMS certification.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Industry Training Courses at Princeton Rescue Squad has adopted the technical standards and essential functions of the certifying entity to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

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Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE

Certification means verification that on the indicated class completion date the student demonstrated achievement of the required knowledge and hands on skill objectives to the satisfaction of a currently authorized Extrication Instructor or Instructor Trainer. Certification does not guarantee future performance or imply licensure or credentialing.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- As time permits, remediation of inadequate skill or written exam performance will be offered for those experiencing difficulties.
- Assist students privately during breaks, lunch, or at the end of the class.
- Provide recommendations for additional training class opportunities if the required remediation is more than can be provided during a class.

Extrication for EMS Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$280.00

- The \$280.00 dollars covers the cost of the following:
 - Student tuition \$270.00
 - WVOEMS Credentialing data processing \$10.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

NFPA GUIDELINES, EXTRICATION PRINCIPLES AND VEHICLE DESIGN:

This session discusses the NFPA guidelines to build a baseline of knowledge for universally recognized extrication of vehicle machinery competencies.

Didactic = 0.25, Laboratory = 0, Internship = 0

HIGHWAY SAFETY & PROCEDURES:

This session provides an overall review and use of the traffic incident management system regarding highway safety during motor vehicle collision scenes.

Didactic = 0.25, Laboratory = 0, Internship = 0

VEHICLE CONSTRUCTION:

This session focuses on modern vehicle construction and the kinematics associated with collision forces. The discussion involves exploded view diagrams provided by manufacturers to explore the 3 types of vehicle construction: vehicle on frame, unibody construction, and space frame construction. Emphasis is placed on common weakness and high strength points of vehicle frames with addition consideration on passenger safety cage construction.

Didactic = 2.0, Laboratory = 0, Internship = 0

RESTRAINT SYSTEM SAFETY:

This topic focuses on the types of glass, seatbelt positioning, airbags, and airbag deployment. Students will be able to explain airbag safety concerns including: locations, disablements, roll bars, pre-tensioners, and patient positioning using the “5-10-20” rule.

Didactic = 0.75, Laboratory = 0, Internship = 0

HYBRID VEHICLES:

Students will be able to explain the concerns associated with hybrid vehicles, how to identify the type of hybrid including the steps for disarmament.

Didactic = 0.25, Laboratory = 0, Internship = 0

BASIC EXTRICATION:

This opening module provides the learner with a hands-on approach to common tools and requires the participant to correctly identify each tool. Students will also participate in a simulated patient removal scenario from a hillside using a capstand winch and basket

Didactic = 0, Laboratory = 8.0, Internship = 0

DISCUSSION ON FIELD EXERCISE (SAFETY AND TERMS):

This topic is a “lead in” to prepare participants for the field exercise requirements of the course. Emphasis will be placed on danger recognition, the need for scene and vehicle stabilization, and the “inner/outer” extrication circle.

Didactic = 0.25, Laboratory = 0, Internship = 0

FIELD EXERCISE: EXTRICATION & STABILIZATION:

This final session encompasses a written evaluation of the classroom session and requires the learner to demonstrate the proper use of hand tools (portable and heavy hydraulics), cribbing, res-q-jack, cribbing airbags, and step chocks in simulated MVC scenarios where patient considerations involving mechanism of injury will be required. Students will also be expected to use the appropriate techniques for scene termination and tool return to service.

Didactic = 0, Laboratory = 8.0, Internship = 0

<i>Avocational Education</i>		
Mass Casualty Incident (MCI Level 1&2)		
Clock Hours: 2	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 8:1
Course Description:		
This course has been developed by the WV Office of EMS to train providers across West Virginia to handle mass casualty incidents in a standardized way. Procedures covered in this class are designed for incidents where there are more injured than available resources and describes a basic philosophy of an organized approach with clear lines of supervision and care management of the scene.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

Upon successful completion of the MCI Level 1&2 Education Program, the student will be able to:

1. Define mass casualty incidents and list the three goals of MCI management.
2. Identify the roles of incident management structure.
3. Establish an accurate count of casualties utilizing the START algorithm.
4. Understand the responsibilities of the medical group and perform duties within a specified subgroup.

REQUIREMENTS FOR GRADUATION:

1. Completion of (2) hours classroom didactic and skill lab.
2. Completion of the written examination with a score of at least 70%.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the MCI Level 1&2 Education Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE IN EMERGENCY MEDICAL SERVICES

Simply completing the course requirements and obtaining a course completion certificate does not grant re-certification. To become a re-certified provider with privileges to practice in West Virginia you must complete and submit all continuing education components, within the current certification cycle by the specified deadlines identified through the NREMT **AND** the WVOEMS. Please review the requirements for each of the three required components for renewal of certification by visiting www.wvoems.org or the www.nremt.org for details.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees
- Assistance with WVOEMS/NREMT application processing

MCI Level 1&2 Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$25.00

- The \$25.00 dollars covers the cost of the following:
 - Student tuition \$20.00
 - WVOEMS Credentialing data processing \$5.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

MODULE DESCRIPTIONS:

LEVEL 1 – TRAIGE:

This module describes the initial response roles and expectations of EMS in the overall incident management system. Participants will learn how to take immediate action as the first units to arrive on the scene to manage the incident which includes assessing the scene for safety, relaying key information about the scene to the Emergency Operations Center, setting up for staging (access and egress) as well as triage, treatment, and transportation. Finally, the student will become proficient in the use of the START triage system.

Didactic = 0.5, Laboratory = 0.5, Internship = 0

LEVEL 2 – OPERATIONS:

This module is designed to train EMS providers in the operational level skills associated with MCI management. Learners will be prepared to operate as a responder in the medical group under the National Incident Management System where he/she is assigned a role to mitigate the encounter. Students will learn the responsibilities for each key member of the response team in preparation should an actual MCI event occur.

Didactic = 0.5, Laboratory = 0.5, Internship = 0

Community Interest – Health and Safety Courses

<i>Avocational Education</i>		
ASHI – CPR/AED (Layperson)		
Clock Hours: 4	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 6:1
Course Description:		
The American Safety and Health Institute CPR and AED training program is intended for individuals who are not healthcare providers or professional rescuers but desire or are required to be certified in CPR and the use of an AED for the Adult, Child, and Infant.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this CPR/AED course, the student will be able to:

1. Demonstrate high quality cardiopulmonary resuscitation techniques to a patient experiencing a cardiac arrest.
2. Demonstrate the use of an Automated External Defibrillator for patients suffering from cardiac arrest.

REQUIREMENTS FOR GRADUATION:

1. Demonstrate adequate knowledge and skill competency of high-quality CPR/AED scenario for adults, children, and infants.
2. If a written examination is required by a regulatory agency, the student must obtain a passing score of 75% or better.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the ASHI – CPR/AED Program:

1. Submit an application with course payment to Princeton Rescue Squad’s Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Community Interest Courses at Princeton Rescue Squad has adopted the technical standards and essential functions of the certifying entity to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad’s Educational Institute from denying benefits to an “otherwise qualified” handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions “academic and technical standards.” The Princeton Rescue Squad’s Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Community Interest Course students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department’s program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE

Certification means verification that on the indicated class completion date the student demonstrated achievement of the required knowledge and hands on skill objectives to the satisfaction of a currently authorized ASHI Instructor or Instructor Trainer. Certification does not guarantee future performance or

imply licensure or credentialing. Certification is documented by the legitimate issuance of a correctly completed ASHI certification card.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- As time permits, remediation of inadequate skill or written exam performance will be offered for those experiencing difficulties.
- Assist students privately during breaks, lunch, or at the end of the class.
- Provide recommendations for additional training class opportunities if the required remediation is more than can be provided during a class.

ASHI – CPR/AED (Layperson) Certification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$35.00

- The \$35.00 dollars covers the cost of the following:
 - Student tuition \$29.19
 - Certification card/digital textbook \$5.81
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

PREPARING TO HELP:

Sudden cardiac arrest can happen anywhere with little or no warning. Without prompt care including cardiopulmonary resuscitation (CPR) and early defibrillation, it is unlikely the person affected will survive. Individuals who take the initiative to help another in cardiac arrest must know what his/her roles are, how to recognize and protect yourself during an emergency, and what the legal ramifications are for assisting in an emergency situation.

Didactic = 0.5, Laboratory = 0, Internship = 0

CPR and AED:

This session focuses on the individual skills associated cardiac arrest care management. The student will learn how to manage the airway, perform quality chest compressions, and use of an AED for individuals of all age groups.

Didactic = 1.5, Laboratory = 0.5, Internship = 0

SKILL AND PERFORMANCE EVALUATION:

Student skills for ASHI CPR/AED are evaluated during the designated skill practices throughout the program. Evaluation of each student's skilled performance is required to demonstrate he or she is at

least minimally competent in the required hands-on skills. Minimally competent means that without assistance from the instructor, the student is able to perform the required skills as defined by the criteria of the performance evaluation. Performance evaluation provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's competency.

Didactic = 0, Laboratory = 1, Internship = 0

WRITTEN EXAM:

A written exam is not required for ASHI CPR/AED certification unless required by a regulatory agency. The written exam provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's knowledge competency.

Didactic = 0.5, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
ASHI – First Aid (ASHI-FA)		
Clock Hours: 4	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 6:1
Course Description:		
The American Safety and Health Institute First Aid training program is intended for individuals who are not healthcare providers or professional rescuers but desire or are required to be certified in basic emergency medical care.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this First Aid course, the student will be able to:

1. Demonstrate the knowledge, skills, and confidence to respond in a medical emergency.

REQUIREMENTS FOR GRADUATION:

1. Demonstrate adequate knowledge and skill competency in glove removal, bleeding control, and the assessment of a responsive person.
2. If a written examination is required by a regulatory agency, the student must obtain a passing score of 72% or better.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the ASHI – First Aid Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Community Interest Courses at Princeton Rescue Squad has adopted the technical standards and essential functions of the certifying entity to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Community Interest Course students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE

Certification means verification that on the indicated class completion date the student demonstrated achievement of the required knowledge and hands on skill objectives to the satisfaction of a currently authorized ASHI Instructor or Instructor Trainer. Certification does not guarantee future performance or imply licensure or credentialing. Certification is documented by the legitimate issuance of a correctly completed ASHI certification card.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- As time permits, remediation of inadequate skill or written exam performance will be offered for those experiencing difficulties.
- Assist students privately during breaks, lunch, or at the end of the class.
- Provide recommendations for additional training class opportunities if the required remediation is more than can be provided during a class.

ASHI – First Aid Certification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$35.00

- The \$35.00 dollars covers the cost of the following:
 - Student tuition \$29.19
 - Certification card/digital textbook \$5.81
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

PREPARING TO HELP:

Accidents and emergencies can happen anywhere with little or no warning. Individuals who take the initiative to help another must know what his/her roles are, how to recognize and protect yourself during an emergency, and what the legal ramifications are for assisting in an emergency situation.

Didactic = 0.5, Laboratory = 0, Internship = 0

ASSESSMENT:

This session focuses on the individual skills associated with the primary assessment for a patient. Learners will be able to describe when and how to use the recovery position and provide first aid for choking.

Didactic = 0.2, Laboratory = 0.05, Internship = 0

SUDDEN INJURY:

This session focuses how to recognize and provide first aid treatment for severe external bleeding, shock, and when to suspect internal bleeding. The learner will be able to explain how to suspect spinal cord, brain injury, and concussion. This session also focuses on how to recognize and provide treatment for deformed limbs, burns, nosebleeds, and an avulsed tooth.

Didactic = 0.65, Laboratory = 0.35, Internship = 0

SUDDEN ILLNESS:

This session provides the learner with the knowledge to explain how to recognize and provide first aid treatment for altered mental status, fainting, stroke, hypoglycemia, seizure, shortness of breath, asthma, allergic reaction, chest pain, and overdose.

Didactic = 0, Laboratory = 0.5, Internship = 0

ENVIRONMENTAL EMERGENCIES:

This session focuses on the knowledge to recognize and provide first aid treatment for heat and cold related emergencies.

Didactic = 0.25, Laboratory = 0, Internship = 0

SKILL AND PERFORMANCE EVALUATION:

Student skills for ASHI First Aid are evaluated during the designated skill practices throughout the program. Evaluation of each student's skilled performance is required to demonstrate he or she is at least minimally competent in the required hands-on skills. Minimally competent means that without assistance from the instructor, the student is able to perform the required skills as defined by the criteria of the performance evaluation. Performance evaluation provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's competency.

Didactic = 0, Laboratory = 1, Internship = 0

WRITTEN EXAM:

A written exam is not required for ASHI First Aid certification unless required by a regulatory agency. The written exam provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's knowledge competency.

Didactic = 0.5, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
Child and Babysitting Safety (ASHI-CABS)		
Clock Hours: 6	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 10:1
Course Description:		
The American Safety and Health Institute Child and Babysitting Safety program provides training in the business of babysitting, proper supervision, basic caregiving skills, and responding properly to ill or injured children and infants.		
Pre-Requisites:		
Must be 11 years of age CPR/AED and Basic First Aid certification is strongly recommended		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this Child and Babysitting Safety Class, the student will be able to:

1. Explain the importance of gathering vital information from parents.
2. Describe appropriate play time activities for different age groups.
3. Recognize that hitting or shaking children is never an option.
4. Explain what proper supervision means and recognize distractions to proper supervision.
5. Describe how to field outside phone calls.
6. Describe how to handle unexpected visitors.
7. Identify drowning-related dangers.
8. List safety tips regarding preparation of foods.
9. Describe the proper method for changing diapers.
10. Explain the need for proper hand hygiene.
11. Explain the importance of following bedtime routines.
12. List signs that a child or infant is choking.
13. Describe the first aid for severe bleeding
14. Describe first aid for burns.
15. Explain how to perform spinal motion restriction.
16. Describe first aid for poisoning.
17. Demonstrate proper handwashing with soap and water or an alcohol-based hand rub.
18. Demonstrate how to properly remove disposable gloves
19. Demonstrate the proper method for changing diapers.
20. Demonstrate how to control severe bleeding.
21. Demonstrate how to perform spinal motion restriction.

REQUIREMENTS FOR GRADUATION:

1. Demonstrate adequate knowledge and skill competency in Safety and Injury Prevention, Leadership, appropriate play time activities, caregiving skills, and first aid.
2. If a written examination is required by a regulatory agency, the student must obtain a passing score of 70% or better.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the ASHI – Child and Babysitting Safety Program:

1. Submit an application with course payment to Princeton Rescue Squad’s Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Community Interest Courses at Princeton Rescue Squad has adopted the technical standards and essential functions of the certifying entity to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad’s Educational Institute from denying benefits to an “otherwise qualified” handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions “academic and technical standards.” The Princeton Rescue Squad’s Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Community Interest Course students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department’s program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE

Certification means verification that on the indicated class completion date the student demonstrated achievement of the required knowledge and hands on skill objectives to the satisfaction of a currently authorized ASHI Instructor or Instructor Trainer. Certification does not guarantee future performance or imply licensure or credentialing. Certification is documented by the legitimate issuance of a correctly completed ASHI certification card.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- As time permits, remediation of inadequate skill or written exam performance will be offered for those experiencing difficulties.
- Assist students privately during breaks, lunch, or at the end of the class.
- Provide recommendations for additional training class opportunities if the required remediation is more than can be provided during a class.

ASHI – Child and Babysitting Safety Certification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$35.00

- The \$35.00 dollars covers the cost of the following:
 - Student tuition \$27.00
 - Certification card/textbook \$8.00 *(non-refundable fee)*
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

Introduction/Babysitting as a Business:

This session discusses the importance of safety when watching other people's children. Students will recognize the benefit of training, the basics of starting and running a babysitting business

Didactic = 0.75, Laboratory = 0.25, Internship = 0

SAFETY AND INJURY PREVENTION:

This session focuses on the knowledge and individual skills associated with the proper supervision of children. Students will learn about telephone, computer, and home safety as well as restroom use. Students will be introduced to shaken baby syndrome and the best sleep practices for SIDS prevention.

Didactic = 1.0, Laboratory = 0.25, Internship = 0

LEADERSHIP:

From time to time, children will try to test the limits. It's their way to see what they can get away with when their parents aren't home. A babysitter's job is to keep them safe and out of trouble by managing their behavior properly. This session will explain why it is important to choose your battles, provide steps in giving a time-out, and how to set boundaries with the children you watch.

Didactic = 0.35, Laboratory = 0, Internship = 0

PLAY TIME:

Kids love to play and playing is how young children learn. A babysitter should plan games and activities to keep them entertained and active. Physical activity will also help them sleep at night or during nap time. This session will help the learner list several age appropriate activities for children and explain why it is not a good idea to bring toys with you.

Didactic = 0.25, Laboratory = 0, Internship = 0

BASIC CAREGIVING SKILLS:

This session focuses on the individual skills associated with basic caregiving. Students will learn how to feed and diaper an infant as well as proper techniques for handwashing techniques and disposable glove removal.

Didactic = 0.25, Laboratory = 0.75, Internship = 0

FIRST AID:

The first aid component for this course is geared specifically to the most common needs associated with childhood injury. Students will learn how to assess for illness and injury and know the appropriate time to call for EMS assistance. The learner will practice how to control bleeding, assist a child who is choking and the proper steps for maintaining spinal motion restriction until help arrives.

Didactic = 1.0, Laboratory = 0.5, Internship = 0

WRITTEN EXAM:

A written exam is not required for ASHI Child and Babysitting Safety certification unless required by a regulatory agency. The written exam provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's knowledge competency.

Didactic = 0.5, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
Wilderness First Aid (ASHI-WFA)		
Clock Hours: 20	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	3 day	Laboratory: 6:1
Course Description:		
The American Safety and Health Institute Wilderness First Aid training program is intended for individuals who are not healthcare providers or professional rescuers but desire or are required to be certified in wilderness first aid knowledge and skills. <i>Meets the Wilderness First Aid Curriculum and Doctrine Guidelines, 2017 edition, established by the Boy Scouts of America.</i>		
Pre-Requisites:		
Certification in Adult CPR and AED Must be at least 14 years of age		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this ASHI Wilderness First Aid course, the student will be able to:

1. Demonstrate the knowledge, skills, and confidence to respond to a medical emergency in a remote or wilderness setting.

REQUIREMENTS FOR GRADUATION:

1. Demonstrate adequate knowledge and skill competency in glove removal, bleeding control, and the assessment of a responsive person.
2. Demonstrate adequate knowledge and skill competency in the management of chest, head/neck/back, musculoskeletal, abdominal injuries, breathing difficulty, heat strokes, and hypothermia.
3. If a written examination is required by a regulatory agency, the student must obtain a passing score of 73% or better.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the ASHI – Wilderness First Aid Program:

1. Submit an application with course payment to Princeton Rescue Squad’s Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Community Interest Courses at Princeton Rescue Squad has adopted the technical standards and essential functions of the certifying entity to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad’s Educational Institute from denying benefits to an “otherwise qualified” handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions “academic and technical standards.” The Princeton Rescue Squad’s Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Community Interest Course students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department’s program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE

Certification means verification that on the indicated class completion date the student demonstrated achievement of the required knowledge and hands on skill objectives to the satisfaction of a currently authorized ASHI Instructor or Instructor Trainer. Certification does not guarantee future performance or imply licensure or credentialing. Certification is documented by the legitimate issuance of a correctly completed ASHI certification card.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad’s Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- As time permits, remediation of inadequate skill or written exam performance will be offered for those experiencing difficulties.
- Assist students privately during breaks, lunch, or at the end of the class.
- Provide recommendations for additional training class opportunities if the required remediation is more than can be provided during a class.

ASHI – Wilderness First Aid Certification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$100.00

- The \$100.00 dollars covers the cost of the following:
 - Student tuition \$75.24
 - Student textbook \$18.95 *(non-refundable fee)*
 - Certification card/digital textbook \$5.81
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

PREPARING TO HELP:

This session defines “wilderness first aid” and describes the difference between wilderness first aid and standard first aid. It explains the importance of establishing a safe scene and the legal considerations of documentation. The topic also explains how to active professional help and describes situations that would require an evacuation versus a rapid evacuation. Finally, the session ends with a discussion on the importance of proper lifting and moving of ill or injured people.

Didactic = 0.5, Laboratory = 0.75, Internship = 0

ASSESSMENT:

This session focuses on the individual skills associated with assessing the scene, the initial and focused assessment of responsive patients. Learners will be able to demonstrate how to perform a hands-on physical exam, history taking, and the importance of assessing/reassessing vital signs over time.

Didactic = 0.25, Laboratory = 1.5, Internship = 0

SUDDEN INJURY:

This session focuses how to recognize and provide first aid treatment for severe external bleeding, shock, wound management, burn injuries, open chest injuries, and head/neck/back injuries. The session will describe the emergency treatment for musculoskeletal injuries and extended long term injury management.

Didactic = 1.28, Laboratory = 4.83, Internship = 0

SUDDEN ILLNESS:

This session provides the learner with the knowledge to explain how to recognize and provide first aid treatment for altered mental status, difficulty breathing as the result of allergic/anaphylactic reactions, abdominal problems, pain, severe pressure or discomfort in chest, and poisoning.

Didactic = 1.0, Laboratory = 1.0, Internship = 0

ENVIRONMENTAL EMERGENCIES:

This session focuses on the knowledge to recognize and provide first aid treatment for heat and cold related emergencies as well as treatment for bites and stings, drowning, lightning strikes, and altitude illnesses.

Didactic = 1.25, Laboratory = 1.0, Internship = 0

SKILL AND PERFORMANCE EVALUATION:

Student skills for ASHI Wilderness First Aid are evaluated during the designated skill practices throughout the program. Evaluation of each student's skilled performance is required to demonstrate he or she is at least minimally competent in the required hands-on skills. Minimally competent means that without assistance from the instructor, the student is able to perform the required skills as defined by the criteria of the performance evaluation. Performance evaluation provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's competency.

Didactic = 0, Laboratory = 0.5, Internship = 0

WRITTEN EXAM:

A written exam is not required for ASHI Wilderness First Aid certification unless required by a regulatory agency. The written exam provides sound, fair, consistent, uniform, objective, and reliable assessment of a student's knowledge competency.

Didactic = 1.5, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
Beginner American Sign Language		
Clock Hours: 9	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	6 weeks	Laboratory: n/a
Course Description:		
This class will provide a brief understanding of deaf culture and better equip members of the community with a basic understanding of sign language to establish effective communication. Upon class completion, students will have a basic ASL that can be used in conversation.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
Certificate of Completion		

PROGRAM OUTCOMES:

Upon completion of this Basic ASL class, the student will:

1. Be cognizant of deaf culture and aware of the various perspectives on deafness.
2. Employ effective communication tactics to engage members of the deaf community.
3. Appreciate the importance of equal access for those who are deaf or suffering from a hard-of-hearing loss.

REQUIREMENTS FOR GRADUATION:

1. Miss no more than 0.5 hours of the program.
2. Actively participate in skill training.

Grade Scale	
<95% Attendance/Participation	"Pass"
>95% Attendance/Participation	"Fail"

ADMISSION REQUIREMENTS:

Applicants wishing to register for the Beginner American Sign Language Program:

Submit an application with course payment to Princeton Rescue Squad's Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Community Interest Courses at Princeton Rescue Squad has adopted the technical standards and essential functions of the certifying entity to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Community Interest Course students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE

Certification means verification that on the indicated class completion date the student demonstrated achievement of the required knowledge and hands on skill objectives to the satisfaction of a currently authorized ASL Trainer. Certification does not guarantee future performance or imply licensure or credentialing.

STUDENT SERVICES:

The goal of Princeton Rescue Squad's Education Department is to "effectively and professionally provide quality educational experiences for students to meet the needs of the communities we serve."

Therefore, the program provides the following measures to increase achievement:

- As time permits, remediation of inadequate skill performance for those experiencing difficulties.
- Assist students privately during breaks, lunch, or at the end of the class.
- Provide recommendations for additional training class opportunities if the required remediation is more than can be provided during a class.

Beginner American Sign Language Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$50.00

- The \$50.00 dollars covers the cost of the following:
 - Student tuition \$40.00
 - Application fee \$5.00 (*non-refundable fee*)
 - Certification of completion \$5.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

Level I:

This session will introduce the participant to deaf culture and focus on fingerspelling the alphabet and basic numbers.

Didactic = 0.5, Laboratory = 1, Internship = 0

Level II:

Building on the lessons from level I, this session will add new ASL vocabulary to transition the learner into building ASL sentences and implementing basic conversation techniques.

Didactic = 0.5, Laboratory = 1, Internship = 0

Level III:

The learner will continue to grow their understanding of the deaf culture and attending deaf centered events. Participants will strengthen their fingerspelling technique while using basic ASL to communicate both questions and answers. Finally, the student will initiate more complex ASL vocabulary to develop into sentences.

Didactic = 0.5, Laboratory = 1, Internship = 0

First Responder – Injury Prevention & Safety Training

Avocational Education		
ATV/UTV Safety		
Clock Hours: 8	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 6:1
Course Description:		
This program is designed to review skills and provide refresher training guidelines for ESO's that use specialty UTV/ATV's to respond to off-road incidents. Participants in this course will have the opportunity to gain and/or verify a broad range of competencies and best practices associated with driving/operating UTV/ATV's.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

Upon completion of this ATV/UTV Safety Class, the student will be able to:

4. Develop habits of safe UTV/ATV operations.
5. Understand the legal responsibility for the safety of their passengers and others around them.
6. Understand the importance in having a written document (SOG/SOP) detailing all aspects of the UTV/ATV operations.
7. Understand the importance in having each driver take a UTV/ATV operation and safety course provided by the manufacturer, retailer, UTV/ATV safety organization or state before operating a vehicle.
8. Understand the importance of having a refresher training program, both classroom and hands-on, within the ESO annually.

REQUIREMENTS FOR GRADUATION:

1. A written test of information and topics presented during classroom instruction should be administered prior to initiating the skill stations. To proceed to the next phase of skill station training, the trainee must achieve a passing score on the written test.
2. Demonstrate proficiency on each ATV/UTV that he/she will be operating. The following specific proficiencies include: Trailer, control, braking/stopping, figure 8, offset, serpentine, sharp turn, off-road.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the VFIS UTV/ATV Safety Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Industry Training Courses at Princeton Rescue Squad has adopted the technical standards and essential functions of the certifying entity to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Industry Training Course students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be

reviewed by the Education Director together with the Advisory Board. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE

Certification means verification that on the indicated class completion date the student demonstrated achievement of the required knowledge and hands on skill objectives to the satisfaction of a currently authorized VFIS Instructor or Instructor Trainer. Certification does not guarantee future performance or imply licensure or credentialing. Certification is documented by the legitimate issuance of a correctly completed VFIS certification card.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- As time permits, remediation of inadequate skill or written exam performance will be offered for those experiencing difficulties.
- Assist students privately during breaks, lunch, or at the end of the class.
- Provide recommendations for additional training class opportunities if the required remediation is more than can be provided during a class.

VFIS – ATV/UTV Safety Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$50.00

- The \$50.00 dollars covers the cost of the following:
 - Student tuition \$40.00
 - WVOEMS Credentialing data processing \$10.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

EXTENT OF THE PROBLEM:

The goal of this session is to understand the prevalence of the number of UTV/ATV injuries and fatalities nationwide. Learners will understand the importance of training, sound maintenance procedures and preplanning, identify unsafe operation, modification and maintenance that can result in serious injury or death, and the civil consequences from ATV/UTV accidents.

Didactic = 0.5, Laboratory = 0, Internship = 0

THE ATV/UTV OPERATOR:

The goal of this session is to understand that the first, and possibly the most important step in UTV/ATV operation is the effective selection of operators basing that selection on qualifications and training. Learners will understand the importance of a UTV/ATV operation and safety course, identify the minimum age for driving a UTV/ATV, and understand that every member who operates on or around an ATV/UTV must be trained and use the agency's operations SOG/SOP's.

Didactic = 0.5, Laboratory = 0, Internship = 0

PERSONAL PROTECTIVE EQUIPMENT:

The goal of this session is to discuss the essential protective equipment that should be considered during typical operation of a UTV/ATV.

Didactic = 0.5, Laboratory = 0, Internship = 0

PREPLANNING, SAFETY & OPERATIONS:

The goal of this chapter is to discuss key points in preplanning and the benefit those plans will have on UTV/ATV operations. The learner will be able to outline the basic safety considerations and best practices to be employed when an UTV/ATV is utilized.

Didactic = 0.5, Laboratory = 0, Internship = 0

MAINTENANCE:

The goal of this session is to stress the importance of maintenance in UTV/ATV operation. The learner will understand the imp.

Didactic = 0.5, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
Traffic Incident Management System (TIMS)		
Clock Hours: 4	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 6:1
Course Description:		
The National TIM Responder Training Program was created as part of SHRP2, which was authorized by Congress in 2005 to investigate the underlying causes of highway crashes and congestion in a short-term program of focused research.		
TIMS consists of a planned and coordinated multi- disciplinary process to detect, respond to, and clear traffic incidents so that traffic flow may be restored as safely and quickly as possible.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

The TIM training program was designed to establish the foundation for and to promote consistent training of all responders to achieve the three objectives of the TIM National Unified Goal (NUG):

1. Responder Safety during Traffic Incidents
2. Safe, Quick Clearance of traffic congestion resulting from motor vehicle collisions
3. Prompt, Reliable, Interoperable Communications during traffic incidents

REQUIREMENTS FOR GRADUATION:

1. Actively participate in discussion and post course tabletop exercise(s).

Grade Scale	
Pass	P
Fail	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the TIMS Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Industry Training Courses at Princeton Rescue Squad has adopted the technical standards and essential functions of the certifying entity to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Industry Training Course students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE

Certification means verification that on the indicated class completion date the student demonstrated achievement of the required knowledge to the satisfaction of a currently authorized TIMS Instructor. Certification does not guarantee future performance or imply licensure or credentialing. Certification is documented by the legitimate issuance of a correctly completed TIMS certification.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- As time permits, remediation of inadequate skill performance will be offered for those experiencing difficulties.
- Assist students privately during breaks, lunch, or at the end of the class.
- Provide recommendations for additional training class opportunities if the required remediation is more than can be provided during a class.

Traffic Incident Management System (TIMS) Certification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$20.00

- The \$20.00 dollars covers the cost of the following:
 - Student tuition \$15.00
 - WVOEMS Credentialing data processing \$5.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

LESSON ONE - INTRODUCTION:

The learner will understand the purpose of the TIM responder training program and describe the dangers encountered while working in or near traffic. Finally, students will be able to define traffic incident management and the timeline of events to efficiently execute incident and roadway clearance.

Didactic = 0.25, Laboratory = 0, Internship = 0

LESSON TWO - TIM FUNDAMENTALS AND TERMINOLOGY:

This session focuses on safe, quick clearance, the principal laws that relate to responder safety, describe how the manual on uniform traffic control devices relates to TIMS, and use common response terminology, lane designations, and incident scene terminology to facilitate effective interagency communication.

Didactic = 0.25, Laboratory = 0, Internship = 0

LESSON THREE – NOTIFICATION AND SCENE SIZE-UP:

During this session, the learner will recognize the important role public safety communication centers play in incident response, describe the notification and verification process, recall the typical responsibilities of a transportation management center, and list the key information that should be included in a scene size up report.

Didactic = 0.5, Laboratory = 0, Internship = 0

LESSON FOUR – SAFE VEHICLE POSITIONING:

Upon completion of this lesson, the student will be able to differentiate between “Move it” and “Work it” incidents, state the definition of safe-positioned and describe blocking, and define/describe the need for lane +1 blocking.

Didactic = 0.5, Laboratory = 0, Internship = 0

LESSON FIVE – SCENE SAFETY:

The participant will be able to describe how emergency vehicle markings can improve scene safety, describe recommendations for emergency-vehicle lighting as set forth in the MUTCD, describe high-visibility safety apparel requirements for incident responders, and most importantly describe safe practices for working around or avoiding the “Zero Buffer”.

Didactic = 0.5, Laboratory = 0, Internship = 0

LESSON SIX – COMMAND RESPONSIBILITIES:

Learners will be able to describe both the need and the requirements for establishing and participating in the Incident Command System, describe when it is appropriate to implement unified command, and identify the need for and use of staging areas.

Didactic = 0.5, Laboratory = 0, Internship = 0

LESSON SEVEN – TRAFFIC MANAGEMENT:

Learners will be able to describe the four main components of a traffic incident management area, identify conditions at an incident scene that would require the advanced warning area to be extended, describe the need for and how to set up a taper, and identify and describe the two types of buffers that may be established at an incident scene.

Didactic = 0.5, Laboratory = 0, Internship = 0

LESSON EIGHT – SPECIAL CIRCUMSTANCES:

Learners will be able to identify the safety concerns related to responding to an incident involving a vehicle fire, how to identify what hazardous material is being transported, recount good practices for responding to an incident involving a vehicle fluid spill, and describe the primary goal of a crash investigation and the importance of preserving short-lived evidence.

Didactic = 0.5, Laboratory = 0, Internship = 0

LESSON NINE – CLEARANCE AND TERMINATION:

Students will describe quick clearance strategies for both minor incidents and incidents that involve tractor trailers and/or spilled cargo. The learner will also be able to list the type of information that needs to be provided to towing and recovery to facilitate their response, describe the importance of performing response tasks concurrently as it relates to safe quick clearance, and describe the major activities that take place during termination and identify safety related considerations for scene breakdown.

Didactic = 0.5, Laboratory = 0, Internship = 0

<i>Avocational Education</i>		
Emergency Vehicle Operator Certification (EVOC)		
Clock Hours: 12	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	2 day	Laboratory: 1:1
Course Description:		
<p>Many of the emergency response deaths result from excessive speed and unsafe driving, which can be related to the perception that the urgency of the mission justifies an elevated risk to the emergency responders and everyone else on the streets.</p> <p>Participants in this course will have the opportunity to gain and/or verify a broad range of competencies associated with emergency vehicle driving. These competencies include basic understanding of emergency vehicle operations as well as the skills necessary for practical application.</p>		
Pre-Requisites:		
Must be 18 years of age with a valid driver's license		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

Upon completion of this EVOC Class, the student will be able to:

1. Verify proficiency in both the knowledge and understanding of, as well as, the practical application to emergency vehicle driving.

REQUIREMENTS FOR GRADUATION:

1. Successfully complete the final written examination with a minimum score of at least 70%.
2. Verify driver's proficiency through successful completion of the competency course requirements to qualify them to move to the next phase: street and highway driving.
3. Verify that the student meets the requirements established by the Authority Having Jurisdiction.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the EVOC Program:

1. Must be 18 years of age
2. Submit a copy of a valid driver's license.
3. Submit an application with course payment to Princeton Rescue Squad's Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Industry Training Courses at Princeton Rescue Squad has adopted the technical standards and essential functions of the certifying entity to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Industry Training Course students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE

Certification means verification that on the indicated class completion date the student demonstrated achievement of the required knowledge and hands on skill objectives to the satisfaction of a currently authorized VFIS Instructor or Instructor Trainer. Certification does not guarantee future performance or imply licensure or credentialing. Certification is documented by the legitimate issuance of a correctly completed VFIS certification card.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- As time permits, remediation of inadequate skill or written exam performance will be offered for those experiencing difficulties.
- Assist students privately during breaks, lunch, or at the end of the class.
- Provide recommendations for additional training class opportunities if the required remediation is more than can be provided during a class.

Emergency Vehicle Operator Certification (EVOC) Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$75.00

- The \$75.00 dollars covers the cost of the following:
 - Student tuition \$65.00
 - WVOEMS Credentialing data processing \$10.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

INTRODUCTION/THE PROBLEM:

A large number of emergency service personnel and civilians are being injured and killed each year as a direct result of inappropriately driven emergency vehicles. Participants in this course will have the opportunity to gain and/or verify a broad range of competencies associated with emergency vehicle driving. These competencies include basic understanding of emergency vehicle operations as well as the skills necessary for practical application. The student should also be able to identify the increasing seriousness of emergency vehicle collisions and the resulting impact upon all concerned.

Didactic = 0.83, Laboratory = 0, Internship = 0

THE DRIVER:

The goal of this module is to understand that the first, and possibly the most important, step in emergency vehicle driver training is the effective selection of drivers. The various components of the physical and mental well-being of the driver are identified. Recognize the necessity of certification and recertification of driving skills.

Didactic = 0.75, Laboratory = 0, Internship = 0

SOP'S/SOG'S:

The goal is to understand and appreciate the need for guidelines and policies addressing emergency vehicle issues. Review the content of local policies and guidelines.

Didactic = 0.75, Laboratory = 0, Internship = 0

LEGAL ASPECTS OF EMERGENCY VEHICLE DRIVING:

The goal is to provide the participant with an understanding of the legal ramifications of emergency vehicle operations. Review specific state laws pertaining to emergency vehicles and specific NFPA standards.

Didactic = 0.50, Laboratory = 0, Internship = 0

THE VEHICLE AND VEHICLE DYNAMICS:

The goal of these modules are to study various technologies and components of emergency vehicles, and to have the participant understand the physical forces that act upon vehicles and how both vehicle design and physical forces affect handling.

Didactic = 1.5, Laboratory = 0, Internship = 0

EMERGENCY VEHICLE OPERATIONS/SAFETY:

The goal is to have the participant appreciate the necessity of being prepared to drive emergency vehicles. Understanding the need to be mentally and physically prepared to avoid situations that may adversely affect emergency vehicle operations, implement best practices, in safety and develop defensive driving techniques to avoid or reduce the consequences of vehicle collisions.

Didactic = 2.0, Laboratory = 0, Internship = 0

VEHICLE INSEPTIONS AND MAINTENANCE:

The goal is to have participants understand and perform routine maintenance of their emergency vehicles and to understand their roles and responsibility in the process.

Didactic = 1.5, Laboratory = 0, Internship = 0

EMERGENCY VEHICLE COMPETENCY COURSE:

The goal is to provide emergency vehicle operators with the skills to safely and efficiently operate emergency vehicles.

Didactic = 0, Laboratory = 4, Internship = 0

<i>Avocational Education</i>		
EMS Trailer Operations and Safety		
Clock Hours: 12	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	2 day	Laboratory: 1:1
Course Description:		
<p>As a result of many EMS operational changes, equipment that was never considered is now being moved with increasing frequency. Often this equipment is needed but cannot be carried on traditional vehicles. To meet these demands, EMS organizations are purchasing trailers to transport equipment. Trailers can solve these organizational issues, yet many departments lack the expertise or training to hook up and move a trailer.</p> <p>This program was developed by VFIS to teach the emergency vehicle operator the proper techniques and procedures for towing a trailer.</p>		
Pre-Requisites:		
Must be 18 years of age with a valid drivers license		
Credential Awarded Upon Graduation:		
WVOEMS Online Credentialing Verification (Certificate of Completion)		

PROGRAM OUTCOMES:

Upon completion of this EMS Trailer Operations and Safety Class, the student will be able to:

1. Identify and understand the current challenges of driving a trailer in the private setting and the emergency service environment.
2. Identify and understand how operating a trailer correctly is a good risk management tool
3. Identify five characteristics that influences vehicle performance while towing trailers.
4. Understand the importance of pre-towing inspection and demonstrate an acceptable inspection procedure.
5. Be capable of explaining or demonstrating the procedure for proper pre-response hook up.
6. Successfully complete the practical driving exercise.

REQUIREMENTS FOR GRADUATION:

1. The student must obtain a passing score of 70% or better on the final written examination.
2. The student must demonstrate proficiency in negotiating traffic and any hazards encountered on street and highway through the use of simulated skill evaluations.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the EMS Trailer Operations and Safety Program:

1. Be at least 18 years of age.
2. Submit a copy of a valid driver's license.
3. Submit an application with course payment to Princeton Rescue Squad's Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Industry Training Courses at Princeton Rescue Squad has adopted the technical standards and essential functions of the certifying entity to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

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Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE

Certification means verification that on the indicated class completion date the student demonstrated achievement of the required knowledge and hands on skill objectives to the satisfaction of a currently authorized VFIS Instructor or Instructor Trainer. Certification does not guarantee future performance or imply licensure or credentialing. Certification is documented by the legitimate issuance of a correctly completed VFIS certification card.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- As time permits, remediation of inadequate skill or written exam performance will be offered for those experiencing difficulties.
- Assist students privately during breaks, lunch, or at the end of the class.
- Provide recommendations for additional training class opportunities if the required remediation is more than can be provided during a class.

EMS Trailer Operations and Safety Certification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$75.00

- The \$75.00 dollars covers the cost of the following:
 - Student tuition \$65.00
 - WVOEMS Credentialing data processing \$10.00
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

TRAILERS:

Planning requires knowledge of the type of vehicle towing the trailer, the size of the trailer, equipment and materials that are going to be loaded into the trailer, and the personnel who could potentially ride in the tow vehicle. With this information, the ESO can determine the best set up for their needs.

Didactic = 1, Laboratory = 0, Internship = 0

THE TOW VEHICLE:

Organizations and operators must understand how the tow vehicle **MUST** be capable to tow the trailer safety. Evaluating the tow vehicle's capacity is the first step in determining this capability. Also

important is not relying on the manufacturer's manual for the acceptable weights when determining capability to pull a trailer.

Didactic = 1.0, Laboratory = 0, Internship = 0

BRAKE REQUIREMENTS:

Having a good braking system on the tow vehicle and the trailer is essential for safe operation. The benefits for investing in a good system include saving on wear and tear on both vehicles and adding a higher level of safety to the operation of trailers in emergency situations.

Didactic = 1.0, Laboratory = 0, Internship = 0

TOW HITCH, BALL COUPLER ASSEMBLY:

The equipment that connects the trailer to the tow vehicle is essential to the safe operations of the entire system. Without correct hook-up, proper care and maintenance of the ball, coupler, chains and tow hitch assembly the trailer could disconnect while driving.

Didactic = 1.0, Laboratory = 0, Internship = 0

INSPECTING THE VEHICLES:

Trailer inspection is essential to proper operations. Knowing the trailer is mechanically prepared prior to service avoids the consequences of having an event occurring as a result of mechanical failure.

Didactic = 1.0, Laboratory = 0, Internship = 0

LOADING THE TRAILER:

Loading the trailer is a planned event that is performed methodically to ensure proper weight distribution front to back, side to side, and low to high. Loading must be done correctly to ensure that the load does not shift while driving and the trailer handles correctly.

Didactic = 1.0, Laboratory = 0, Internship = 0

DRIVING WITH A TRAILER:

Driving a vehicle with a trailer attached is very different than driving a single vehicle. The operator has many other factors to consider. The driver's ability to control the forces that act on the tow vehicle and trailer will enhance safe travel to the scene.

Didactic = 1.0, Laboratory = 0, Internship = 0

THE DRIVING COURSE:

Practicing needed skills can take many forms. One form is having all drivers practice on a controlled course. The practical course allows all drivers the opportunity to learn how the tow vehicle and trailer handle in non-emergent situations and gain an appreciation for both vehicles.

Didactic = 0, Laboratory = 5, Internship = 0

<i>Avocational Education</i>		
PASS Certification Program		
Clock Hours: 16	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	2 day	Laboratory: 4:1
Course Description:		
The Passenger Assistance Safety and Sensitivity Certification Program is designed to ensure that community transportation drivers have current expertise in passenger assistance techniques and sensitivity skills appropriate for serving persons with disabilities. This course is compliant with the Community Transportation Association of America (CTAA's) standards.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
PASS Certificate of Completion		

PROGRAM OUTCOMES:

Upon completion of this Extrication for EMS Class, the student will be:

1. Familiar with and proficient at passenger assistance, disability awareness, and emergency evacuation techniques.

REQUIREMENTS FOR GRADUATION:

1. The student must obtain a passing score of 80% or better on the final written examination.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the PASS Certification Program:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.
2. Be at least 18 years of age.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Industry Training Courses at Princeton Rescue Squad has adopted the technical standards and essential functions of the certifying entity to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Industry Training Course students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

RIGHT TO PRACTICE

Certification means verification that on the indicated class completion date the student demonstrated achievement of the required knowledge and hands on skill objectives to the satisfaction of a currently authorized PASS Instructor or Instructor Trainer. Certification does not guarantee future performance or imply licensure or credentialing.

STUDENT SERVICES: CERTIFYING EXAMINATION PREPARATION

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- As time permits, remediation of inadequate skill will be offered for those experiencing difficulties.
- Assist students privately during breaks, lunch, or at the end of the class.
- Provide recommendations for additional training class opportunities if the required remediation is more than can be provided during a class.

PASS Certification Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$100.00

- The \$100.00 dollars covers the cost of the following:
 - Student tuition \$50.00
 - Driver Training manual, test booklet \$50.00 (*non-refundable fee*)
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

Day One:

This 8 hour class session discusses how to recognize and avoid distracted driving and fatigue, as well as the expectations of a professional driver. Topics include customer service expectations, communication, stress and the proper method to address and serve individuals according to the expectations of the Americans with Disabilities Act including safety issues and tips for working with service animals.

Didactic = 8, Laboratory = 0, Internship = 0

Day Two:

This final session includes instruction in the recognition and proper handling of bloodborne pathogens. In addition, this class session discusses common mobility equipment and features, and provides instruction on the proper operation of lifts, wheelchair securement, and the appropriate securement of the occupant for transport.

Didactic = 4, Laboratory = 4, Internship = 0

<i>Avocational Education</i>		
Bloodborne Pathogens (ASHI)		
Clock Hours: 1	Length of Course:	Student/Instructor Ratio:
Course Type:		Class: 20:1
Traditional	1 day	Laboratory: 6:1
Course Description:		
The ASHI Bloodborne Pathogens training program is intended for individuals who are trained as a CPR and/or first aid provider or have an identified job classification in which there are tasks or procedures that increase the risk of exposure to bloodborne pathogens.		
Pre-Requisites:		
None		
Credential Awarded Upon Graduation:		
Certification Card		

PROGRAM OUTCOMES:

Upon completion of this Bloodborne pathogens course, the student will be able to:

1. Identify and avoid exposure to blood and other potentially infectious materials.
2. Describe the steps to be taken should an exposure occur..
3. Perform an assessment and manage patients with special healthcare needs.

REQUIREMENTS FOR GRADUATION:

1. Attended the entire course.
2. Demonstrate cognitive knowledge through interaction with the instructor.

Grade Scale	
90% - 100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

ADMISSION REQUIREMENTS:

Applicants wishing to register for the Bloodborne Pathogens Course:

1. Submit an application with course payment to Princeton Rescue Squad's Educational Department.

IMPACT ON ABILITY TO BENEFIT:

Academic and Technical Standards

The Initial EMS Education Programs at Princeton Rescue Squad has established technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects of the program. Students are required to meet the technical standards and essential functions for the program as indicated below. If an applicant is unable to meet all of the outlined standards, he/she may withdraw from the program.

Section 504 of the Rehabilitation Act of 1973 [29 U.S. Section 794] prohibits Princeton Rescue Squad's Educational Institute from denying benefits to an "otherwise qualified" handicapped person solely because of his or her documented handicap. No qualified handicapped person shall be excluded from participation, admission, matriculation, or denied benefits or subjected to discrimination solely by reason of his or her handicap. However, a handicapped person can be required to meet the institutions "academic and technical standards." The Princeton Rescue Squad's Educational Department admissions process will not discriminate against qualified handicapped individuals but will expect Initial EMS Education Program candidates and students to meet minimum academic and technical standards.

Conclusion:

Candidates or students who believe they qualify as a party with disabilities must inform Princeton Rescue Squad Education Department's program staff of the needs associated with their participation in the program a minimum of one month prior to the beginning of the program. All requests will be reviewed by the Education Director together with the Advisory Board and in communication with the WV Office of Emergency Services. Granting any privileges will be at the discretion of the board.

All special need requests require documentation of the need from your primary care provider and/or specialist at the time of the initial request.

STUDENT SERVICES:

The goal of Princeton Rescue Squad's Education Department is to ensure the success of its graduates and enhance the potential for employment opportunities. Therefore, the program provides the following measures to increase achievement:

- Course payment is provided by the agency for all Princeton Rescue Squad employees

ASHI – Bloodborne Pathogens Program Costs:

Paid Directly to Princeton Rescue Squad for Program Participation: \$20.00

- The \$20.00 dollars covers the cost of the following:
 - Student tuition \$14.36
 - Access Code/Certification Card \$5.64
- **Accepted Methods of Payment**
 - Cash, Check, Money Order, or Credit Card

TOPIC DESCRIPTIONS:

Bloodborne Pathogen Standards & Pathogens:

This session explains the basic content within the standard, general facts and symptoms of bloodborne disease. 1910.1030(g)(2)(vii)(B).

Didactic = 0.25, Laboratory = 0, Internship = 0

Hepatitis B Immunization & Employer Exposure Control Plans:

This module describes the efficacy, safety, and method of administration of the hepatitis B vaccine; describe the benefits of being vaccinated and your right to the vaccine free of charge when there is occupational exposure risk. Finally, this session asks personnel to describe the employer's exposure control plan and how to obtain a written copy. Identify tasks and activities that may involve exposure to blood and other potentially infectious materials. Describe the required signs and labels and/or color-coding used to communicate the presence of potentially infectious materials.

Didactic = 0.25, Laboratory = 0, Internship = 0

TRANSMITTING PATHOGENS & METHODS TO CONTROL THE RISKS OF EXPOSURE:

In this session, the learner will be able to describe the common routes of transmission, the use and limitations of methods that prevent or reduce exposure to blood and other materials, including engineering controls, work practices, and personal protective equipment. Describe the proper types, use, location, removal, handling, decontamination, and disposal of PPE. And how to select appropriate PPE.

Didactic = 0, Laboratory = 0.25, Internship = 0

WHEN AN EXPOSURE OCCURS:

At the completion of this component, the learner will be able to list the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Describe the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow up that will be made available. Describe the required post-exposure evaluation and follow-up after an exposure incident.

Didactic = 0.25, Laboratory = 0, Internship = 0

ACADEMIC CALENDAR

HOLIDAYS:

The school will observe the following holidays and classes will not be held. Holidays are not counted as part of the contracted time schedule.

- New Year's Day
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Black Friday
- Christmas Day

Winter Vacation: December 21ST, through January 1st

If classes are cancelled due to inclement weather or other unforeseen circumstances, make-up classes will be required. Your respective instructor will inform the class about any mandatory make-up classes.

Princeton Rescue Squad reserves the right to close during weather emergencies or natural disasters. Under this condition, the student will not be considered absent. In case of unscheduled school closings, students must access the official email system at www.praxischool.com for updates regarding school closings or delays.

PROGRAM SCHEDULES:

Program Schedules for initial education courses will vary in course length; therefore, start and end dates will also vary.

HOWEVER, as a general rule Initial Education Courses are held

- Spring Semester ~January
- Summer Semester ~May
- Fall Semester ~August

Observed holidays and inclement weather may cause program completion dates to vary.

Avocational Programs are scheduled on an annual basis by October of each year. STUDENTS AND APPLICANTS ARE INVITED TO VIEW THE ACADEMIC CALENDAR PUBLISHED ON OUR WEBSITE AT: www.princetonrescue.com (under the education tab) or directly at www.princetonrescue.edu (under the Calendar of Events tab).

*Princeton Rescue Squad reserves the right to change course dates at will to better serve our community's needs. Students are advised to check frequently for updates.

ADMINISTRATIVE STAFF & FACULTY

Director of Education

Paula Johnson

Administrative Assistant

Karen Martin

Executive Assistant to the CEO (Accounts Payable) Becky Compton

Dept. Chairs:

CPR/Community Education	Megan Cutlip
CCT CE Education	Jimmy Poff
Continuing Education (NAEMT)	Jimmy Poff
Continuing Education (ASHI)	Nathenial Dunford
BLS CE Education	Megan Cutlip
Injury Prevention Programs	James Hill

West Virginia State EMS Lead Instructors

Mark Brooks	WVOEMS - #36968
Megan Cutlip	WVOEMS - #00656
Amber Dillow	WVOEMS - #00636
Nathenial Dunford	WVOEMS - #00648
Alek Harman	WVOEMS - #00654
Paula Johnson	WVOEMS - #00236
Chris Pendleton	WVOEMS - #00423
Jimmy Poff	WVOEMS - #00655
Brantley Whittaker IV	WVOEMS - #01017
A.J. Wild	WVOEMS - #00393

ASHI Level 3 Instructors

Megan Cutlip
Amber Dillow
Alek Harman
Jeff Johnson
Ashley Baugh
Christopher Johnson
Clayton Comer
Grace Gallinger

ASHI Level 4 Instructors

Nathenial Dunford
Paula Johnson
Loretta Justice
Justin Parker
Chris Pendleton
Jimmy Poff
Brantley Whittaker
Alfred Wild
Mark Brooks
Jason Conner
Nathan Kessler

VFIS Instructors

Lee Meadows
Kevin Barr
Nathenial Dunford
Amber Dillow
Jimmy Poff

AAOS Instructors

Nathenial Dunford

Extrication Instructors

James Hill – RESA Methodology
Loretta Justice
Jimmy Poff

TIMS Instructors

Dave Johnston
James Hill
Katie Johnston
Jeff Johnson

**PearsonVue Test Center Administrator
PVTC Support Staff****NAEMT Instructors**

Chris Pendleton
Jimmy Poff
Nathenial Dunford
Paula Johnson
Loretta Justice
Nathan Kessler

HAZMAT Instructors

James Hill
Dave Johnston

CCT Instructors

Chris Pendleton
Nathenial Dunford
Paula Johnson
Jimmy Poff

Beginner ASL Instructor

Alyce Almond

Karen Martin
Christopher Johnson
Faith Ketron
Kennedy Pugh

ADVISORY BOARD

Chief Executive Officer	Mark Brooks
Medical Director	Sherri Ross
Director of Education	Paula Johnson
Faculty/ Clin. Coor.	Nathaniel Dunford
Hospital Representative	Kim Poe (Comm. Chair)
Hospital Representative	Lorinda Hart
Employer of Graduates	Jason Conner
Employer of Graduates	Steve Sowers
Graduate – Paramedic Course	Julie Jones
Student – Paramedic Course	Clayton Comer
Public Member	Carolyn Shumate
Concord University	Laura Wamsley
Police/Fire Services	Stan Cary
Rescue Discipline Community	James Hill
MCCP/MCCN	Sean Wyatt
Paramedic	Tim Ealy
EMT	Dave Johnston