

Appendix – A

(Empty)

Appendix – B

CWU Position Description

Job Title: Office Assistant 3		Position # 00400801	
Incumbent Information			
Last Name: Toni		First Name: Snowden	EmplID: 24796159
Organizational Placement			
Department: 410070 Nutrition Exercise & Health Sciences			
Appointing Authority: Dean College of Education and Professional Studies			
Division: Academic and Student Life			
Position Description			
Working Title: Office Assistant 3			
Appointment: Ongoing		Pay Group: CLA - Classified / Civil Service	
Cycle of Appointment: 12 month		Cyclic Leave:	
Hours per Week: 40		Work Schedule: Monday - Friday/8:00am to 5:00pm (1 hour lunch)	
FTE: 1.00		FLSA: Non-Exempt (Overtime Eligible)	
Labor Code: PSE		Spvr's Title: Department Chair	
Position Expectations			
Job Summary	This position works within the office of Nutrition, Exercise, and Health Sciences (NEHS) Department and primarily provides office support for the Emergency Medical Services (EMS) Paramedicine Program as well as secondary support for NEHS. This position will be responsible for scheduling classes, meetings, and special events; filing program and student confidential materials; and maintaining program budgets. The majority of work includes duties such as complex clerical assignments and responding to inquiries for the department on policies and procedures.		
Work Assignment	Work is performed under the direction of the supervisor, following approved policies and procedures. Work assignments are generally reoccurring and the employee receives instructions largely in a verbal manner, with some instruction via a written format and occasionally via email. The employee generally plans his/her own time to meet predetermined schedules. Work is subject to periodic review for adherence to instructions and established procedures. The ability to make independent judgments and to exercise decision-making authority for some issues is required.		
Public Contact	This position has ongoing contact with students, faculty, administration, and staff in the academic offices as well as various outside agencies such as the Committee on Accreditation of EMS Education Programs, EMS agency officials (e.g. Kittitas County Fire and Rescue, Advanced Life Support Systems, LifeLine EMS, Ballard EMS, Marysville EMS, AMR Ambulance, and many more), hospital personnel, the Office of EMS and Trauma Care, and the National Registry of EMTs.		
Working Guidelines	Position works in accordance with state and federal regulations, University policies and procedures, and applicable collective bargaining unit agreements		
Credit Card Information	No		
Required Qualifications	<p>Increasingly responsible clerical/office experience OR an equivalent combination of experience, training and/or education which clearly demonstrates the ability to perform the essential functions of the job</p> <ul style="list-style-type: none"> • Excellent communication (verbal and written) and interpersonal skills. • Pleasant and receptive persona to internal and external customers. 		

	<ul style="list-style-type: none"> Highly organized work production that may be compounded by time-sensitive deadlines and superior outcome expectations. Experience or training that demonstrates the ability to use Word, Excel, email and/or similar software applications to produce written correspondence, create and maintain spreadsheets, databases, and to receive and respond to email inquiries, tasks, etc. Experience effectively organizing multiple work assignments, involving competing priorities to produce work products that are accurate, of high quality, and that meet deadlines. 	
Preferred Qualifications	<p>General fiscal experience, training and/or education that demonstrates the ability to monitor and reconcile budgets, budgeting, travel, compile and interpret fiscal data and provide related reports</p> <p>Experience with financial, human resources and/or student data systems such as PeopleSoft and/or other system(s)</p> <ul style="list-style-type: none"> - Customer service experience 	
Working Conditions	<p>Work is performed in an indoor office setting with frequent in-person interactions. It is essential to be able to remain at a desk/computer work station for prolonged periods of time, perform extensive data entry and other computer-related tasks and create/maintain filing systems for departmental records. Some evening or weekend work and/or occasional travel may be required.</p>	
Job Duties		
Essential Functions	Job Duties	%
Yes	<p>Office Support:</p> <ul style="list-style-type: none"> -General clerical support to the EMS Paramedicine Program and, secondarily, the Nutrition, Exercise and Health Sciences Department faculty and staff, consisting of maintaining students files, training logs, organizing and cataloging documents, answering phones, scheduling meetings, and recording meeting minutes. -Use electronic calendar for setting up faculty meetings with students for advising and prospective student orientations. -Use software applications as necessary for communication and data management. -Use specialized electronic clinical scheduling software for student clinical rotation scheduling, assist with coordinating site-specific clinical and field orientations and clinical contract requirement compliance (FISDAP), and serve as the recorder of meeting minutes for Program-specific meetings, including Advisory Board Meetings. -Maintain filing and record-keeping systems for students, courses, and accreditation requirements in accordance with the accrediting agencies of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Commission on the Accreditation of Emergency Medical Services Education Programs (CoAEMSP) standards. -Schedule meetings with outside agencies in regards to the needs of the Programs. 	75%

	<ul style="list-style-type: none"> -Offer summary material, guidance and support students entering the programs as well as advising possible incoming students about the programs and requirements. -Compile survey data for annual reports for National Accreditation review, facilitate distribution of survey forms, coordinate National Registry of Emergency Medical Technicians (NREMT) data results with annual report, and generate annual accreditation report under the direction of the Program Director. -Meet with your supervisor weekly to assess programmatic progress and quarterly to assign faculty schedules. - Confer regularly with representatives of off-campus organizations and agencies regarding the interpretation and implementation of programmatic and organizational policies and guidelines. - Monitor program activities in relation to established program goals and strategic plans and assess variances from programmatic and curricular benchmarks for performance. - Represent the EMS Paramedicine Program effectively and fairly at internal and external meetings and collaborative events, both on-campus and off-campus. -Prepare quarterly schedules for classes, classrooms, and Program activities. -Assist in coordinating NREMT annual practical examination and assure all matriculating students have met the required immunization requirements, background checks, and clinical contract requirements monthly. - coordinate the interview process of the incoming student candidates and facilitate and coordinate the spring and fall orientations. -Establish office procedures, priorities, and deadlines in coordination of Programs; assist with University program requirements; facilitate textbook submissions; maintain records retention authority for Programs; maintain prospective student files; enter course enrollments and Major plans in iCat; provide editorial and proofreading support; maintain records of Programs correspondence. 	
<p>Yes</p>	<p>Fiscal:</p> <ul style="list-style-type: none"> -Set up and maintain budgets, reconcile expenditures, initiate corrective action as needed, sign vouchers, prepares requisitions, prepare charge/credits for repayment, and maintains and approves credit card and travel expenditures. -Maintain credit card log and justify expenditures for yearly audit. -Order office supplies and equipment. -Supervise and approve time and leave requests via automated system. -Prepare travel TA's, schedule meetings, reconcile travel for payment. -Schedule airfare and hotels as requested by Faculty/Staff. 	<p>20%</p>

No	Other duties as assigned.	5%
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Position Authority

Appointing Authority No

Budget Authority Limited Budget Authority

Supervisory Authority None

Supervisory Responsibility No

SIGNATURES

(ALL SIGNATURES IN BLUE INK)

The job duties as defined are an accurate reflection of the work to be performed by this position.

_____ Date

Department Head

_____ Date

Appointing Authority

As the incumbent in this position, I have received a copy of this position description.

_____ Date

Employee's Signature

Job Description: EMS Program Clinical Coordinator

Date: March 15, 2010

Revised: September 15, 2014

Effective Immediately

The position of “Clinical Coordinator” for the EMS Paramedic Program at Central Washington University is an integral part of the education process for certificate and baccalaureate graduates of the Program. Effective psychomotor application of cognitive learning and refinement of essential skill sets by the students are critical to their success as career professionals and cannot be achieved without effective clinical coordination. To that end, the Clinical Coordinator plays an integral role in the Program’s Mission and students’ successes.

Responsibilities of the Clinical Coordinator are diverse and complex as the processes and clinical/field environments are dynamic and subject to change. For these reasons, the Clinical Coordinator must be adaptive and responsive. In particular, the Clinical Coordinator must be intimately familiar with contemporary practices of paramedicine, the educational goals of the EMS Paramedic Program, and with the nature and intricacies of the EMS delivery systems throughout the state of Washington. The demand for independence in decision-making and problem-resolution is considerable for this role, as is the variable workload associated with this position. Nonetheless, the Clinical Coordinator, which has direct reporting responsibilities to the Program Director, must establish an effective dialogue between the Program Director, the students, the clinical and field preceptors, and the Program faculty and staff at all times.

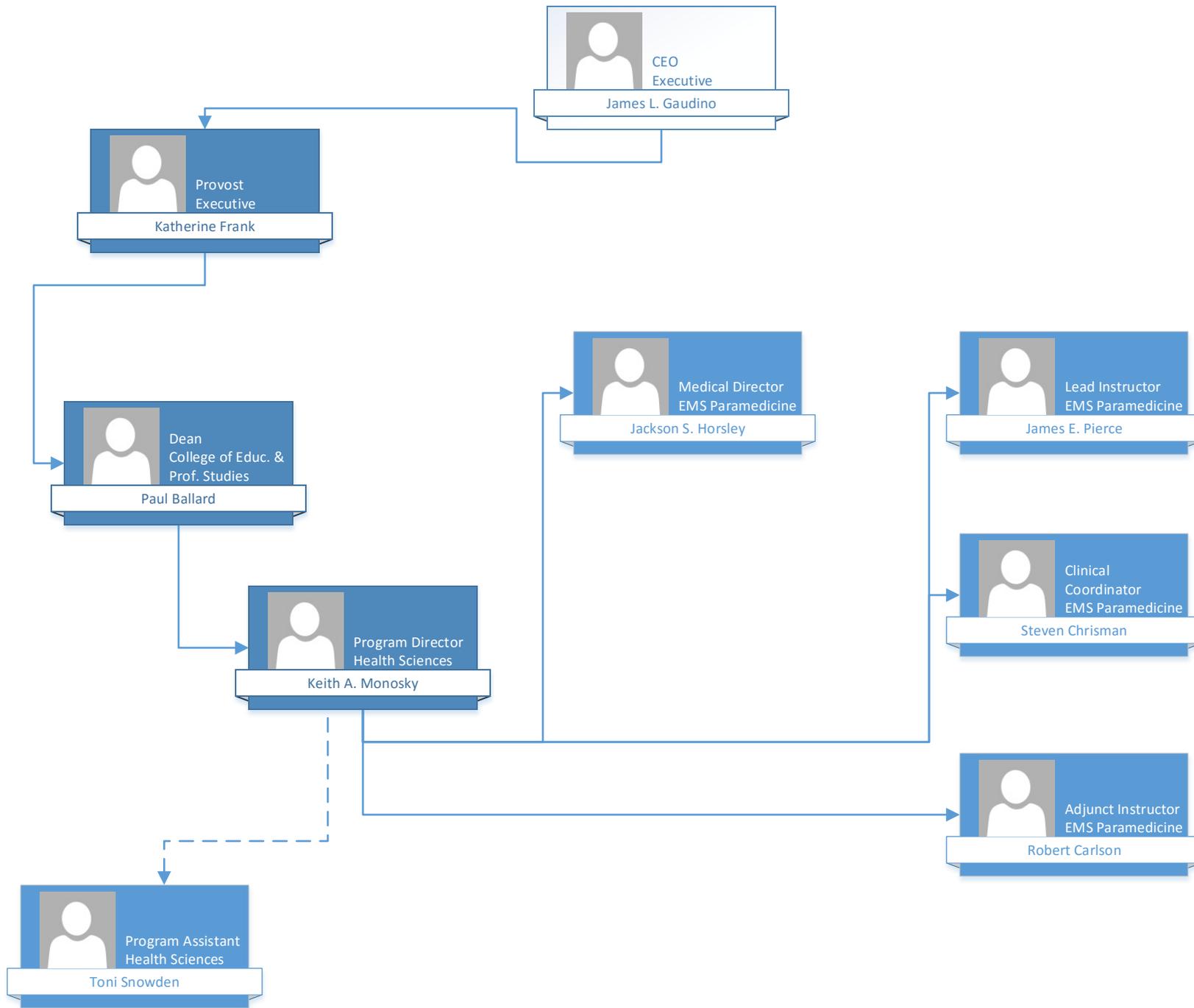
Responsibilities of the Clinical Coordinator include, but are not limited to:

- Orienting the Paramedic student cohort to the policies and guidelines related to clinical and field rotations as defined in the Paramedic Manual and as directed by the Program Director
- Establishing and enforcing clinical/field benchmarks for the student cohort
- Monitoring all clinical/field activity conducted by the students and resolving simple scheduling, logistic, and interpersonal conflicts as they arise (the essence of which should be reported to the Program Director)
- Establishing and maintaining the scheduling process for all students in the EMS Program for field and clinical rotations through the FSDAP Scheduler. This includes any and all scheduling conflict resolutions, meeting the scheduling limitations or requests of clinical

or field sites, coordinating and approving any scheduling changes, deletions, additions, or exchanges among students, and monitoring clinical/field student progress.

- Managing and monitoring all clinical students, including “carry-over” students from the previous cohort in fulfillment of the terminal clinical objectives. This ongoing activity includes, but is not limited to: counseling, clinical site conferences, processing of reporting and documentation outputs, data entry into FISDAP, regular meetings with students, email communications, as well as formal letters of communication and report writing.
- Monitoring and enforcing student adherence to Program policies and procedures as well as that of the individual clinical/field sites.
- Monitoring student adherence to Program policies and guidelines related to documentation practices and provision of instructional corrections
- Monitoring and reporting student performance to established clinical terminal objectives to the Program Director and Program faculty to assure timely student goal attainment.
- Maintain effective communication with designated contacts at each clinical and field site and avail themselves to the clinical preceptors for response to questions, clarification, or problem-identification.
- Effective coordination between and among the various affiliate field and clinical sites of the EMS Program will likely constitute considerable travel and the need to visit with each site either routinely or for occasional crisis resolution.
- Systematically review and critique all of the clinical and field documentation submitted by the students, providing them with critical feedback for performance and documentation improvements. All reviews and feedback delivery should be conducted in a timely manner to be effective to the student and to enable programmatic goals.
- Clinical site management that includes arranging, scheduling, and attending clinical orientations for each clinical site.
- Field management of students that includes consultation with field preceptors on a regular basis, traveling to various field sites for person-to-person meetings and inspection of students, as well as problem and conflict resolution among field sites.
- Orientation and training of incoming students in matters of FISDAP data entry, managing their clinical accounts, developing proper SOAP documentation and narratives, fulfilling clinical requirements and applying established clinical benchmarks toward progress assessment, and reviewing the policies and guidelines of student participation as outlined in the Paramedic Manual.
- Develop and monitor clinical benchmarks for each academic year and the associated student cohorts.

- Audit and report on the end-of-year clinical activity and compliance to the terminal clinical objectives.
- Oversee and manage each student's team lead activity and report on progress and outcomes to the Program Director.
- Provide a comprehensive clinical activities report with numerical outcomes and benchmark compliance to the Program Director at the end of the academic year.



Job Description: EMS Program Faculty

Date: October 29, 2012

Revised: October 19, 2016

The faculty members of the EMS Paramedicine Program at Central Washington University are critical to the success and effectiveness of the educational process for certificate and baccalaureate graduates of the Program. In order to achieve and maintain a high level of cognitive, psychomotor and behavioral instruction, the Program must employ skilled faculty members with substantive experience as EMS providers and educators, knowledge of the educational methodologies common to EMS, and who continually exhibit professionalism and integrity. As an academic institution of higher education, CWU also expects of its faculty members adherence to the teaching, scholarly, and service requirements inherent to this prestigious position.

Responsibilities of the faculty members are largely to instruct and advise students in the discipline of prehospital paramedicine and EMS. This endeavor necessitates many aspects of instruction and guidance, both specific to the discipline of EMS as well as inherent with the faculty position within the university. General guidelines of faculty performance are detailed in the Faculty Handbook.

In addition to complying with discipline standards and University policies and practice guidelines, faculty members are also expected to comply with Washington state Department of Health, Office of EMS and Trauma Care guidelines for EMS instruction as well as any requirements set forth by the Committee on Accreditation of EMS Education Programs.

The following represents a summary of the general responsibilities of each faculty member, both regular as well as adjunct:

Responsibilities of the faculty members include, but are not limited to:

- Orienting the Paramedic student cohort to the policies and guidelines related to didactic, psychomotor, clinical and field expectations as defined in the Paramedic Manual and as directed by the Program Director
- Delivering cogent, comprehensive, and precise didactic information to the students in a lecture, discussion, or similar pedagogic format in areas related to EMS.
- Providing exemplary excellence in psychomotor skill practice as well as affective behavior objectives and to counsel students accordingly to achieve excellence in these areas.

- Provide academic counseling and advisory sessions as necessary to students and assist them in satisfying their Program of Study.
- Facilitate discussions, interaction, and collective learning throughout all academic endeavors, including in the classroom, labs, and in the clinical and field environments
- Provide students with clear and purposeful expectations in practice and in academic achievement. Course descriptions and syllabi must contain clear instruction of student expectations in class performance, activity, grading, projects, assignments, attendance, participation, academic honesty, course descriptions and objectives, schedule of classes, assistance with matters of disabilities, comportment, and rules of conduct and behavior.
- Monitoring and enforcing student adherence to Program policies and procedures as well as that of the individual clinical/field sites.
- Monitoring student adherence to Program policies and guidelines related to knowledge objectives, skill performances, and behavioral expectation and providing responsive instructional corrections as necessary.
- Monitoring and reporting student performance issues or problems to the Program Director in a timely and complete manner.
- Provide students with examples and progressive learning instruction in team management, critical thinking, problem-solving, effective decision-making, and team leadership.
- Respond to students' questions, needs, and requests for clarity or assistance as appropriate to assist them in attaining competence in their professional pursuits.
- Provide reasonable, well-structured, valid, reliable, and defensible course assessments through a variety of examination and performance assessment instruments. Faculty will serve as the initial arbiter of exam disputes and resolution of classroom problems before referring them to the Program Director.
- Tenure-track faculty members are expected to comply with university, departmental, and program policies and practices related to performance, promotion, tenure, and professional development. This includes, but is not limited to, effort and contribution to teaching, scholarly work, and service to community and profession. Workload units measure degree of effort and tenure track faculty member are expected to commit at least 36 WLUs to teaching with the remainder distributed between scholarly work and service.
- Non-tenure track faculty members are expected to comply with university, departmental, and program policies and practices related to performance, promotion, and professional development. Non-tenure track faculty are expected to commit to no less than 45 WLUs toward teaching.
- Faculty members shall abide by all university, college, and departmental polices and guidelines as required.

- Maintain effective communication with designated contacts at each clinical and field site and avail themselves to the clinical preceptors for response to questions, clarification, or problem-identification.
- Supporting effective coordination, communication, and integration among all faculty members, guests, adjunct faculty members, the Clinical Coordinators, Clinical and Field site representatives, Program administration, and the students.
- Supporting the Program and Program administration in the attainment and maintenance of accreditation standards and practices, as well as adherence to the National Education Standards for EMS Education.
- Supporting and participating in Program, Departmental, and University activities, projects, research, meetings, strategic planning, and self-study assessments as required.

Faculty members of the EMS Paramedicine Program report directly to the Program Director and have responsibility to the Chairman of the Department of Health Sciences, the Dean of the College of Education and Professional Studies, and to the Program Medical Director in areas of medical content.

Additional duties and responsibilities may be assigned as necessary by the Program Director.

Job Description: EMS Program Medical Director

Date: March 15, 2010

Revised: August 30, 2011

Revised: August 22, 2016

Effective Immediately

The Medical Director of the EMS Paramedicine Program at Central Washington University has the responsibility of assuring the medical validity and accuracy of the Program and of assuring the medical competence of its graduates. The MPD possesses the ultimate responsibility for the medical content of the education in the Program and has medical authority over the members of the team in the EMS Paramedicine Program. The Medical Director is an integral member of the EMS Paramedicine Program Team.

Responsibilities of the Medical Director are largely to assure the medical appropriateness, accuracy, validity, and reliability of the instructional content. The MPD has lateral authority within the EMS Paramedicine Program and works closely with the Program Director on all student and program matters.

In addition to complying with EMS discipline standards and University policies and practice guidelines, the Medical Director is also expected to comply with Washington state Department of Health, Office of EMS and Trauma Care guidelines for medical program direction as well as any requirements set forth by the Committee on Accreditation of EMS Education Programs.

The EMS Paramedicine Program shall employ a Medical Director whose responsibilities shall include, but not be limited to:

- Serving as the primary medical authority for the Program.
- The general oversight of the medical elements of the EMS Paramedicine Program, which include curricula, educational content of instruction, lesson plans, cognitive and psychomotor assessments, psychomotor skill objectives, clinical hospital and field objectives, terminal program objectives and any other medically-related educational endeavors of the Program.
- Determination, in conjunction with the Program Director, faculty, and members of the Advisory Board, of the minimum standards of patient encounters for student education, including the types of patients, the number of clinical impressions, and the minimum number of age-related criteria.
- Provide instruction within the EMS Paramedicine Program (and associated programs) as needed and on a regular basis. This instruction includes didactic, skill lab, and clinical practice settings.

- Participation in remedial sessions with students for cognitive, psychomotor, or affective domain deficiencies.
- Oversight of all medical requirements related to candidate eligibility for entry into the Program, including, but not limited to, health assessment, immunizations, medical suitability for participation, and general health care issues during student matriculation.
- The review of all instructional content, curricula, assessments, and student performances.
- The review of progression of each student through the educational processes of the program in accordance with established benchmarks relative to time and performance dimensions.
- The participation with the Program Director and faculty in the assessment of student performances, counseling, student problem-solving, conflict resolution, course evaluations, and student corrective actions.
- The assurance of each student's competency in all of the educational domains of the program and affirmation of mastery at the conclusion of the instructional elements of the Program.
- Providing an interface between the EMS Paramedicine Program and various EMS and healthcare agencies and organizations to facilitate a cooperative arrangement.
- Oversight of the program's quality improvement processes with regard to medical elements of performance, as well as strategic planning for the Program.
- The participation in the preparatory workshops for assessments, NREMT Practical Skills examination, Advisory Board meetings, program Team Meetings, university meetings relative to the Program, and any local, state, and regional committees and meetings whereby program representation is necessary.
- The participation in the Washington State Medical Program Directors Committee and other, similar local, state, regional, and national committees as necessary.
- The facilitation of physician involvement and interaction with regard to the educational goals of the Program and to ensure continued physician participation for future student cohorts.
- To engender positive relations with all local healthcare delivery entities, with emphasis on the member of the clinical affiliate network.
- Engagement and support of research, medical investigation, authorship, data collection, interpretative analysis, and other scholarly activities on behalf of the Program.
- The active, cooperative engagement with the Program Director in a timely manner on any and all Program and student matters that demand a medical director involvement.

The aforementioned duties and responsibilities of the Medical Director serve as guidelines and are not intended to be constraining or fully inclusive. To achieve meaningful outcomes and productivity, there must be flexibility in the roles and responsibilities of the EMS Paramedicine Program Medical Director.

Job Description: EMS Program Faculty – Lead Instructor

Date: October 19, 2016

The faculty members of the EMS Paramedicine Program at Central Washington University are critical to the success and effectiveness of the educational process for certificate and baccalaureate graduates of the Program. In order to achieve and maintain a high level of cognitive, psychomotor and behavioral instruction, the Program must employ skilled faculty members with substantive experience as EMS providers and educators, knowledge of the educational methodologies common to EMS, and who continually exhibit professionalism and integrity. As an academic institution of higher education, CWU also expects of its faculty members adherence to the teaching, scholarly, and service requirements inherent to this prestigious position.

Responsibilities of the faculty members are largely to instruct and advise students in the discipline of prehospital paramedicine and EMS. This endeavor necessitates many aspects of instruction and guidance, both specific to the discipline of EMS as well as inherent with the faculty position within the university. General guidelines of faculty performance are detailed in the Faculty Handbook.

In addition to complying with discipline standards and University policies and practice guidelines, faculty members are also expected to comply with Washington state Department of Health, Office of EMS and Trauma Care guidelines for EMS instruction as well as any requirements set forth by the Committee on Accreditation of EMS Education Programs.

As an addendum to the job description of a regular faculty member in the EMS Paramedicine Program, this description details the additional responsibilities of the Lead Instructor to the EMS Paramedicine Program. The following represents a summary of those distinct differences:

Responsibilities of the lead faculty member include, but are not limited to:

- Organizing didactic courses with regard to progressive content that builds upon earlier content and that correlates well with associated practical lab courses.
- Ensuring congruence between concurrent didactic courses that complement each other and enable progressive and constructive learning.
- Ensuring that course-specific cognitive content correlates well in a time-order progression to the associated labs sessions such that cognitive content is complete prior to the introduction to practical skills demonstration and development.

- Designing and developing, or assisting other faculty members in the design and development, of cognitive and psychomotor skill assessments. This may include acquiring content from publisher test banks, self-creation of assessment instruments, and/or combining resources to develop assessment instruments in both didactic and psychomotor skill courses.
- Establishing the course syllabi for the various core courses in the EMS Paramedicine major, in conjunction with the instructor of record, while ensuring compliance with university policies and guidelines as well as compliance with Programmatic goals and guidelines.
- Creating, modifying, orchestrating, and revising accordingly the lab course syllabi such that it is progressive, congruent with the associated lecture courses, and employs the practices of the contemporary scenario-based skill development of the Paramedic Psychomotor Competency Portfolio.
- Conducts the predominant content of each core didactic course in the EMS Paramedicine major, or assists substantively with the instructor of record for each didactic course.
- Leads the instruction of all psychomotor skill lab sessions, including (but not limited to) the task assignments, the psychomotor skill objectives, the rotational student assignments, the rotational time matrices, the psychomotor skill assessments, the recording and documenting of all skill performances (including via FISDAP), and the evaluation of student and faculty performances for each lab course.
- Organizes, inventories, stocks, replenishes, and oversees all equipment and supplies relevant to the EMS Paramedicine Program's psychomotor skill lab courses. This includes maintaining a watchful inventory of all disposables, soft supplies, and expendables on a regular basis and advises the Program Director (and Program Assistant) of any and all supply inadequacies.
- Builds the appropriate content on all courses onto the Learning Management Platform (Canvas) for each course of the EMS Paramedicine major as they related to labs and lectures courses in the first academic year.
- Acquires and prepares all ancillary teaching materials for classroom and lab instruction, including media, instructional guidelines, protocols, algorithms, and manuals/handbooks.
- Works closely with the other faculty (both regular and adjunct), with the Program Director (in advising and responding to programmatic needs as directed by the Program Director), and the Program Assistant to facilitate timely accomplishment of programmatic and educational goals.

The Lead Instructor of the EMS Paramedicine Program reports directly to the Program Director and has responsibility to the Chairman of the Department of Health Sciences, the Dean of the

College of Education and Professional Studies, and to the Program Medical Director in areas of medical content.

Additional duties and responsibilities may be assigned as necessary by the Program Director.

Job Description: EMS Program Faculty (Part-time)

Date: October 29, 2012

Revised: October 19, 2016

The faculty members of the EMS Paramedicine Program at Central Washington University are critical to the success and effectiveness of the educational process for certificate and baccalaureate graduates of the Program. In order to achieve and maintain a high level of cognitive, psychomotor and behavioral instruction, the Program must employ skilled faculty members with substantive experience as EMS providers and educators, knowledge of the educational methodologies common to EMS, and who continually exhibit professionalism and integrity. As an academic institution of higher education, CWU also expects of its faculty members adherence to the teaching, scholarly, and service requirements inherent to this prestigious position.

Responsibilities of the faculty members are largely to instruct and advise students in the discipline of prehospital paramedicine and EMS. This endeavor necessitates many aspects of instruction and guidance, both specific to the discipline of EMS as well as inherent with the faculty position within the university. General guidelines of faculty performance are detailed in the Faculty Handbook.

In addition to complying with discipline standards and University policies and practice guidelines, faculty members are also expected to comply with Washington state Department of Health, Office of EMS and Trauma Care guidelines for EMS instruction as well as any requirements set forth by the Committee on Accreditation of EMS Education Programs.

The following represents a summary of the general responsibilities of each faculty member, both regular as well as adjunct:

Responsibilities of the faculty members include, but are not limited to:

- Orienting the Paramedic student cohort to the policies and guidelines related to didactic, psychomotor, clinical and field expectations as defined in the Paramedic Manual and as directed by the Program Director
- Delivering cogent, comprehensive, and precise didactic information to the students in a lecture, discussion, or similar pedagogic format in areas related to EMS.
- Providing exemplary excellence in psychomotor skill practice as well as affective behavior objectives and to counsel students accordingly to achieve excellence in these areas.

- Provide academic counseling and advisory sessions as necessary to students and assist them in satisfying their Program of Study.
- Facilitate discussions, interaction, and collective learning throughout all academic endeavors, including in the classroom, labs, and in the clinical and field environments
- Provide students with clear and purposeful expectations in practice and in academic achievement. Course descriptions and syllabi must contain clear instruction of student expectations in class performance, activity, grading, projects, assignments, attendance, participation, academic honesty, course descriptions and objectives, schedule of classes, assistance with matters of disabilities, comportment, and rules of conduct and behavior.
- Monitoring and enforcing student adherence to Program policies and procedures as well as that of the individual clinical/field sites.
- Monitoring student adherence to Program policies and guidelines related to knowledge objectives, skill performances, and behavioral expectation and providing responsive instructional corrections as necessary.
- Monitoring and reporting student performance issues or problems to the Program Director in a timely and complete manner.
- Provide students with examples and progressive learning instruction in team management, critical thinking, problem-solving, effective decision-making, and team leadership.
- Respond to students' questions, needs, and requests for clarity or assistance as appropriate to assist them in attaining competence in their professional pursuits.
- Provide reasonable, well-structured, valid, reliable, and defensible course assessments through a variety of examination and performance assessment instruments. Faculty will serve as the initial arbiter of exam disputes and resolution of classroom problems before referring them to the Program Director.
- Tenure-track faculty members are expected to comply with university, departmental, and program policies and practices related to performance, promotion, tenure, and professional development. This includes, but is not limited to, effort and contribution to teaching, scholarly work, and service to community and profession. Workload units measure degree of effort and tenure track faculty member are expected to commit at least 36 WLUs to teaching with the remainder distributed between scholarly work and service.
- Non-tenure track faculty members are expected to comply with university, departmental, and program policies and practices related to performance, promotion, and professional development. Non-tenure track faculty are expected to commit to no less than 45 WLUs toward teaching.
- Faculty members shall abide by all university, college, and departmental polices and guidelines as required.

- Maintain effective communication with designated contacts at each clinical and field site and avail themselves to the clinical preceptors for response to questions, clarification, or problem-identification.
- Supporting effective coordination, communication, and integration among all faculty members, guests, adjunct faculty members, the Clinical Coordinators, Clinical and Field site representatives, Program administration, and the students.
- Supporting the Program and Program administration in the attainment and maintenance of accreditation standards and practices, as well as adherence to the National Education Standards for EMS Education.
- Supporting and participating in Program, Departmental, and University activities, projects, research, meetings, strategic planning, and self-study assessments as required.

Faculty members of the EMS Paramedicine Program report directly to the Program Director and have responsibility to the Chairman of the Department of Health Sciences, the Dean of the College of Education and Professional Studies, and to the Program Medical Director in areas of medical content.

Additional duties and responsibilities may be assigned as necessary by the Program Director.

Job Description: EMS Program Director

Date: March 15, 2010

Revised: August 30, 2011

Revised: January 4, 2016

The Program Director of the EMS Paramedicine Program at Central Washington University is the guiding force behind the growth and development of the Program. The Director possesses the ultimate responsibility for the Program and has administrative authority over the members of the team in the EMS Paramedicine Program. As a regular faculty member of CWU, the Program Director is also held to the same standards and requirements as that of the regular faculty members, particular with regard to adherence to the teaching, scholarly, and service requirements inherent to the faculty position.

Responsibilities of the Program Director are largely to direct and administer the Program in its growth, development, and delivery of services. This endeavor necessitates many aspects of oversight and guidance, both specific to the discipline of EMS as well as inherent with the program directorship position within the university.

In addition to complying with EMS discipline standards and University policies and practice guidelines, the Program Director is also expected to comply with Washington state Department of Health, Office of EMS and Trauma Care guidelines for program direction as well as any requirements set forth by the Committee on Accreditation of EMS Education Programs.

The following represents a summary of the general responsibilities of the Program Director:

Responsibilities of the Program Director include, but are not limited to:

- Providing oversight, direction, and guidance to staff and faculty members in the Program
- Serving as the primary contact and ambassador of the Program
- Direct and facilitate team meetings of the Program and represent the Program at local, regional, state and national EMS meetings.
- Developing mission, vision, and goal objectives for the Program; establishing strategic plan, and assessing strengths, opportunities, and any weaknesses.
- Developing Program goals, strategies, and growth objectives to conform to the Mission and Vision of the Program in the development and expansion of the EMS Paramedicine discipline.

- Representing the Program and participating in national, state, and regional committees, associations, organizations, and collaborative opportunities that support, strengthen and advance the paramedicine profession.
- Oversee and administer budgetary matters related to the Program.
- Participate with and support the endeavors of the Department, College and University.
- Conduct employee and faculty performance assessments and provide meaningful feedback on performance and opportunities for improvement.
- Conduct ongoing Program and faculty assessments with the students, graduates, ride sites, and clinical sites that affiliate with the Program to assess performance, effectiveness, and compliance to regulations.
- Conduct continuous quality improvement of the Program in its goals, objectives, and mission.
- Reviewing and assuring quality instruction in the classrooms, labs, and in the clinical environments via preceptor evaluation forms. Meet with Clinical Coordinators regularly to assess student performance in the clinical setting and preceptor compliance with Program guidelines.
- Facilitate and support regular meetings of the Advisory Board for the EMS Paramedicine Program; assure note-taking during meetings, meeting notification, and after-action follow-up as necessary.
- Serve as the principal negotiator, arbiter, and decision-maker for faculty, student, and public disputes and complaints regarding the EMS Paramedicine Program.
- Participate in the instruction, counseling, and assessment of the students and comply with all Departmental, College, and University requirements related to regular faculty members, including promotion and tenure requirements.
- Assuring the accuracy, adequacy, and appropriateness of the educational content delivered in the EMS Paramedicine Program.
- Developing curricula, course guidelines, Program policies, student guidelines, clinical and field affiliate guidelines, and similar programmatic policies and directives.
- Providing academic counseling and advisory sessions as necessary to students and assist them in satisfying their Program of Study.
- Facilitate and support relations with the affiliate field sites, clinical hospital sites, and local EMS and public safety organizations; assure continued communications between the representative affiliates and the Clinical Coordinators.
- Oversight and facilitating Program promotion and marketing. The Program Director shall work cooperatively with the Vice-President and Director of Public Affairs and her staff to develop marketing plans and promotional material on behalf of the Program.

- Participating in research that is contributory to the profession of paramedicine and to promote and advance the profession; participate in other scholarly work including authorship, textbook review, and committee work.
- Participating in local, regional, and state EMS systems in an advisory and supportive role.
- Meeting with and advising prospective students for the EMS Paramedicine Degree Program; providing academic planning and developing Programs of Study for prospective students.
- Confirming and supporting faculty and Clinical Coordinators in determining student completion of Program requirements including clinical terminal objectives. Meeting with the Program Medical Director to affirm successful student completion of Program requirements.
- Participating in University committees as representative of the EMS Paramedicine Program and in compliance with University policies that require Program Director participation.
- Working cooperatively with the Program Medical Director to oversee student performance and compliance with Program goals and objectives, student competency in the practices of the paramedical profession, cognitive and psychomotor skill assessments, and provide support to the Program Medical Director in his responsibilities and endeavors.
- Support effective coordination, communication, and integration among all faculty members, guests, adjunct faculty members, the Clinical Coordinators, Clinical and Field site representatives, clerical staff, college and university administration, and the students.
- Supporting the Program and College and University administration in the attainment and maintenance of accreditation standards and practices, as well as adherence to the National Education Standards for EMS Education.
- Other duties as assigned by the Dean of the College of Education and Professional Studies, the University Provost, and the Chairman of the Department of Nutrition, Exercise, and Health Sciences.
- Supporting and participating in Program, Departmental, and University activities, projects, research, meetings, strategic planning, and self-study assessments as required.

The Program Director of the EMS Paramedicine Program reports directly to the Chairman of the Department of Nutrition, Exercise, and Health Sciences and the Dean of the College of Education and Professional Studies. The Program Director and the Program Medical Director have lateral authorities in the EMS Paramedicine Program with the Medical Director having oversight predominately in medical matters and the Program Director having oversight in administrative matters.

Appendix – C

Robert K Carlson

PROFILE

I have been involved in EMS, both as a provider and a teacher since 1972. I currently live in Cle Elum and teach at the Central Washington Paramedic program in Ellensburg.

EXPERIENCE

Part time instructor at Central Washington University in Ellensburg Washington. I teach in the Paramedic program. 2007-Present

I am a part time faculty member. I instruct in the classroom as well as in labs.

I coordinated the University of Washington Paramedic program in Seattle Wa. **2002-2007**

I was involved in scheduling, coordinating, evaluating and instructing.

Firefighter/Paramedic, Seattle Fire Department, Seattle Wa. 1973-2002

I was a Firefighter/Paramedic in Seattle. I had responsibilities for both fire suppression and EMS. I also taught and evaluated paramedic students extensively.

Teacher, Lincoln High School, Seattle Wa. 1972-1973

Taught US history and was an assistant football coach.

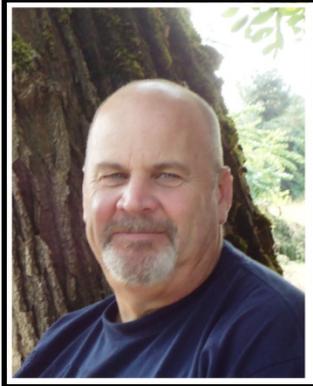
EDUCATION

University of Washington — BA History with minor in PE **1971**

SKILLS

Instructor: ACLS, PALS, ECG interpretation and general EMS instruction

Curriculum Vitae



Steven Chrisman

Work Experience

- Central Washington University, Department of Nutrition, Exercise, and Health Sciences. Ellensburg, WA September 2014-present
 - EMS Paramedic Program Clinical Coordinator
 - Lecturer
- Kittitas County (Public) Hospital District #2, Upper Kittitas County Medic One. Cle Elum, WA 2005-present
 - Paramedic in ALS transporting agency
 - Responsible for medical laboratory equipment
 - Developed a laboratory proficiency training program
- Central Washington University, Biology Department. Ellensburg, WA June 2010 to June 2011
 - Lab Technician

Education

Hennepin Technical College. Brooklyn Park, MN

- Community Paramedicine Certification 2014-present

Central Washington University. Ellensburg, WA

- M.S., Biology 2013-2014
- B.S., Biology 2006-2011
- B.S., Paramedicine 2008-2011
- Science Research Honors, 2011

Research Experience

Central Washington University Graduate Student. Ellensburg, WA
(PI) Lucinda Carnell Ph.D., 2012-2014

- Developed behavior assays in a uniform DC electric field.
- Utilized Wormtracker program within a Matlab platform
- Identification of sensory neural circuit in *C. elegans*

Teaching Experience

- CWU Biology Adjunct Instructor Anatomy & Physiology Summer 2016
- CWU Paramedic Program Online Instructor 4th year 2014-present
- CWU Advanced Clinical Practice Lab Instructor 2014-present
- CWU Paramedic Program Clinical Coordinator 2014-present
- Awarded research apprenticeship as a CWU graduate student to construct a physiology lab curriculum.
- CPR & Basic life support instructor 2003-present
- Office equipment repair instructor (field/classroom 20 years)
- CWU tours: assisted with Gear Up, Expanding your Horizons, Cat Track, and local school district tours
- CWU quest lecturer introductory human physiology

Professional Association

- Yakima Valley Interprofessional Practice and Education Collaborative
 - Clinical Practice Subcommittee
- Genetic Society of America 2008-2015
- American Heart Association 2003-2015

Certifications

- Washington State Paramedic Certification
- National Registry of Emergency Medical Technicians
- Pediatric Advanced Life Support (PALS)
- Advanced Cardiovascular Life Support (ACLS)
- Pre Hospital Trauma Life Support (PHTLS)

Skills

Technical	Medical	Laboratory
Electronics	Venipuncture	PCR
Fluidics	Interaosseous Infusion	qPCR
Optics	Intubation	Western Blot
Mechanical systems	EKG/12 lead Evaluation	ELISA
Pneumatics	Patient Assessment	Bradford Assay
Computer Interface	Laboratory I-stat BloodAnalyzer	Cell and Worm Maintenance

Presentations

Oral presentation

15 minute presentation at Murdock Science Research Conference. Gonzaga University, Spokane. Oct. 30-31, 2010. Analysis of eletrotaxis Behavior in *C. elegans*.

Publications

Abstracts

Steven D.Chrisman, Eric Foss, Lucinda Carnell. June 2011. Characterization of Electrotaxis Behavior. UCLA. 18th International *C. elegans* conference poster #606A

Research Publications

Chrisman, S. D., Waite, C. B., Scoville, A. G., & Carnell, L. (2016). *C. elegans* Demonstrates Distinct Behaviors within a Fixed and Uniform Electric Field. *PLoS one*, 11(3), e0151320.

Volunteer Activities

- Volunteer Firefighter, Fire District One. Thorp, WA. 1991-2007
- Reserve Firefighter, Kittitas Valley Fire and Rescue. Ellensburg, WA. 2007-2009

PROFESSIONAL EXPERIENCE:

February 2016 – May 2016

Chair-elect, Department of Nutrition, Exercise and Health Sciences

Central Washington University, Ellensburg, Washington

Was elected as Chair of the Department of Nutrition, Exercise and Health Sciences (soon to be re-titled to Department of Health Sciences) by the department faculty. Position is pending resource allocation from the Dean's Office of the College of Education and Professional Services.

September 2015 – Present

Steering Committee Member, Yakima Valley Interprofessional Practice and Educational Collaborative

Pacific Northwest University of Health Sciences, Yakima, Washington

Selected to represent Central Washington University on the YVIPEC Steering Committee along with member of four other higher education institutions. The YVIPEC is possibly the nation's first interprofessional educational collaborative that is across institutions. It represents an educational and practice initiative to engender learning and practice across varied healthcare disciplines.

August 2014 to Present

Promotion to Full Professor with Tenure, Department of Nutrition, Exercise and Health Sciences

Central Washington University, Ellensburg, Washington

Was awarded promotion to full professor as well as tenure in special university-wide ceremonies. The only faculty member to be awarded both tenure and full professor rank in this academic year.

August 2008 to Present

**Director, Emergency Medical Services Paramedicine Program
Associate Professor, Department of Nutrition, Exercise and Health Sciences**

Central Washington University, Ellensburg, Washington

Department of Nutrition, Exercise and Health Sciences

In this position, I am responsible for the administrative oversight of all programmatic aspects of the emergency medical services education at Central Washington University. Areas of education include Bachelor Degree in paramedicine, EMT-Basic, Advanced First-aid, and associated EMS-specific programs (e.g., ACLS, PHTLS, PALS, etc.). Responsibilities include oversight of clinical education activity, didactic education of the program, student counseling, course structure and curricular development, as well as budget, programmatic goals and growth, program integration into University vision and practices, participation in regional, state, and national

interests, and advocacy for EMS professions. Enrollment in all classes generally reaches maximum capacity. Designed and implemented substantial programmatic growth into a 2-year concentration to include a component of distance education program in emergency medical services. Planned is a community paramedicine program through an alternative track in the EMS Paramedicine major.

August 2005 to August 2008

Director, Emergency Services Management Graduate Program

The George Washington University, Washington, DC

Department of Emergency Medicine

Administrative oversight of fully accredited graduate program in the School of Medicine and Health Sciences offering a Master Degree of 33 credit hours as well as a Graduate Certificate of 15 credit hours. Responsible for the development and execution of the Program Curricula as well as the oversight of adjunct faculty, student counseling, and all associated administrative functions of the Program. Instructional format is exclusively via distance education providing unique content designed to promote and develop leadership roles in all aspects of emergency services. Enrollment in the first year exceeded 500% growth.

August 2003 to April 2004

Interim Program Director, Emergency Health Services Program

The George Washington University, Washington, DC

Department of Emergency Medicine

Administrative oversight of all academic programs, research projects, contractual obligations, fiscal and budgetary matters, operational concerns, faculty and staff, programmatic initiatives, and University, hospital and community relations with the EHS Program. The Program consists of six full-time faculty members, three part-time faculty members, over 30 adjunct faculty members, and two support staff. Coursework includes core and elective degree courses, certificate programs, seminars, and contractual programs throughout the metropolitan Washington, DC area. Affiliations exist between the EHS Program and more than six local hospitals, four EMS agencies, and four educational colleges and institutions. Multiple interactions exist with local, state, and national committees and organizations.

September 2000 to present

Assistant Professor

The George Washington University, Washington, DC

Department of Emergency Medicine, Emergency Health Services

Regular faculty appointment responsible for paramedic degree and certification programs in the Department of Emergency Medicine, EHS and related curricula. Responsible for the administration, coordination, and lead instruction in the didactic and practical portions of the paramedic program as the Academic Director.

Research projects related to emergency medicine and prehospital care, publishing in professional journals, and community service in emergency medical services disciplines represent additional responsibilities. Recently

developed new curricular content and program structure in emergency paramedicine based on Problem-based Learning philosophies. Oversight of clinical education and participation in many emergency medicine venues, including advanced life support, trauma life support, and pediatric life support courses.

August 1999 to September 2000

Research Coordinator

University of Pittsburgh, Pittsburgh, PA

Responsible for administration and coordination of research activities in emergency medicine at the University of Pittsburgh. Current projects include the coordination of the Pittsburgh site of a national, multi-center study entitled, *"A Phase IV Open-Label Trial of Prehospital Administration of Retavase® for ST Elevation MI – the Early Retavase® (ER) – TIMI 19 Trial."* This study intends to enroll 1,000 patients to establish time saved by the prehospital administration of Retavase in suspected MI patients. Duties include all data collection, participant instruction, protocol oversight, patient interviews, adverse event investigation, and case reporting.

Also, coordination of another national, multi-center study involving public utilization of automated external defibrillators, entitled, *"Public Access Defibrillation Trial."* My duties, here, include site recruitment, determination of site eligibility, data collection, and oversight of protocol application. Study involves participation of at least forty sites in the Pittsburgh area, each of which employing approximately 250 staff members.

March 1999 to August 1999

Director of Operations

TransCare Pennsylvania, Inc., Pittsburgh, PA

Administered operations for a private, for-profit emergency medical service and transport corporation serving western Pennsylvania with a fleet of more than seventy ambulances and over 200 employees. Operations conducted around the clock with a call volume of 100,000 annually. The operating budget for the Pennsylvania Division exceeded \$7 million. The position demanded managerial responsibility for all aspects of operations.

June 1997 to March 1999

EMS Specialist

UPMC Health System, Pittsburgh, PA

Focused activities on the guidance and development of the EMS Alliance Association, including administration of the medical transportation contracts for the UPMC Health Plan, benefit administration, project development and follow-through, and meeting planning and support. Developed and coordinated the EMS Management Education program, including faculty selection and curriculum development. Designed and edited EMS newsletter, including all desktop publishing activities. Contributed in team development and direction modification, utilizing contemporary continuous improvement models.

May 1997 to 2000

Faculty, Instructor

University of Pittsburgh School of Health and Rehabilitation Sciences, Pittsburgh, PA

Faculty appointment as instructor for the School of Health and Rehabilitation Sciences and the Center for Emergency Medicine. Principal lecturer of Pathophysiology, Medical 1, and Medical 2 modules. Areas of didactic concentration include: environmental emergencies, toxicological emergencies, endocrinology, gastroenterology, nephrology & urology, geriatrics, and acute interventions in the home care patient; therapeutic communication, life span development, nervous system disorders, psychiatric and behavioral disorders; and general pathophysiology. Provided laboratory instruction for various psychomotor skills in the paramedic program at the Center for Emergency Medicine.

March 1997 to June 1997

Acting Director, Prehospital Care

UPMC Health System, Pittsburgh, PA

Assumed interim directorship for the Department of Prehospital Care for the UPMC Health System. Directly supervised six employees in the administration and coordination of EMS support, EMS education, Information Systems support, EMS Outreach, and clerical services. Responsible for budgetary projection and formulation, personnel management, contract negotiations, EMS Support Team development and direction, interdepartmental consultation, and general leadership of the prehospital team.

May 1995 to March 1997

EMS Outreach Liaison

University of Pittsburgh Medical Center, Pittsburgh, PA

Responsible for the interrelationships between the University of Pittsburgh Medical Center and regional EMS agencies, leadership and development of the EMS Alliance, development and implementation of regional EMS education, coordination of the University of Pittsburgh Medical Center's role in medical direction of prehospital care, and in promoting affiliations among EMS agencies and that of the University of Pittsburgh Medical Center. In addition, I have participated in the facilitation of expanded scope of practice for EMS and in the development of various prehospital research projects.

1986 to 1995

Director of Emergency Medical Services

McKeesport Hospital, McKeesport, PA

Responsible for the management and coordination of local emergency medical services; conducting/coordinating formal education programs for various medical personnel; supervising the continuous quality improvement and investigative analysis of local emergency medical services; implementation of various developmental programs to enhance emergency healthcare; disaster management and preparedness; and served as consultant for local emergency systems.

1986 to 1995

Didactic and Clinical Site Coordinator – Paramedic Education

Community College of Allegheny County, Pittsburgh, PA

During my tenure at McKeesport Hospital as the Director of EMS, I also was responsible for administering and coordinating all aspects of the Paramedic Program through CCAC at the McKeesport Hospital location. This site was the largest of the CCAC – Paramedic Program, enrolling approximately 60 students each academic year. Responsibilities included: scheduling and assigning didactic instruction, providing support services to faculty, supervising student matriculation, facilities management of the program, developing testing processes, arranging and scheduling clinical activity within the institution, and serving on various, related education committees.

1986 to 1993

President

Emergency Medical Consultants (EMCON), Inc., Belle Vernon, PA

Responsible for directing the operation and financial administration of an emergency medical consultant group comprised of health care administrators and emergency medicine physicians. This corporation provided education programs for regional hospitals, consultation for emergency department and medical command operations, as well as various advisory services to independent EMS agencies.

1979 to 1986

Paramedic/Security

Wheeling-Pittsburgh Steel Corporation, Allenport, PA

Duties included the provision of safety, security, and emergency medical care to plant employees and visitors in excess of 2500 personnel. Conducted safety and security operations for plant and employees in accordance with OSHA and industry guidelines.

1971 to 1998

EMS Provider – EMT and Paramedic

Mon-Valley Emergency Medical Services, Inc., Monessen, PA

Served as a provider of emergency medical services to the residents of eleven contiguous communities; developed numerous educational, health awareness, and informational programs for fellow healthcare providers and the general public. Served as a Director of the Board for four consecutive years during which time the organization was transformed into an Advanced Life Support service with an annual call volume of more than 5,000. While in office, I developed multiple education programs, community service programs, and greatly enhanced operations, communications, and staffing to meet the needs of the community-at-large. Also, I was instrumental in negotiating municipal and industrial contracts for service.

FORMAL EDUCATION:

2010	Doctorate of Philosophy in Health Policy The Trachtenberg School of Public Policy and Public Administration The George Washington University Washington, DC GPA: 3.67
1996	Masters of Public Management, Health Systems H. John Heinz III School of Public Policy and Management Carnegie-Mellon University, Pittsburgh, PA Graduated with Highest Distinction - GPA: 8.175/8.0 units
1991	Bachelor of Science Degree in Natural Sciences Behavioral Neuroscience, Biology and Geology University of Pittsburgh Pittsburgh, PA
1974	Liberal Arts Program Westmoreland County Community College Youngwood, PA

EMS EDUCATION AND SPECIALTY CERTIFICATIONS:

<u>Original Certification Date</u>	<u>Certification Type and Sponsoring Agency</u>
July, 2013	Brady's Master Education Workshop, INHS Health Training, Pearson Pub.
April, 2013	Resuscitation Academy, University of Washington
June, 2012	Recertification in Advanced Life Support, American Heart Association
June, 2012	Recertification in Pediatric Advanced Support Instructor, AHA
June, 2012	Recertification in Basic Life Support Instructor, American Heart Association
June, 2012	Recertification in Basic Life Support Provider, American Heart Association
May, 2010	Recertification in Advanced Life Support, American Heart Association
March 2010	Senior EMS Instructor Workshop, Washington State
November 2008	Recertification in Basic Life Support Instructor, American Heart Association
November 2008	Recertification in Basic Life Support Provider, American Heart Association
June, 2008	Recertification in Pediatric Advanced Life Support, American Heart Association
June, 2008	Recertification in Advanced Life Support Instructor, American Heart Assoc.
January 2007	Recertification in Basic Life Support Instructor, American Heart Association
June, 2001	Recertification in Advanced Life Support, American Heart Association
June, 2001	Recertification in Pediatric Advanced Life Support, American Heart Association
May 1, 1999	Medical Transportation Leadership Institute, AAIMS (2 nd year)
May 1, 1998	Medical Transportation Leadership Institute, AAIMS (1 st year)
December 4, 1996	Pediatric Advanced Life Support - Instructor, American Heart Association
January 1, 1992	Affiliate Faculty - Basic Cardiac Life Support, American Heart Association
December 8, 1990	Pediatric Advanced Life Support - Provider, American Heart Association
January 31, 1987	Basic Trauma Life Support - Instructor, Amer.College of Emergency Physicians
November 1, 1986	Advanced Cardiac Life Support - Instructor, American Heart Association

<u>Original Certification Date</u>	<u>Certification Type and Sponsoring Agency</u>
April 13, 1986	Prehospital Trauma Life Support - Provider, American College of Surgeons
June 1, 1984	Advanced Cardiac Life Support - Provider, American Heart Association
June 17, 1980	EMT/Paramedic - II, Commonwealth of Pennsylvania
October 1, 1977	Instructor-Trainer of Basic Cardiac Life Support, American Heart Association
April 9, 1977	EMT/Paramedic - I, Commonwealth of Pennsylvania
July 21, 1974	Instructor of Basic Cardiac Life Support, American Heart Association
June 30, 1974	EMT Instructor, Westmoreland Co. Com. College/Delaware State Fire School
March 2, 1974	Emergency Medical Technician (EMT), Commonwealth of Pennsylvania
February 2, 1972	Emergency Ambulance Attendant, Commonwealth of Pennsylvania

HONORS AND AWARDS:

June 2011	Service Award, Department of Nutrition, Exercise, and Health Sciences, Central Washington University
May 2002	Distinguished Health Sciences Faculty Award, School of Medicine and Health Sciences, The George Washington University
August 1996	Graduation with Highest Distinction, Carnegie Mellon University Pittsburgh, Pennsylvania
August 1995	Meritorious Award, Allegheny County Public Safety Institute, Pittsburgh, Pennsylvania
1986-1992	Recognition Award, American Heart Association

MEMBERSHIPS AND AFFILIATIONS:

September 2015	Co-Chair, Education Committee, National EMS Advisory Council (NEMSAC) Subcommittee of the Federal oversight counsel that advises the Department of Transportation's National Highway Transportation Safety Administration Office of EMS as well as the Federal Interagency Committee on EMS (FICEMS).
June 2015	Member, Prehospital Education Workgroup Washington State Advisory Subcommittee of the Prehospital Technical Advisory Committee that endeavors to advise the Office of EMS and Trauma Care on EMS education matters in Washington State.
June 2015	Member, Prehospital Technical Advisory Committee Washington State Advisory Subcommittee of the Prehospital Technical Advisory Committee that endeavors to advise the Office of EMS and Trauma Care on general EMS matters in Washington State.

May 2015	National EMS Advisory Council (NEMSAC) Federal oversight counsel that advises the Department of Transportation's National Highway Transportation Safety Administration Office of EMS as well as the Federal Interagency Committee on EMS (FICEMS).
May 2015	Chair, Competencies and Education Workgroup Washington State Ad hoc Community Paramedicine/Mobil Integrated Healthcare Committee. An organizational workgroup that endeavors to develop educational guidelines and standards for CP/MIH in Washington State.
September 2014	Co-Chair, Consortium of Academic Programs in EMS An organization that represents bachelorette-awarding institutions of higher education in disciplines of emergency medical services
September 2014	Alternate for Department Representation to the University's Faculty Senate Committee; Central Washington University
September 2014	Alternate for Department's Personnel Committee Central Washington University
June, 2014 to present	Co-Chair, Health Careers Resource Committee Central Washington University
May, 2014 to present	Assistant Operations Ground Leader for Basic and Intermediate Backcountry Ground Teams for the Kittitas County Search and Rescue Organization
April & May 2014	Search Committee Member for the Position of Chair in the Department of Nutrition, Exercise, and Health Sciences at Central Washington University
January to April 2014	Search Committee Member for the Position of Executive Director of the Student Medical and Counseling Clinic at Central Washington University
2013 to present	Faculty Advisor for the Student Surgery Association Club at Central Washington University
2013 to present	Commission on Accreditation of Allied Health Education Programs (CAAHEP) Commissioner as the Educator-at-Large
2012 to 2014	Strategic Planning Committee, Kittitas Valley Community Hospital Member
2012 to present	National Association of Emergency Medical Technicians (NAEMT) Member

2010 to present	Committee on Tactical Emergency Casualty Care Guidelines Committee Member Washington, DC
2010 to present	Vanguard Group Online Education Committee Central Washington University
2010 to present	Health Careers Education Resources Committee Central Washington University
2010 to present	National Association of EMS Physicians (NAEMSP) Member
2010 to 2015	Wilderness Medical Society (WMS) Member
2009 to 2015	Kittitas County Emergency Management Committee; Search and Rescue Member
2008 to present	Kittitas County Emergency Medical Services and Trauma Care Council Member
2008 to present	Technology Committee Department of Nutrition, Exercise, and Health Sciences, Central Washington University
2001 to present	Legislative Committee National Association of Emergency Medical Service Educators (NAEMSE)
1996 to present	Phi Kappa Phi National Honor Society
1996 to 2001	Mon-Valley EMS Community Training Center Regional Faculty and Site Coordinator
1991 to 1999	Pennsylvania Emergency Health Services Council EMS and the Law Committee
1991 to 1999	American Heart Association BCLS District Advisory Group
1991 to 1997	American Heart Association Chairman, BCLS Division Advisory Group
1986 to 2000	Allegheny County Emergency Medical Services Council Member of the Board of Director

1986 to 1999	Allegheny County Emergency Medical Services Council Chairman, EMS Coordinators Committee
1986 to 1990	American Heart Association Mon-Yough Heart Committee
1971 to 1998	Mon-Valley Emergency Medical Services, Incorporated Paramedic and Consultant

PUBLICATIONS:

Monosky, K. A. *“Advanced Skills Appendix,”* the appendix in a textbook titled, *“Community Paramedicine,”* Jones and Barlett Learning Publishers, **(Manuscript submitted February 2016, under external review)**

Monosky, K. A. *“Patient Assessment,”* a chapter in a textbook titled, *“Community Paramedicine,”* Jones and Barlett Learning Publishers, **(Manuscript submitted December 2015, under external review)**

Monosky, K. A. *“Emergency Medical Services,”* a chapter in a textbook titled, *“Health Professions Today: Working Together to Provide Quality Care,”* F. A. Davis Company Publishers, February 2016

Monosky, K. A. and Lindsey J.T. *“EMS Community Risk Reduction,”* Instructor Support Material including PowerPoint Slides and Lesson Plans for text, Prentice-Hall Publishers, 2015

Monosky, K. A. *“Analytical Approaches for EMS,”* Instructor Support Material including PowerPoint Slides and Lesson Plans for text, Prentice-Hall Publishers, 2015

Limmer D.J. *“EMR Complete: A Worktext,”* Authored chapter 15, “Altered Mental Status” and chapter 16, “Medical Emergencies” Prentice-Hall Publishers, 2014

Monosky, K.A. and Lindsey, J.T. *“EMS Community Risk Reduction,”* First Edition, Prentice-Hall Publishers, 2015

Monosky, K.A. *“Analytical Approaches for EMS,”* First Edition, Prentice-Hall Publishers, 2015

Herrington, S.J., Gee, D.L., Dow, S.D., Monosky, K.A., Davis, E., and Pritchett, K.L. *“Comparison of Glucose Monitoring Methods during Steady-State Exercise in Women,”* Nutrients 2012, 4, 1282-1292. September 2012.

Monosky, K.A. *“Supreme Court Ruling: Affordable Care Act Intact,”* JEMS, 37:8, August 2012.

- Monosky, K.A. *“Pathophysiology Review,”* An electronic study and review workbook providing a comprehensive review for healthcare professionals in pathophysiology. Published by Limmer Creative and accepted for content challenge through Excelsior College Examinations. May 2011.
- Monosky, K.A. *“Perceived Effectiveness and Utility of Various EMS Credentials,”* Dissertation in partial satisfaction for the degree of Doctorate of Philosophy in Health Policy from The Trachtenberg School of Public Policy and Public Administration at The George Washington University. May 2010.
- Monosky, K.A., *“JEMS’ 2004 EMS Salary & Workplace Survey”*, Journal of Emergency Medical Services, 29(10): 46-69, 2004, Oct.
- Monosky, K.A., *“JEMS’ 2004 Top 200 City Survey”*, Journal of Emergency Medical Services, 29(2); 38-53, 2004, Feb.
- Monosky, K.A., *“JEMS’ 2003 EMS Salary & Workplace Survey”*, Journal of Emergency Medical Services, 28(10): 36-51, 2003, Oct.
- Monosky, K.A., *“JEMS’ 2003 Top 200 City Survey”*, Journal of Emergency Medical Services, 2003, Feb.
- Monosky, K.A., *“Seizures”*, Journal of Emergency Medical Services, 27(10): 80-92, 2002, Oct.
- Monosky, K.A., *“JEMS’ 2002 EMS Salary & Workplace Survey”*, Journal of Emergency Medical Services, 27(10): 30-46, 2002, Oct.
- Contributing author to Dalton, A.L., Limmer, D., Mistovich, J.J., and Werman, H.A., *“Advanced Medical Life Support: A Practical Approach to Adult Medical Emergencies”*, second edition, Prentice-Hall, Upper Saddle River, N.J., 2003.
- Monosky, K.A., *“Pass EMT-Basic!”* video series and accompanying booklet, Mosby, Inc., 2001
- Limmer, D. and Monosky, K.A., *“Assessment of the Altered Mental Status Patient”*, Emergency Medical Services, 31(3): 54-8, 81, 2002 Mar.
- Monosky, K.A., *“Role of Healthcare Professionals in Emergency Medical Services”*, Hospital News, focus article, May 1999, Pittsburgh, Pa.

FORMAL EXAM WRITING:

- Monosky, K.A. *“MyBradyLab”*, for *“Emergency Care”* 12th Edition, Chapters 21 to 28 and 30 to 31; Pre-Chapter, Post-Chapter, and Chapter Challenge exam questions and answers, Prentice-Hall/Pearson Publishing, 2014. An instructional, interactive media platform that provides student progress and performance assessments for students in formative and summative stages of EMT education.

Monosky, K.A., et. al., *“Test Generator”*, for *“Emergency Care: Principles and Practices,”* 3rd Edition, Volume 3, Chapters 1 -7 exam questions and answers, Prentice-Hall/Pearson Publishing, 2007. An instructional aid that provides valid exam questions for educators.

Monosky, K.A., et. al., *Committee for Exam Item Writing*, for the National Registry of EMTs in Columbus, Ohio. For both Basic Life Support and Advanced Life Support credentialing exams. 2003 and 2007.

CONSULTATION AND ADVISEMENT:

Served as a Special Committee Member for an ad hoc committee to review and establish recertification standards and curricula content for the National Registry of EMTs in Columbus, Ohio. January 2013.

Served as a Subject Matter Expert and Consultant for McGraw-Hill Publishers on the Fourth Edition of *Math and Dosage Calculations for Health Care*, authors Kathryn A. Booth and James E. Whaley (2011). Project conclusion in January of 2011.

Served as a primary subject matter expert in the National Emergency Medical Service Preparedness Initiative (NEMSPI) Project, funded by the Department of Homeland Security through the Homeland Security Policy Institute at The George Washington University. This highly-interactive, virtual-reality, game program is intended to serve as a principal means of providing instructional content to EMS providers nationally in disaster management and terrorism events. In this role, I developed the educational content of the project for player instruction, including all situational and scene scenarios, patient profiles, injury and illness patterns, assessment findings, proper treatment modalities, and the certifying evaluative and assessment objectives.

BOOK AND VIDEO REVIEWS:

F.A. Davis Company, Publisher, Health Professions/Medicine Division. Reviewed multiple chapters for publication for a textbook titled, *“Principles of Paramedic Care”* Author Kenneth Navarro, December 2013.

Lawner, B., Tourzeau, C., and Mattu. A., *“ECG Cases for EMS,”* First Edition, Jones & Bartlett Learning, (2014), Reviewed Text 2012.

F.A. Davis Company, Publisher, Health Professions/Medicine Division. Reviewed a book proposal titled, *“Principles of Paramedic Care”* for feasibility of publication, May 2012.

- Bledsoe, Porter, and Cherry, *"Paramedic Care: Principles & Practice"*, Fourth Edition, Pearson Prentice-Hall, 2012. A seven-volume textbook considered the industry standard for prehospital advanced life support instruction. Reviewed Volume 7 Exam Questions.
- Bledsoe, Porter, and Cherry, *"Paramedic Care: Principles & Practice"*, Fourth Edition, Pearson Prentice-Hall, 2012. A seven-volume textbook considered the industry standard for prehospital advanced life support instruction. Reviewed Chapters 2, 6, and 7 in Volume 7.
- Aehlert, Barbara, editor, *"Paramedic Practice Today: Above and Beyond,"* 2nd Edition 2-volume textbook, Elsevier Publisher. Reviewed Division One and Chapter 23. Expected publication is January 2012.
- Lindsey, Jeffrey, et. al, *"EMS PIER,"* 1st Edition, Brady Publisher, Review of Full Text. An instructional text in EMS Public Information and Education Relations. Expected publication 2011.
- Chapleau, W., Burba, A., Pons, P., and Page, D., *"The Paramedic,"* 1st Edition Textbook and Companion Worktext, McGraw-Hill Publisher, Review for 2nd Edition Chapters 6-11. An instructional text in core principles of paramedic practice.
- Shade, Bruce, *"Fast and Easy ECGs,"* 2nd Edition, McGraw-Hill Publisher, anticipated release date 2011. An instructional text in interpretation of electrocardiograms, both bipolar limb lead and 12-lead ECGs.
- Booth and Whaley, *"Math and Dosage Calculations for Health Care,"* 4th Edition, McGraw-Hill Publisher, anticipated release date 2011. An instructional text in mathematical methods of drug calculation for healthcare, essentials of dosing, and interpreting labels of medications.
- Chiumento, Shirley, *"EMS Sleuths"*, First Edition, McGraw-Hill/Irwin Publishing, scheduled for release in 2008. A contemporary compendium of prehospital diagnostic challenges and clinical decision-making aids for the practitioner.
- Bledsoe, Porter, and Cherry, *"Paramedic Care: Principles & Practice"*, Third Edition, Pearson Prentice-Hall, 2008. A five-volume textbook considered the industry standard for prehospital advanced life support instruction.
- Aehlert, Barbara, *"Emergency Medical Technician,"* McGraw-Hill, First Edition, 2007. An instructional textbook for emergency medical technician education – including Workbook and Video Instructional Guide.
- Aehlert, Barbara, *"Paramedic,"* Elsevier, First Edition, 2007. An instructional textbook for emergency medical technician-paramedics. Reviewed chapter scenarios.
- "PHTLS: Basic and Advanced Prehospital Trauma Life Support"*, Mosby, Inc., Fifth Edition, 2003. A standardized textbook for basic and advanced PHTLS providers and instructors.

“Mosby’s ACLS Lecture Series”, MosbyJems, Second Edition, 2003.

A five-volume video set presenting critical elements of ACLS instruction including, Airway & Vascular Access, Cardiovascular Pharmacology I & II, Acute Coronary Syndromes & Stroke, ECG Review & Electrical Therapy, and ACLS Case Clips.

Bledsoe, Porter, and Cherry, *“Paramedic Care: Principles & Practice”*, Second Edition, Pearson Prentice-Hall, 2006. A five-volume textbook considered the industry standard for prehospital advanced life support instruction.

Aehlert, Barbara, *“First Responder Instructor Manual”*, First Edition, McGraw-Hill, Publication Date Fall 2005.

Aehlert, Barbara, *“First Responder Textbook”*, Second Edition, McGraw-Hill, Publication Date Fall 2005.

DeLorenzo, Robert A. and Porter, Robert S., *“Weapons of Mass Destruction Emergency Care”*, Second Edition, Pearson Prentice-Hall, Expected Publication Date Fall 2005 or Early 2006. An introductory text on fundamentals of emergency preparedness and response for medical responders.

INSTRUCTIONAL AND CURRICULAR DEVELOPMENT:

Cascadia Hazard Institute at Central Washington University Presentation:

December 2014 Presented *“National Preparedness and National Incident Management System,”* at a faculty session followed by a roundtable discussion.

Florida University – Curricular Development and Course Instruction:

August - December 2014 Developed curricula and instructed course in *“FES – 3285 Leadership in EMS,”* as an online course in their bachelor degree program.

Federal Emergency Management Agency (FEMA) – Curricular Development:

October 2013 Developed course objectives for a Federal Emergency Management Agency National Fire Academy (NFA) Course C0297, *“Analytical Approaches to Emergency Medical Services (EMS),* submitted October 6, 2013.

Central Washington University – Curricular Development:

2013 to present EMS 435, 436, & 437 – Community Paramedicine I, II, & III Core courses in the community paramedicine curriculum that provide the cognitive knowledge objectives for advanced practice in community paramedicine

2013 to present	EMS 437LAB – Community Paramedicine Practical Lab. A course that is integral to the cognitive courses of EMS 435, 436, and 437 that provides psychomotor skill instruction in the skills of the community paramedic
2013 to present	EMS 494 – Community Paramedicine Internship A course that is integral to the cognitive and psychomotor courses of the community paramedic curriculum that provides clinical skill development opportunities in the primary and preventative healthcare settings
2013 to present	EMS 490 – Cooperative Education Internship This course is designed to enable advanced clinical skill development for the accomplished paramedic in an extended and comprehensive healthcare setting
2010 to present	EMS 430 & 431 – Problem-based Learning I & II A course in the second-year of the Paramedicine Bachelor Degree Program specializing in advanced development of disease recognition and understanding. Co-instructed with emergency medicine physicians.
2010 to present	EMS 455 – Introduction to Pathophysiology A course in the second-year of the Paramedicine Bachelor Degree Program specializing in an enhanced understanding of the biologic basis of disease in adults and children.
2010 to present	EMS 460 & 461 – Research in EMS I & II A course in the second-year of the Paramedicine Bachelor Degree Program specializing in fundamentals in research design and execution for EMS professionals. Original research and publication by students is encouraged.
2010 to present	EMS 465 – Educational Methodologies in EMS A course in the second-year of the Paramedicine Bachelor Degree Program specializing in an expanded understanding of pedagogical and instructional theories and concepts in application to EMS.
2010 to present	EMS 470 – Current Topics in Emergency Medicine A course in the second-year of the Paramedicine Bachelor Degree Program specializing in exploration of current trends of emergency medicine research and how to read and analyze a profession research article.
2010 to present	EMS 475 – EMS Response to Terrorism A course in the second-year of the Paramedicine Bachelor Degree Program specializing in an EMS perspective on terrorism response, mitigation, and preparedness.

2010 to present	<p>EMS 480 – Financial Analysis of EMS Systems A course in the second-year of the Paramedicine Bachelor Degree Program specializing in a fundamental systematic approach to financial analysis of EMS systems and organizations.</p>
2010 to present	<p>EMS 481 – Quality Improvement and Administration in EMS A course in the second-year of the Paramedicine Bachelor Degree Program specializing in an understanding in the organizational design and development of EMS agencies, assessment of EMS delivery systems, and methods of organizational improvement.</p>
2010 to present	<p>EMS 482 – System Analysis of EMS A course in the second-year of the Paramedicine Bachelor Degree Program specializing in an in-depth analysis of EMS systems and organizations employing real-life examples and effective problem resolution.</p>
2010 to present	<p>EMS 485 – Strategic Planning for EMS A course in the second-year of the Paramedicine Bachelor Degree Program specializing in developing an effective and relevant template for maximal organizational growth and development in both private and public sectors.</p>
2010 to present	<p>EMS 488 – Health Policy for EMS A course in the second-year of the Paramedicine Bachelor Degree Program specializing in an fundamental understanding of policy development at the local, state and national levels for healthcare with an emphasis on the impact of and to EMS.</p>
2010 to present	<p>EMS 490 – Leadership in EMS A course in the second-year of the Paramedicine Bachelor Degree Program specializing in developing transformational, participatory, and transactional leadership skills in EMS.</p>

Central Washington University – Credited Coursework Instructed:

2011 to present	<p>EMS 430 – Problem-based Learning – I Central Washington University EMS Program 4 credit undergraduate didactic online course Fall Quarter</p>
2012 to present	<p>EMS 431 – Problem-based Learning – II Central Washington University EMS Program 4 credit undergraduate didactic online course Winter Quarter</p>
2011 to present	<p>EMS 455 – Introduction to Pathophysiology Central Washington University EMS Program 3 credit undergraduate didactic online course Fall Quarter</p>

2011 to present	EMS 460 – Research in EMS – I Central Washington University EMS Program 3 credit undergraduate didactic online course Fall Quarter
2012 to present	EMS 461 – Research in EMS – II Central Washington University EMS Program 3 credit undergraduate didactic online course Winter Quarter
2012 to present	EMS 470 – Current Topics in Emergency Medicine Central Washington University EMS Program 3 credit undergraduate didactic online course Winter Quarter
2012 to present	EMS 482 – System Analysis of EMS Central Washington University EMS Program 3 credit undergraduate didactic online course Spring Quarter
2012 to present	EMS 488 – Health Policy in EMS Central Washington University EMS Program 3 credit undergraduate didactic online course Spring Quarter
2009 to present	EMS 319 – Emergency Medical Technician course Central Washington University EMS Program 8 credit undergraduate didactic and lab courses Summer Quarter
2008 to present	EMS 335 – Paramedicine - I Central Washington University Paramedic Program 4 credit undergraduate didactic course taught each Fall Quarter
2008 to present	EMS 336 – Paramedicine - II Central Washington University Paramedic Program 4 credit undergraduate didactic course taught each Winter Quarter
2008 to present	EMS 337 – Paramedicine - III Central Washington University Paramedic Program 3 credit undergraduate didactic course taught each Spring Quarter
2008 to present	EMS 335LAB – Advanced Clinical Practice Central Washington University Paramedic Program 2 credit undergraduate lab course taught each Fall Quarter
2008 to present	EMS 336LAB – Advanced Clinical Practice Central Washington University Paramedic Program 2 credit undergraduate lab course taught each Winter Quarter
2008 to present	EMS 337LAB – Advanced Clinical Practice Central Washington University Paramedic Program 2 credit undergraduate lab course taught each Spring Quarter

2008 to present	EMS 440 – Medical Measurement and Medical Terminology Central Washington University Paramedic Program 2 credit undergraduate didactic course taught each Summer Quarter
2008 to present	EMS 443 – Myocardial Disease and Dysrhythmia Diagnosis Central Washington University Paramedic Program 4 credit undergraduate didactic course taught each Spring Quarter
2008 to 2010	EMS 398.001 – Prehospital Case Studies Central Washington University Paramedic Program 2 credit undergraduate lab course taught each Spring Quarter
2008 to 2010	EMS 398.001 – Practical Skills Paramedic Lab Central Washington University Paramedic Program 2 credit undergraduate lab course taught each Fall Quarter
2008 to present	EMS 444 – 12-Lead Electrocardiography Central Washington University Paramedic Program 4 credit undergraduate didactic course taught each Winter Quarter

The George Washington University - Credited Coursework:

2005 to 2011	EHS 202 – Analysis of Emergency Services Management The George Washington University Department of Emergency Medicine; a 3 credit graduate course taught each Fall or Spring Semester
2005 to 2008	EHS 275 – Leadership and Change in Emergency Services The George Washington University Department of Emergency Medicine; a 3 credit graduate course taught each Spring Semester
2003 to 2008	EHS 179 – EMS Development and Strategic Planning The George Washington University Department of Emergency Medicine; a 5 credit undergraduate capstone course taught each Spring Semester
2001 to 2008	EHS 166 – Current Topics in Emergency Medicine The George Washington University Department of Emergency Medicine; a 1 credit undergraduate course taught every semester
2007 to 2008	EHS 040 – Emergency Medical Technician The George Washington University Department of Emergency Medicine; a 4 credit undergraduate course taught in Fall Semester

2000 to 2005	EHS 141 – Emergency Paramedicine I The George Washington University Department of Emergency Medicine; a 3 credit undergraduate course taught in Fall Semester
2000 to 2005	EHS 142 – Emergency Paramedicine II The George Washington University Department of Emergency Medicine; a 3 credit undergraduate course taught in Spring Semester
2000 to 2005	EHS 143 – Emergency Paramedicine III The George Washington University Department of Emergency Medicine; a 3 credit undergraduate course taught in Fall Semester
2000 to 2005	Emergency Paramedicine Labs I – III The George Washington University Department of Emergency Medicine; a 1 credit courses taught in successive semesters
2000 to 2005	Emergency Paramedicine Clinical Coordination The George Washington University Department of Emergency Medicine; a 1 credit courses to satisfy bachelor degree requirements in paramedicine
2000 to 2004	EHS 199 – Administrative Internship The George Washington University Department of Emergency Medicine; a variable credit course as an elective

The University of Pittsburgh- Credited Coursework:

1995 to 2000	Medical Emergencies Module University of Pittsburgh School of Health and Rehabilitation Sciences; a 4 credit undergraduate course taught in Fall Semester
1995 to 2000	Trauma Emergencies Module University of Pittsburgh School of Health and Rehabilitation Sciences; a 4 credit undergraduate course taught in Spring Semester
1997 to 1999	Pathophysiology University of Pittsburgh School of Health and Rehabilitation Sciences; a 3 credit undergraduate course taught in Fall Semester

Community College of Allegheny County- Credited Coursework

1986 to 1999	Paramedicine Didactic – all modules Community College of Allegheny County – Public Safety Department; an undergraduate courses contributing toward an Associate Degree
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- 1986 to 1999 Paramedicine Lab – all modules
Community College of Allegheny County – Public Safety Department; an undergraduate courses contributing toward an Associate Degree
- 1986 to 1999 Paramedicine Clinical and Field Internship
Community College of Allegheny County – Public Safety Department; an undergraduate courses contributing toward an Associate Degree

The George Washington University - Contractual and Other Non-credited Instruction:

- 2008 to present Various Emergency Services didactic and practical instruction
United States Environmental Protection Agency– Office of Homeland Security, Protective Services Division.
Topics Include: Introduction to Emergency Medical Care to Protective Services, Infectious Diseases, Anatomy and Physiology, and others.
- 2006 to present Various Emergency Services didactic and practical instruction
United States Department of State – Remote Medical Access Program
Topics Include: Burns, Eye Injuries, Head and Spinal Trauma, Infectious Disease, Medical Emergencies, Musculoskeletal Injuries, Shock, and others.
- 2006 to 2008 Continuing Medical Education Instruction
Fairfax City Fire and Rescue
Topics Include: Rapid Sequence Intubation, 12-lead Electrocardiography, Toxicology, Pediatric Emergencies, Head and Spinal Trauma, Abdominal Trauma, Altered Mental Status, Allergic Emergencies, Burns, Fever, Geriatrics, Lifting and Moving, Obstetric Emergencies, Shock, and others.
- 2005 to present Various Emergency Services didactic and practical instruction
United States Secret Service – Special Agent and Uniformed Classes
Topics Include: Environmental Emergencies, Medical Emergencies, Trauma and Shock, Patient Assessment, Operational Considerations, Airway and Breathing, and Travel Considerations
- 2003 to 2005 Problem-based Learning Instruction
Washington D.C. Fire & EMS, EMT-Intermediate Cohort
A unique educational methodology that encourages independent thought and critical thinking skills with a focus on emergency medicine.

2003 to 2008 Wilderness Medicine Instruction
Potomac Appalachian Trail Club – Trail Patrol
Hike Leadership Training in wilderness and austere medicine conditions

The University of Pittsburgh- Contractual and Other Non-credited Instruction:

Circa 1998 Various Emergency Services didactic and practical instruction
Hostage Rescue Team of the FBI – Special Agent Classes.
Topics Include: Modified Trauma Field Treatment, Blast and Penetrating Injuries, Tactical Medical Principles, Shock Management, Rapid Patient Assessment and Rapid Extrication, Medical Emergencies, and Special Operational Considerations.

SPECIAL EVENT EXPERIENCE:

May 1995 to March 1999 Assistant Administrative and Coordination responsibilities for the medical coverage provided by the University of Pittsburgh Medical Center for PGA Senior Tour events annually. Assisted Medical Director and Chief Administrator on all operational and logistic principles. Responsibilities included: staging and deployment of response teams; recruitment of medical personnel, communication operation and logistics, medical supplies stocking and disbursement, medical team support, and direct medical care.

1988 to 1992 Co-administrative and Co-coordination responsibilities for the medical coverage provided for the *Up in Allegheny Airshow* events annually. Shared administrative and coordination responsibilities with two other colleagues for all planning, operational and logistic aspects of medical coverage for participants and spectators of a popular airshow near Pittsburgh, Pennsylvania.

1991 to 1995 Administrative and Coordination responsibilities for the medical coverage provided for two local amusement parks near Pittsburgh, Pennsylvania: *Kennywood Park* and *Sandcastle Water Park* annually. Responsibilities included staffing, supervision, and recruitment of medical personnel for each park, facilitating medical direction of care, supply stocking of on-site facilities, development and enforcement of medical and operational protocol, conducting medical education sessions for staff, and the coordination of patient transportation needs.

GRADUATE COMMITTEE MEMBERSHIP:

Fall Quarter 2009

Graduate Committee for Stefanie Herrington, a graduate student in the Nutrition and Exercise Science Programs. Providing guidance and assistance in her Master Thesis Project of comparing interstitial, capillary, and venous blood glucose levels during exercise. Serving as the principal practitioner for intravenous access and blood sampling and on her Graduate Committee.

CURRICULUM VITAE

Jackson S. Horsley, MD 6

EDUCATION

1969, Graduated	Highline High School, Burien, WA
1973	B.A., Zoology, Indiana University, Bloomington, IN
1977	M.D., University of Cincinnati Medical School, Cincinnati, OH

POST GRADUATE EDUCATION

1977-78	Internship, Internal Medicine, San Joaquin County Hospital, Stockton, CA
1978-79	Residency, Internal Medicine, San Joaquin County Hospital, Stockton, CA

EXPERIENCE

1979-85	Family Practice, Valley Clinic, Ellensburg, WA
1985-2/2008	Medical Director, Emergency Department, Kittitas Valley Community Hospital, Ellensburg, WA
2006- Present	Holland America Line
2008- Present	Emergency Department Physician
1988-Present	Health Center, Central Washington University Ellensburg, WA
1988-Present	Physician
3/07-8/07	Interim Medical Director
9/07-Present	Medical Director

EXPERIENCE (continued)

1991-Present	Medical Program Director, Prehospital Emergency Medical Services, Kittitas County, WA
1991-Present	Medical Program Director, Paramedic Program, Central Washington University
2002-2005	Infectious and non-Infectious Disease (3 credit), Instructor, Central Washington University, Ellensburg, WA, Assistant Professor, Health Education
2001-2019	Board Certified Emergency Medicine AAPS
1985-Present	American Heart Association ACLS Instructor ACLS Experienced Provider
2003-Present	ACLS Experienced Provider Instructor

ATHLETICS

1968	U.S. Olympic Team Member, Mexico City Bronze Medal in the 200m Backstroke
1968	AAU National Champion, 200m Backstroke
1970-72	NCAA All American Swimming

COMMUNITY ACTIVITIES

1979-82	Explorer Post Leader, Ellensburg, WA
1982-Present	Sunday School Teacher, Ellensburg, WA
1984-86	Coach-Girls Swim Team, Ellensburg High School, Ellensburg, WA

REFERENCES

Randy Robinette
Health Center Director
Central Washington University

Jo Obermeyer, RN
Director of Catheter Lab
Central Washington Hospital

David Frick
Medical Director
KVCH Emergency Department

CURRICULUM VITAE FOR JAMES E. PIERCE

SUMMARY:

Current position: FTNTT—Instructor with CWU Purser EMS/Paramedic Program
Forty-five years experience providing prehospital emergency medical care as EMT—B/P.
Twelve years with Snohomish County FPD 8 as an EMT and left as rank of captian.
Twenty—three years experience as a mobile intensive care paramedic in King Co., WA.
Thirty-six years active teaching experience with emergency medical services training.
Twenty—seven years service with King County F. P. D. # 50 as Education Coordination Officer
Thirty—six years experience with paramedic training for Central Washington University and
University of Washington School of Medicine Paramedic Training Programs as guest lecturer

CERTIFICATIONS:

Washington State Department of Health, Emergency Medical Services & Trauma Prevention:

Senior EMT Instructor
EMT-A (1973 to present)
EMT-Paramedic (1980 to 2005)

Seattle/King County Department of Public Health Emergency Medical Services Division:

EMT Training Instructor (1982 to present)
EMT Continuing Medical Education Instructor (1982 to present)
P. A. S. G.—EMT Instructor
First Responder/EMT AED & Manual Defibrillation Instructor

Washington State Fire Service Training:

Elements of Instruction
First Responder Instructor
Emergency Vehicle Accident Prevention

American Heart Association, Washington Affiliate:

ACLS Provider/Instructor
BCLS Provider/Instructor
PALS Provider
PEPP Provider/Instructor
Newborn Resuscitation Program Provider

American Academy of Family Practice

BLS—O Provider

National Association of Emergency Medical Technicians (charter member):

PreHospital Trauma Life Support Instructor (4/87 to present)

PreHospital Trauma Life Support Provider (2/86 to present)

Washington State EMS for Children Project:

PreHospital Pediatric Care Instructor

National Safety Council:

Defensive Driving Instructor

National Registry of Emergency Medical Technicians:

EMT-Paramedic

EMT-Paramedic Test Team Member

Professional Association Diving Instructors:

Divemaster

Underwater Search, Rescue, and Recovery

APPLICABLE EDUCATION:

Paramedic Training Program (Graduate 172 Credits)

CENTRAL WASHINGTON UNIVERSITY

Ellensburg, Washington 98926

June 1980

Paramedic Training Program (Graduate)

UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE

Harborview Medical Center

325 Ninth Avenue

Seattle, Washington 98103

August 1981

Numerous workshops on adult education theory over the last twenty plus years

SPECIAL ACHIEVEMENTS/ASSIGNMENTS:

Committee Member, National PreHospital Trauma Life Committee, National Association of Emergency Medical Technicians

Region VI Coordinator (Northwestern U. S. A.), Prehospital Trauma Life Support NAEMT

Washington State Coordinator, Prehospital Trauma Life Support NAEMT

Member, PreHospital Trauma Life Support Refresher Curriculum Development Committee

Editor, PreHospital Trauma Life Support National Newsletter

Curriculum Development, EMT CME Trauma Training for Seattle/ King County Emergency Medical Services Division

Curriculum Development, First Responder–Emergency Medical Technician Bridge Pilot Program; Joint project of Washington Department of Health Emergency Medical Services Division, Washington Fire Service Training, and Seattle/King County Department of Public Health Emergency Medical Services Division; I served as principle investigator and developer

National Registry EMT-Paramedic Test Team Member/Coordinator, CWU and U of W School of Medicine Paramedic Training Programs

Test Team Member, King County Emergency Medical Services Division

Trauma Technical Advisory Committee Member, Washington State Department of Health Emergency Medical Services Division

Appointed Board Member, Governor's Licensing and Certification Board, Washington Department of Health (six terms served)

Developed, produced, marketed and coordinated two successful EMT continuing medical education seminars (150 conference attendees)

Developed and Produced Evergreen Medic-One's Quality Assurance Program

Chairperson, EMT CME Trauma Training Curriculum Development Committee, King County EMS Division

Member, Paramedic Continuing Medical Education Committee, EMT Training Review Committee, BLS Patient Care Guidelines Development Committee & Senior EMT Instructor Committee

FORMER PRIMARY EMPLOYER:

Evergreen Medic-One (King County Medic-One System) 1980 to 2002
10726 Beardslee Blvd.
Bothell, WA 98011
(425) 488-4950
Position: EMT-Paramedic/Education Coordination Officer

CURRENT EMPLOYER:

Central Washington University

Position: FTNTT-Instructor with Purser Paramedic Program
Program Responsibility: PHTLS Course, PEPP Course, Pharmacology Course, EMT-B Course, ACLS Course, Paramedic Medical Emergences and Operations

Appendix – D

(Empty)

Appendix – E

(Empty)

Appendix – F

APPENDIX F – Field Experience/Internship Institutional Data Form

CoAEMSP Program #: (the 600xxx number assigned by CoAEMSP)

Program Name:

Complete as many of these forms as necessary to report data on all field experience/internship affiliates. There are fifteen (15) **additional supplemental** copies of the form (scroll down). Place a copy of each additional completed form in the **APPENDIX F sub-folder**.

As Paramedic Program Director, by checking the box to the right, I verify that an appropriate, authorized field internship individual has provided and attested to the information presented in the corresponding Appendix F forms below, as well as, any additional supplemental Appendix F forms in the Appendix F sub-folder.

Number of additional forms in the **APPENDIX F sub-folder**

Affiliate Name:
 Address:
 Address:
 City, State Zip
 Distance from program: (in miles)
 Name of program's on-site liaison:
 Is there a signed, current affiliation agreement?

Form # F16

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit?

Type of Call	total # of runs per year
# trauma calls	392
# medical calls	1550
# pediatric calls	109
# cardiac arrests	17
# cardiac calls (less cardiac arrest)	182

Average # of shifts by each student	2
average # runs per shift for a student	3
Length of Shift (in hours)	24

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F17

Affiliate Name:

Address:

Address:

City, State Zip:

Distance from program: (in miles)

Name of program's on-site liaison:

Is there a signed, current affiliation agreement?

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit?

Type of Call	total # of runs per year
# trauma calls	48
# medical calls	732
# pediatric calls	286
# cardiac arrests	24
# cardiac calls (less cardiac arrest)	197

Average # of shifts by each student	1
average # runs per shift for a student	2
Length of Shift (in hours)	24

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F18

Affiliate Name:

Address:

Address:

City, State Zip:

Distance from program: (in miles)

Name of program's on-site liaison:

Is there a signed, current affiliation agreement?

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit?

Type of Call	total # of runs per year
# trauma calls	111
# medical calls	116
# pediatric calls	2
# cardiac arrests	6
# cardiac calls (less cardiac arrest)	44

Average # of shifts by each student	1
average # runs per shift for a student	1
Length of Shift (in hours)	24

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F19

Affiliate Name:	Sunnyside Fire Department		
Address:	513 S. 8th Street		
Address:			
City, State Zip	Sunnyside, WA 98944		
Distance from program: (in miles)	77.1		
Name of program's on-site liaison:	Bill Harris		
Is there a signed, current affiliation agreement?	Yes		

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit?	No
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Type of Call	total # of runs per year
# trauma calls	445
# medical calls	1070
# pediatric calls	185
# cardiac arrests	22
# cardiac calls (less cardiac arrest)	176

Average # of shifts by each student	1
average # runs per shift for a student	3
Length of Shift (in hours)	24

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F20

Affiliate Name:

Address:

Address:

City, State Zip

Distance from program: (in miles)

Name of program's on-site liaison:

Is there a signed, current affiliation agreement? <=== Select from drop down list

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit? <=== Select from drop down list

Type of Call	total # of runs per year
# trauma calls	
# medical calls	
# pediatric calls	
# cardiac arrests	
# cardiac calls (less cardiac arrest)	

Average # of shifts by each student	
average # runs per shift for a student	
Length of Shift (in hours)	

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F21

Affiliate Name:

Address:

Address:

City, State Zip

Distance from program: (in miles)

Name of program's on-site liaison:

Is there a signed, current affiliation agreement? <=== Select from drop down list

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit? <=== Select from drop down list

Type of Call	total # of runs per year
# trauma calls	
# medical calls	
# pediatric calls	
# cardiac arrests	
# cardiac calls (less cardiac arrest)	

Average # of shifts by each student	
average # runs per shift for a student	
Length of Shift (in hours)	

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F22

Affiliate Name:

Address:

Address:

City, State Zip

Distance from program: (in miles)

Name of program's on-site liaison:

Is there a signed, current affiliation agreement? <=== Select from drop down list

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit? <=== Select from drop down list

Type of Call	total # of runs per year
# trauma calls	
# medical calls	
# pediatric calls	
# cardiac arrests	
# cardiac calls (less cardiac arrest)	

Average # of shifts by each student	
average # runs per shift for a student	
Length of Shift (in hours)	

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F23

Affiliate Name:

Address:

Address:

City, State Zip

Distance from program: (in miles)

Name of program's on-site liaison:

Is there a signed, current affiliation agreement? <=== Select from drop down list

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit? <=== Select from drop down list

Type of Call	total # of runs per year
# trauma calls	
# medical calls	
# pediatric calls	
# cardiac arrests	
# cardiac calls (less cardiac arrest)	

Average # of shifts by each student	
average # runs per shift for a student	
Length of Shift (in hours)	

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F24

Affiliate Name:

Address:

Address:

City, State Zip

Distance from program: (in miles)

Name of program's on-site liaison:

Is there a signed, current affiliation agreement? <=== Select from drop down list

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit? <=== Select from drop down list

Type of Call	total # of runs per year
# trauma calls	
# medical calls	
# pediatric calls	
# cardiac arrests	
# cardiac calls (less cardiac arrest)	

Average # of shifts by each student	
average # runs per shift for a student	
Length of Shift (in hours)	

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F25

Affiliate Name:

Address:

Address:

City, State Zip

Distance from program: (in miles)

Name of program's on-site liaison:

Is there a signed, current affiliation agreement? <=== Select from drop down list

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit? <=== Select from drop down list

Type of Call	total # of runs per year
# trauma calls	
# medical calls	
# pediatric calls	
# cardiac arrests	
# cardiac calls (less cardiac arrest)	

Average # of shifts by each student	
average # runs per shift for a student	
Length of Shift (in hours)	

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F26

Affiliate Name:

Address:

Address:

City, State Zip

Distance from program: (in miles)

Name of program's on-site liaison:

Is there a signed, current affiliation agreement? <=== Select from drop down list

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit? <=== Select from drop down list

Type of Call	total # of runs per year
# trauma calls	
# medical calls	
# pediatric calls	
# cardiac arrests	
# cardiac calls (less cardiac arrest)	

Average # of shifts by each student	
average # runs per shift for a student	
Length of Shift (in hours)	

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F27

Affiliate Name:

Address:

Address:

City, State Zip

Distance from program: (in miles)

Name of program's on-site liaison:

Is there a signed, current affiliation agreement? <=== Select from drop down list

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit? <=== Select from drop down list

Type of Call	total # of runs per year
# trauma calls	
# medical calls	
# pediatric calls	
# cardiac arrests	
# cardiac calls (less cardiac arrest)	

Average # of shifts by each student	
average # runs per shift for a student	
Length of Shift (in hours)	

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F28

Affiliate Name:

Address:

Address:

City, State Zip

Distance from program: (in miles)

Name of program's on-site liaison:

Is there a signed, current affiliation agreement? <=== Select from drop down list

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit? <=== Select from drop down list

Type of Call	total # of runs per year
# trauma calls	
# medical calls	
# pediatric calls	
# cardiac arrests	
# cardiac calls (less cardiac arrest)	

Average # of shifts by each student	
average # runs per shift for a student	
Length of Shift (in hours)	

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F29

Affiliate Name:

Address:

Address:

City, State Zip

Distance from program: (in miles)

Name of program's on-site liaison:

Is there a signed, current affiliation agreement? <=== Select from drop down list

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit? <=== Select from drop down list

Type of Call	total # of runs per year
# trauma calls	
# medical calls	
# pediatric calls	
# cardiac arrests	
# cardiac calls (less cardiac arrest)	

Average # of shifts by each student	
average # runs per shift for a student	
Length of Shift (in hours)	

APPENDIX F – Field Experience/Internship Institutional Data Form

Form # F30

Affiliate Name:

Address:

Address:

City, State Zip

Distance from program: (in miles)

Name of program's on-site liaison:

Is there a signed, current affiliation agreement? <=== Select from drop down list

Complete the table below for any of the types of runs in which students participate.

Do you routinely assign more than 1 student to an EMS unit? <=== Select from drop down list

Type of Call	total # of runs per year
# trauma calls	
# medical calls	
# pediatric calls	
# cardiac arrests	
# cardiac calls (less cardiac arrest)	

Average # of shifts by each student	
average # runs per shift for a student	
Length of Shift (in hours)	

Updated

Current Year	
Total Preceptors:	236
Trained Preceptors:	115
% Trained:	48.73%

Prior Year	
Total Preceptors:	198
Trained Preceptors:	42
% Trained:	19.44%

Current	Prior
14	26
4	5
28.57%	26.67%

Updated

|

|

Current	Prior
2	18
2	0
100.00%	0.00%

Updated

Current	Prior
22	18
7	0
31.82%	0.00%

Updated

Current	Prior
9	11
9	3
100.00%	27.27%

Updated

Current	Prior
8	16
4	5
50.00%	31.25%

Current	Prior
3	16
3	5
100.00%	31.25%

Brian	Ellis
-------	-------

Sam	Howrey
Ed	Martineau
Ray	Ransier
Darrell	Springer
Mark	Stradley
Troy	Stratford
Andi	Thompson
David	Wiebel

Current	Prior
3	10
3	0
100.00%	0.00%

Updated

Current	Prior
14	12
14	0
100.00%	0.00%

Updated

Current	Prior
3	11
3	0
100.00%	0.00%

Updated

Current	Prior
7	11
7	0
100.00%	0.00%

Updated

Current	Prior
21	20
12	0
57.14%	0.00%

Updated

Current	Prior
15	17
12	12
80.00%	70.59%

Current	Prior
51	20
0	0

0.00%	0.00%
--------------	--------------

Current	Prior
26	26
0	0
0.00%	0.00%

Updated

Current	Prior
38	29
35	17
92.11%	58.62%

Appendix – G

(Empty)

Appendix – H



**Central Washington University
EMS Paramedicine Program**



**Course Description and Syllabus
EHS 337LAB – Advanced Clinical Practice - III
Spring 2016**

Faculty:

James E. Pierce, Paramedic
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Robert Carlson, B.S., Paramedic
Adjunct Instructor
EMS Paramedicine Program
Department of Nutrition, Exercise, and Health Sciences
Central Washington University

Keith Monosky, PhD
EMS Paramedicine Program Director
Department of Nutrition, Exercise, and Health Sciences
Central Washington University

❖ **Course Details**

Advanced Clinical Practice - III is a two (2)-credit practical skills course scheduled to meet twice each week, on Wednesdays or Thursdays, from 1300 hours to 1700 hours. Each student will be assigned a section that meets either on a Wednesday or on a Thursday and will maintain that schedule throughout the quarter. The rationale for the separate sections is to reduce the class size per lab session to allow for a more intense faculty to instructor ratio. The expected room location will be room 223 in Michaelsen Hall, but is subject to change due to unforeseen circumstances and course accommodation.

❖ **Course Description/Statement of Purpose**

Advanced Clinical Practice - III is a continuation of the paramedicine laboratory courses in the core coursework of the Paramedicine Major. It is designed to introduce the participants to the essential cognitive concepts and psychomotor skills of pediatric, geriatric, and adult assessment, disease recognition and diagnosis, and proper prehospital interventions and medical therapeutics relevant to those pathologies. The course will focus on, but not be limited to, traditional advanced cardiac life support interventions, therapeutics, and algorithmic decision-making; pediatric assessment; pediatric advanced airway management; pediatric interventions and resuscitation; neonatal assessment and interventions; neonatal resuscitation; geriatric assessment and interventions; and principles of assessment-based management of prehospital patients. This educational process is accomplished through brief didactic presentations and discussions as necessary, case presentation, scenario-based instruction, demonstration, and in-class laboratory skill development. The course overall objectives are derived from the National Standard Curriculum Guidelines and the EMS National Education Standards for EMT-Paramedic. Upon completion, the student will have a more comprehensive knowledge of the practices of assessment and prehospital intervention for the pediatric, geriatric, and adult population subgroups. The evaluation processes include individual participation in labs, practical scenario performances, practical testing scenarios, and instructor evaluation of performance, team collaboration, and leadership skills

❖ **Course Objectives**

At the completion of this class, the student should be able to:

1. Demonstrate mastery of skill performance of the assessment, algorithmic decision-making, and proper interventions of patients with acute coronary syndromes and associated cardiac anomalies, including dysrhythmias.
2. Demonstrate mastery of skill performance of the assessment, algorithmic decision-making, and proper interventions (including electrical therapies) of patients with a pulseless arrest according to the AHA algorithms.
3. Demonstrate mastery of skill performance of the assessment, algorithmic decision-making, and proper interventions of patients with acute onset tachycardia according to the AHA algorithms.
4. Demonstrate mastery of skill performance of the assessment, algorithmic decision-making, and proper interventions of patients with acute onset bradycardia according to the AHA algorithms.
5. Demonstrate mastery of skill performance of the assessment, algorithmic decision-making, and proper interventions of patients with impending cardiac arrest, cardiorespiratory arrest, and post-resuscitation management.
6. Demonstrate mastery of resuscitation management from a team-leader role, with emphasis on team performance, problem-solving, decision-making, and facilitating a coordinated, integrated team approach.

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7. Demonstrate a thorough understanding of the principles of assessment-based management of patient care and employ those principles in an integrated patient-care model.
8. Demonstrate a systematic and integrated approach to pediatric and neonatal patient assessment and interventions in an emergency setting.
9. Demonstrate the necessary skills pertaining to pediatric airway management, including basic and advanced procedures.
10. Demonstrate the essential skill foundation to effective pediatric spinal immobilization.
11. Demonstrate the necessary skill pertaining to pediatric intraosseous access with manual and mechanical devices.
12. Demonstrate the necessary skills pertaining to umbilical cannulation in the newborn infant.
13. Demonstrate the skills necessary to employ effective newborn/neonatal resuscitation in a prehospital emergency setting.
14. Demonstrate integration of cognitive and psychomotor skills in the effective management and team leadership of a critical pediatric or geriatric patient.
15. Demonstrate the skill necessary to conduct an effective geriatric assessment, being cognizant of the physiological and pathophysiological differences among the elder population, in a prehospital emergency setting.

❖ **National Registry Skill Check Sheets Completion:**

1. Medical and Cardiac Scenario Assessment
2. Comprehensive Normal Pediatric Physical Assessment Techniques
3. Obtain History from an Alert/Oriented Patient
4. Pediatric/Neonatal Direct Orotracheal Intubation
5. Needle and Surgical Cricothyrotomy

❖ **Course Textbooks:**

Textbooks required for this course include:

Paramedic Care: Principles and Practices, Fourth Edition, 7-volume set, by Bledsoe, Porter, and Cherry, Brady/Pearson/Prentice Hall and accompanying workbooks (2013).

Pediatric Education for Prehospital Professionals, Third Edition, by American Academy of Pediatrics, Jones and Bartlett ISBN: 978-1-4496-7043-6.

Pediatric Advanced Life Support Provider Manual, 2011 professional edition, written and published by American Heart Association. ISBN: 978-1-61669-112-7

Neonatal Resuscitation Textbook Plus, Sixth Edition, publish in conjunction with the American Academy of Pediatrics and the American Heart Association. ISBN: 978-1-58110-187-4

PHTLS®: PreHospital Trauma Life Support, Eighth 2016 Edition by NAEMT/ACS published by Mosby/JEMS/Elsevier. ISBN: 13: 978-1-284-04173-6

“Bates’ Guide to Physical Examination and History Taking,” 10th Edition, by Beickley and Szilagyi; Lippincott Williams & Wilkins Publisher, (2008). ISBN-13: 978-1605478036.

❖ **Course Grading:**

Grading in this course will be consistent with the University's grading policy and will provide the student an opportunity to earn the following outcome based upon the individual student's performance in lab:

- Satisfactory
- Unsatisfactory

Course outcomes will be determined from several important components as illustrated below:

Evaluative Parameters
Class Attendance & Participation
Participation in lab and in patient-oriented scenarios
Ability to participate as a team member
Ability to follow instructions from team-leader
Ability to serve as an effective team-leader
Ability to problem-solve and make decisions as a team-leader
Ability to perform specific skills as instructed
Ability to integrate skills, cognitive knowledge, and leadership
Receptivity to instruction, constructive criticism, and counsel
...and other parameters.

Summative and formative evaluations will be conducted through laboratory observations, specific skill performance assessments, collaborative team approaches, and other psychomotor assessment methodologies.

In addition to in-lab examinations, students will be evaluated on compliance to attendance requirements, participation in labs (including asking questions and providing answers to questions posed), and ability to integrate psychomotor, cognitive and leadership skills.

All evaluations of academic and psychomotor performance will be issued as a pass/fail (satisfactory/unsatisfactory) and evaluated on an individual basis (no class performance adjustments are allowed). Each evaluative parameter will contribute to the course overall outcome based on the evaluative parameters as described above.

There will be lab final practical test consisting of the American Heart Association Pediatric Advanced Life Support Megacode evaluation and two medical case scenarios. The final practical exam is graded as pass/fail or satisfactory/unsatisfactory and failure to pass the final practical exam will result in an unsatisfactory final grade.

❖ **Course Attendance Policy:**

Student attendance is expected at all scheduled classes. Students may be dropped from the course for excessive absences of any kind.

Excused absences *may* be granted by the course instructor for extenuating circumstances, and in advance for approved leave. To be eligible for a medical excuse from absence, the student must advise the instructor as soon as possible of the absence and provide a written excuse from a medical doctor in advance of returning to classes. If three or more absences occur for any reason, the status of the student will be reviewed by the Chairman of the Department of Nutrition, Exercise, and Health Sciences, the Program Director and the Program faculty to determine a disposition.

If a student misses any class, he/she is responsible for any missed examinations, assignments, and material covered in that session. Missed examinations must be made-up by arrangement with the instructor within four (4) days of the originally scheduled exam, unless otherwise stipulated by the instructor. Any course work due on the date of a scheduled absence remains due on that date unless otherwise stipulated by the course instructor. Late submissions of assignments will receive severe point deductions in accordance with the instructor's discretion. Generally, a letter grade reduction will occur with each 24-hour period that elapses as a late submission.

Prompt arrival is expected at all class activities. Points will be deducted from the course grade for chronic tardiness.

❖ **Comportment**

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times. Please refer to the University Catalog, Appendix B.

❖ **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University (please see the University catalog, Appendix B). Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, patient care reports, clinical or field activity reports, etc.
- Plagiarism (including copying and pasting of electronic text into graded assignments)
- All graded work must be completed in accordance with the guidelines of Central Washington University Policies and Procedures.
- Excerpt from the CWU Policies:

❖ **Student Accommodation**

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered.

❖ **Course Schedule**

The course schedule appears on the following page. Due to the nature of the material and the diversity of student populations, the schedule is subject to change with limited or no advance notice to the students. Changes in the class schedule and topics of discussion may occur should certain subject matter demand more instructional attention, if progression through the course material is not at an adequate rate, or if extenuating circumstance arise. Every effort will be made to conform to the schedule as posted and students will not be held responsible for information that was not received in less than 24 hours.

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	Date	Time	Topic/Discussion	Instructor
1	3/30/2016 Wed.	1300 – 1700	Hx from alert Pt./Comprehensive Normal Adult Physical Examination Techniques Skill Sheets	Pierce/Carlson/Chrisman
2	3/31/2016 Thurs.	1300 – 1700	Assessment-based Management/Right-Sided and Posterior EKGs	Pierce/Carlson/Monosky
3	4/6/2016 Wed.	1300 – 1700	Assessment-based Management; pediatric assessment; trauma scenarios	Pierce/Carlson/Monosky
4	4/7/2016 Thurs.	1300 – 1700	Assessment-based Management; pediatric assessment; trauma scenarios	Pierce/Carlson/Monosky
5	4/13/2016 Wed.	1300 – 1700	Assessment-based Management; pediatric assessment; pediatric scenarios	Pierce/Carlson/Monosky
6	4/14/2016 Thurs.	1300 – 1700	Assessment-based Management; pediatric assessment; pediatric scenarios	Pierce/Carlson/Monosky
7	4/20/2016 Wed.	1300 – 1700	Assessment-based Management; pediatric assessment; pediatric intubation	Pierce/Carlson/Monosky
8	4/21/2016 Thurs.	1300 – 1700	Assessment-based Management; pediatric assessment; pediatric intubation	Pierce/Carlson/Monosky
9	4/27/2016 Wed.	1300 – 1700	Assessment-based Management; intraosseous access; trauma scenarios	Pierce/Carlson/Monosky
10	4/28/2016 Thurs.	1300 – 1700	Assessment-based Management; intraosseous access; trauma scenarios	Pierce/Carlson/Monosky
11	5/4/2016 Wed.	1300 – 1700	Assessment-based Management; neonatal resuscitation; team leadership	Pierce/Carlson/Monosky
12	5/5/2016 Thurs.	1300 – 1700	Assessment-based Management; neonatal resuscitation; team leadership	Pierce/Carlson/Monosky
13	5/11/2016 Wed.	1300 – 1700	Assessment-based Management; neonatal resuscitation; umbilical cannulation; meconium aspiration	Pierce/Carlson/Monosky
14	5/12/2016 Thurs.	1300 – 1700	Assessment-based Management; neonatal resuscitation; umbilical cannulation; meconium aspiration	Pierce/Carlson/Monosky
15	5/18/2016 Wed.	1300 – 1700	Assessment-based Management; pediatric scenarios	Pierce/Carlson/Monosky
16	5/19/2016 Thurs.	1300 – 1700	Assessment-based Management; pediatric scenarios	Pierce/Carlson/Monosky
17	5/25/2016 Wed.	1300 – 1700	Assessment-based Management; pediatric scenarios	Pierce/Carlson/Monosky
18	5/26/2016 Thurs.	1300 – 1700	Assessment-based Management; pediatric scenarios	Pierce/Carlson/Monosky
19	6/1/2016 Wednesday	1300 – 1700	Assessment-based Management; pediatric scenarios	Pierce/Carlson/Monosky
20	6/2/2016 Thursday	1300 – 1700	Assessment-based Management; pediatric scenarios	Pierce/Carlson/Monosky
21	6/3/2016 Friday	All Day	Advanced Procedures Day (all must attend)	Pierce/Carlson/Monosky/ Chrisman
22	TBA	TBA	EMS 337Lab Final Practical Exam	Pierce/Carlson/Monosky

Note: You must attend the lab session according to the section you've been assigned.



Central Washington University
EMS Paramedicine Program



Course Description and Syllabus
EMS 493A.001 – Paramedic Internship I
Winter 2015

Faculty:

Steven Chrisman, MS Biology, EMT-P
Department of Nutrition, Exercise, and Health Sciences
Central Washington University
Clinical Coordinator, Paramedic Program
Michaelsen Hall, Room 229
Ellensburg, WA 98926

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Email: chrismans@cwu.edu
Office hours by appointment

- **Course Details**

Paramedic Internship - I is a three (3)-credit course consisting of internship work in EMS agency and hospital locations within the CWU EMS Paramedicine clinical affiliate network across Washington State. There are no regular scheduled classroom hours. The regular days available for internship opportunities are those days outside of classroom lectures, typically every Friday, Saturday, Sunday, Monday, and Tuesday. The availability of internship opportunities is subject to change due to unforeseeable circumstances, including inclement weather and other circumstances beyond the control of the Program.

- **Course Description/Statement of Purpose**

Paramedic Internship I - is an introduction to clinical practice on an advanced life support (ALS) ambulance and in a hospital emergency room, intensive care unit, operating room, and respiratory therapy department. It is designed to introduce students to the assessment and treatment modalities in actual medical emergencies, while allowing them to apply the skills, knowledge, and concepts they have obtained in the classroom setting. Participants will work under various other healthcare providers, including paramedic, registered nurse, physician, and respiratory therapist.



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Upon successful completion, the applicant will have applied the principles and practices learned in the didactic and psychomotor setting and demonstrate a better understand of emergency medicine with emphasis on the ability to recognize immediate threats to life, prehospital treatments for illness and injury at an advanced life support (ALS) level, and the ability to manage and direct a team of emergency professionals. The evaluation process includes the students' ability to meet certain clinical patient contacts and skill performance minimums, timely and accurate patient care documentation, and fully engaged participation which is further outlined in the grading policy found below.

- **Course Objectives**

At the completion of this course, the student should have the ability to:

- 1 Identify the common pathologies associated with various medical emergencies
- 2 Describe the various pathophysiological elements and subsequent events that are associated with medical disease, their various epidemiologies, and influence on patient outcomes.
- 3 Conduct a comprehensive patient interview.
- 4 Determine a patient's chief medical complaint.
- 5 Apply advanced physical examination techniques.
- 6 Establish intravenous and other parenteral medical routes, to administer correct and appropriate medication to patients suffering injury and illness established from local medical protocol.
- 7 Perform airway management skills, including ventilating a patient via bag-valve mask, combi-tube, king airway, or endotracheal tube.
- 8 Use an airway adjunct through the oropharyngeal or nasopharyngeal route.
- 9 Successfully intubate a patient by direct laryngoscopy.
- 10 Perform Rapid Sequence Intubation (RSI).
- 11 Correctly identify EKG Arrhythmias
- 12 Accurately document patient encounters through a comprehensive patient care report in Subjective-Objective-Assessment-Plan (SOAP) format.
- 13 Track patient encounters through a computer-based (FISDAP) program, to accurately measure the students' progress with clinical benchmarks.

- **Course Textbooks:**

There are no textbooks required for this course; however students must sign up for a FISDAP account (www.fisdap.net), to be used for internship scheduling and data entry. Students must also purchase the designated Coursepack located at the CWU store, which contains the policy and procedure book and all applicable documentation the student will

need for successful completion of this course. It is also recommended that the student purchase a field pocket guide, which is readily available through various online retailers.

- **Site Locations:**

Central Washington University maintains clinical practice contracts with the following locations for students to complete their field internship requirements:

Walla Walla Fire Department, Kennewick Fire Department, Advanced Life Systems Ambulance, American Medical Response, Kittitas Valley Fire and Rescue, Lifeline Ambulance, Ballard Ambulance, Snohomish County Fire District #1, Monroe Fire Department, Goldbar Fire Department, Arlington Fire Department, West Pierce Fire Department, Lake Stevens Fire Department, Providence Regional Medical Center, Kittitas Valley Healthcare, Yakima Valley Memorial Hospital, Yakima Regional Medical & Cardiac Center, Mary Bridge Children's Hospital, Valley Medical Center, and Confluence Health.

- **Course Grading:**

Grading in this course will be consistent with the University's grading policy as a satisfactory/unsatisfactory course.

In order to receive a satisfactory grade for this course, the student must adhere to all applicable rules and policies as outlined in the "2014-2015 Paramedic Manual" which is contained within your Coursepack that is purchased through the CWU Wildcat bookstore prior to the start of the course. The instructor will review these policies in details with the student prior to the student beginning their actual internship time on an ambulance and in a hospital. The instructor will be available by appointment to discuss these requirements in further detail, at any time, if requested by the student. The instructor will provide feedback to the students on their current progress towards benchmark completion throughout the quarter.

- **Course Attendance Policy:**

Students are responsible for their attendance at field and clinical internship sites, and must follow the "Clinical Attendance Policy" as outlined in the "Paramedic Manual." Excessive unexcused absences may result in an unsatisfactory grade for this course.

- **Comportment**

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times. Please refer to the University Catalog, Appendix B.

- **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University (please see the University catalog, Appendix B). Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, etc.
- Plagiarism of patient care reports

- **Student Accommodation**

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered. Students not seeking assistance from the Center for Disability Services will not be provided special accommodations.

Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Services Office as soon as possible so we can discuss how the approved adjustments will be implemented in this class. Students without this form should contact the Center for Disability Services, at [cgsreceipt@cwu.edu](mailto:cdsreceipt@cwu.edu) or 509-963-2171.

- **Course Syllabus**

The course syllabus will vary from student to student based on the various clinical and field opportunities each individual student signs up for. Due to the diversity of student populations, the student schedule is subject to change with limited or no advance notice to the students. Changes in the student clinical and field schedule may occur based upon the recommendation of the Clinical Coordinator or Program Director or if the student demonstrates a need for additional time in specific departments to enhance proficiency in a specific skill or knowledge base. It may also be altered if certain extenuating circumstances arise. Every effort will be made to allow the student to conform to the schedule that they, themselves, have established.



Central Washington University
EMS Paramedicine Program



Course Description and Syllabus
EMS 493B.001 – Paramedic Internship II
Spring 2016

Faculty:

Steven Chrisman, MS Biology, EMT-P
Department of Nutrition, Exercise, and Health Sciences
Central Washington University
Clinical Coordinator, Paramedic Program
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Office hours by appointment

Office hours: By appointment

- **Course Details**

Paramedic Internship - II is a four (4)-credit course consisting of internship work in EMS agency and hospital locations within the CWU EMS Paramedicine clinical affiliate network across Washington State. There are no regular scheduled classroom hours. The regular days available for internship opportunities are those days outside of classroom lectures, typically every Friday, Saturday, Sunday, Monday and Tuesday. The availability of internship opportunities is subject to change due to unforeseeable circumstances, including inclement weather and other circumstances beyond the control of the Program.

- **Course Description/Statement of Purpose**

Paramedic Internship II - is a continuation to clinical practice on an advanced life support (ALS) ambulance and in a hospital emergency room, intensive care unit, operating room, and respiratory therapy and obstetrical department. It is designed to introduce students to the assessment and treatment modalities in actual medical emergencies, while allowing them to apply the skills, knowledge, and concepts they have obtained in the classroom setting. Participants will work under various other healthcare providers, including paramedic, registered nurse, physician, and



Central Washington University EMS Paramedicine Program



respiratory therapist. Upon successful completion, the applicant will have applied the principles and practices learned in the didactic and psychomotor setting and demonstrate a better understand of emergency medicine with emphasis on the ability to recognize immediate threats to life, prehospital treatments for illness and injury at an advanced life support (ALS) level, and the ability to manage and direct a team of emergency professionals. The evaluation process includes the students' ability to meet certain clinical patient contacts and skill performance minimums, timely and accurate patient care documentation, and fully engaged participation which is further outlined in the grading policy found below.

- **Course Objectives**

At the completion of this course, the student should have the ability to:

- 1 Identify the common pathologies associated with various medical emergencies
- 2 Describe the various pathophysiological elements and subsequent events that are associated with medical disease, their various epidemiologies, and influence on patient outcomes.
- 3 Conduct a comprehensive patient interview.
- 4 Determine a patient's chief medical complaint.
- 5 Apply advanced physical examination techniques.
- 6 Establish intravenous and other parenteral medical routes, to administer correct and appropriate medication to patients suffering injury and illness established from local medical protocol.
- 7 Perform airway management skills, including ventilating a patient via bag-valve mask, combi-tube, king airway, or endotracheal tube.
- 8 Use an airway adjunct through the oropharyngeal or nasopharyngeal route.
- 9 Successfully intubate a patient by direct laryngoscopy.
- 10 Perform Rapid Sequence Intubation (RSI).
- 11 Correctly identify EKG Arrhythmias
- 12 Accurately document patient encounters through a comprehensive patient care report in Subjective-Objective-Assessment-Plan (SOAP) format.
- 13 Track patient encounters through a computer-based (FISDAP) program, to accurately measure the students' progress with clinical benchmarks.

- **Course Textbooks:**

There are no textbooks required for this course; however students must sign up for a FISDAP account (www.fisdap.net), to be used for internship scheduling and data entry.

It is also recommended that the student purchase a field pocket guide, which is readily available through various online retailers.

- **Site Locations:**

Central Washington University maintains clinical practice contracts with the following locations for students to complete their field internship requirements: Walla Walla Fire Department, Kennewick Fire Department, Advanced Life Systems Ambulance, American Medical Response, Kittitas Valley Fire and Rescue, Lifeline Ambulance, Ballard Ambulance, Snohomish County Fire District #1, Monroe Fire Department, Goldbar Fire Department, Arlington Fire Department, Sunnyside Fire Department, Tum Water Fire Department, Clallam County Fire District 3, West Pierce Fire Department,, Lake Stevens Fire Department, Providence Regional Medical Center, Kittitas Valley Healthcare, Yakima Valley Memorial Hospital, Yakima Regional Medical & Cardiac Center, Mary Bridge Children’s Hospital, Valley Medical Center, Central Washington Comprehensive Mental Health, and Confluence Health.

- **Course Grading:**

Grading in this course will be consistent with the University’s grading policy as a satisfactory/unsatisfactory course.

In order to receive a satisfactory grade for this course, the student must adhere to all applicable rules and policies as outlined in the ‘2015-2017 Paramedic Manual’. These policies will be reviewed in details with the student prior to the student beginning their actual internship time on an ambulance and in a hospital. The instructor will be available by appointment to discuss these requirements in further detail, at any time, if requested by the student. The instructor will provide feedback to the students on their current progress towards benchmark completion throughout the quarter. Additionally, students must complete the online assessment of the PCR’s narratives as outlined by the instructor during clinical training.

- **Course Attendance Policy:**

Students are responsible for their attendance at field and clinical internship sites, and must follow the “Clinical Attendance Policy” as outlined in the “Paramedic Manual.” Excessive unexcused absences may result in an unsatisfactory grade for this course.

- **Comportment**

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times. Please refer to the University Catalog, Appendix B.

- **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University (please see the University catalog, Appendix B). Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, etc.
- Plagiarism of patient care reports

- **Student Accommodation**

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered. Students not seeking assistance from the Center for Disability Services will not be provided special accommodations.

Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Services Office as soon as possible so we can discuss how the approved adjustments will be implemented in this class. Students without this form should contact the Center for Disability Services, at cdsreceipt@cwu.edu or 509-963-2171.

- **Course Syllabus**

The course syllabus will vary from student to student based on the various clinical and field opportunities each individual student signs up for. Due to the diversity of student populations, the student schedule is subject to change with limited or no advance notice to the students. Changes in the student clinical and field schedule may occur based upon the recommendation of the Clinical Coordinator or Program Director or if the student

demonstrates a need for additional time in specific departments to enhance proficiency in a specific skill or knowledge base. It may also be altered if certain extenuating circumstances arise. Every effort will be made to allow the student to conform to the schedule that they, themselves, have established.



Central Washington University
EMS Paramedicine Program



Course Description and Syllabus
EMS 493C.001 – Paramedic Internship II
Summer 2016

Faculty:

Steven Chrisman, MS Biology, EMT-P
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Clinical Coordinator, Paramedic Program
Michaelsen Hall, Room 229
Ellensburg, WA 98926

Office: 509-963-2460
Cell: 509-607-1082
Email: chrismans@cwu.edu
Office hours by appointment

Office hours: By appointment

- **Course Details**

Paramedic Internship - III is a five (5)-credit course consisting of internship work in EMS agency and hospital locations within the CWU EMS Paramedicine clinical affiliate network across Washington State. There are no regular scheduled classroom hours. The days available for internship opportunities are dependent on the availability of the field preceptors and clinical site requirements. The availability of internship opportunities is subject to change due to unforeseeable circumstances, including inclement weather and other circumstances beyond the control of the Program.

- **Course Description/Statement of Purpose**

Paramedic Internship III - is a continuation to clinical practice on an advanced life support (ALS) ambulance and in a hospital emergency room, intensive care unit, operating room, and respiratory therapy and obstetrical department. It is designed to introduce students to the assessment and treatment modalities in actual medical emergencies, while allowing them to apply the skills, knowledge, and concepts they have obtained in the classroom setting. Participants will work under various other healthcare providers, including paramedic, registered nurse, physician, and respiratory therapist. Upon successful completion, the applicant will have applied the



Central Washington University EMS Paramedicine Program



principles and practices learned in the didactic and psychomotor setting and demonstrate a better understand of emergency medicine with emphasis on the ability to recognize immediate threats to life, prehospital treatments for illness and injury at an advanced life support (ALS) level, and the ability to manage and direct a team of emergency professionals. The evaluation process includes the students' ability to meet certain clinical patient contacts and skill performance minimums, timely and accurate patient care documentation, and fully engaged participation which is further outlined in the grading policy found below.

- **Course Objectives**

At the completion of this course, the student should have the ability to:

- 1 Identify the common pathologies associated with various medical emergencies
- 2 Describe the various pathophysiological elements and subsequent events that are associated with medical disease, their various epidemiologies, and influence on patient outcomes.
- 3 Conduct a comprehensive patient interview.
- 4 Determine a patient's chief medical complaint.
- 5 Apply advanced physical examination techniques.
- 6 Establish intravenous and other parenteral medical routes, to administer correct and appropriate medication to patients suffering injury and illness established from local medical protocol.
- 7 Perform airway management skills, including ventilating a patient via bag-valve mask, combi-tube, king airway, or endotracheal tube.
- 8 Use an airway adjunct through the oropharyngeal or nasopharyngeal route.
- 9 Successfully intubate a patient by direct laryngoscopy.
- 10 Perform Rapid Sequence Intubation (RSI).
- 11 Correctly identify EKG Arrhythmias
- 12 Accurately document patient encounters through a comprehensive patient care report in Subjective-Objective-Assessment-Plan (SOAP) format.
- 13 Track patient encounters through a computer-based (FISDAP) program, to accurately measure the students' progress with clinical benchmarks.

- **Course Textbooks:**

There are no textbooks required for this course; however students must sign up for a FISDAP account (www.fisdap.net), to be used for internship scheduling and data entry. It is also recommended that the student purchase a field pocket guide, which is readily available through various online retailers.

- **Site Locations:**

Central Washington University maintains clinical practice contracts with the following locations for students to complete their field internship requirements: Walla Walla Fire Department, Kennewick Fire Department, Advanced Life Systems Ambulance, American Medical Response, Kittitas Valley Fire and Rescue, Lifeline Ambulance, Ballard Ambulance, Snohomish County Fire District #1, Monroe Fire Department, Goldbar Fire Department, Arlington Fire Department, Sunnyside Fire Department, Tum Water Fire Department, Clallam County Fire District 3, West Pierce Fire Department,, Lake Stevens Fire Department, Providence Regional Medical Center, Kittitas Valley Healthcare, Yakima Valley Memorial Hospital, Yakima Regional Medical & Cardiac Center, Mary Bridge Children’s Hospital, Valley Medical Center, Central Washington Comprehensive Mental Health, and Confluence Health.

- **Course Grading:**

Grading in this course will be consistent with the University’s grading policy as a satisfactory/unsatisfactory course.

In order to receive a satisfactory grade for this course, the student must adhere to all applicable rules and policies as outlined in the ‘2015-2017 Paramedic Manual’. These policies will be reviewed in details with the student prior to the student beginning their actual internship time on an ambulance and in a hospital. The instructor will be available by appointment to discuss these requirements in further detail, at any time, if requested by the student. The instructor will provide feedback to the students on their current progress towards benchmark completion throughout the quarter.

- **Course Attendance Policy:**

Students are responsible for their attendance at field and clinical internship sites, and must follow the “Clinical Attendance Policy” as outlined in the “Paramedic Manual.” Excessive unexcused absences may result in an unsatisfactory grade for this course.

- **Comportment**

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times. Please refer to the University Catalog, Appendix B.

- **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University (please see the University catalog, Appendix B). Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, etc.
- Plagiarism of patient care reports.

- **Student Accommodations**

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered.

Students not seeking assistance from the Center for Disability Services will not be provided special accommodations. Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their “Confirmation of Eligibility for Academic Adjustments” from the Disability Services Office as soon as possible so we can discuss how the approved adjustments will be implemented in this class. Students without this form should contact the Center for Disability Services, at [cgsreceipt@cwu.edu](mailto:cdsreceipt@cwu.edu) or 509-963-2171.

- **Course Syllabus**

The course syllabus will vary from student to student based on the various clinical and field opportunities each individual student signs up for. Due to the diversity of student populations, the student schedule is subject to change with limited or no advance notice to the students. Changes in the student clinical and field schedule may occur based upon the recommendation of the Clinical Coordinator or Program Director or if the student demonstrates a need for additional time in specific departments to enhance proficiency in a specific skill or knowledge base. It may also be altered if certain extenuating circumstances arise. Every effort will be made to allow the student to conform to the schedule that they, themselves, have established.



Central Washington University
EMS Paramedicine Program



Course Description and Syllabus
EMS 335.001 Paramedicine - I
Fall 2016

Faculty:

Keith A. Monosky, PhD, MPM, EMT-P
Tenured Professor, EMS Paramedicine Program
Department of Nutrition, Exercise, and Health Sciences
Purser Hall, Room 108
Central Washington University
Ellensburg, WA 98926

Office: 509-963-1145

Email: monoskyk@cwu.edu

Office hours by appointment only

❖ **Course Details**

Paramedicine-I is scheduled to meet twice each week, on Mondays and Wednesdays, from 0800 hours to 1030 hours. The expected room location will be room 223 in Michaelsen Hall, but is subject to change due to unforeseen circumstances and course accommodation. There will be no class on designated holidays. Attendance to all class sessions is expected and mandatory.

❖ **Course Description**

Paramedicine-I is a four-credit course designed to provide the participants with the necessary fundamental concepts and cognitive objectives of entry-level paramedicine. The course provides cognitive instruction in the introductory, preparatory, patient assessment, and some specialized modules of paramedic education. This instruction serves as the foundation for subsequent coursework in trauma care, medical care, and other modules of specialized paramedicine. Upon completion, the student will have a functional understanding of the basic principles of paramedicine and the necessary preparatory knowledge to expand their cognitive understanding in the discipline. The evaluation processes include individual attendance and participation in class, quizzes, exams, assigned homework, as well as the possibility of in-class and out-of-class projects.

❖ Course Objectives

At the completion of this class, the student should be able to:

1. Demonstrate an understanding of the principles and practices of prehospital care
2. Put into practice measures and concepts that enable the psychological and physical well-being of the paramedic
3. Demonstrate a clear understanding of traditional EMS systems
4. Differentiate the various roles and responsibilities of the paramedic
5. Exhibit an understanding of basic rescue awareness and operations
6. Demonstrate an understanding of basic and advanced airway and ventilation principles and techniques
7. Demonstrate an understanding of intravenous cannulation, venipuncture, transcutaneous injection and other medication administration principles
8. Review the fundamentals of proper prehospital documentation
9. Put into practice measures and concepts that enable proper illness and injury prevention
10. Demonstrate an understanding of the fundamentals of ethics in prehospital care
11. Exhibit principles and practices consistent with effective therapeutic communication in prehospital care
12. Demonstrate an understanding of the various stages of lifespan development
13. Demonstrate an understanding of the fundamental principles of patient history-taking, physical examination, and other realms of patient assessment in prehospital care
14. Demonstrate the cognitive objectives in sound clinical decision-making in prehospital care
15. Exhibit principles and practices consistent with proper communication techniques
16. Demonstrate an understanding of important aspects of crime scene awareness and preservation
17. Demonstrate the fundamental principles of medical incident management
18. Review the common goals and guiding principles of EMS research

❖ Course Textbooks:

Textbooks required for this course include:

AAOS, Nancy Caroline's, *Emergency Care in the Streets*, 7th Edition, JBLearning Publishing, 2013. **2 Volume Text, with Workbook and Navigate 2 Premier access; ISBN- 13: 978-1449645861 and ISBN- 13: 978-1449609245**

Bickley, *Bates' Guide to Physical Examination and History Taking*, 11th Edition, Lippincott Williams & Wilkins Publisher, 2012. **ISBN-13: 978-1609137625**

Skidmore-Roth, *Mosby's 2015 Nursing Drug Reference*, 28th Edition, Mosby-JEMS Elsevier Publisher, 2015. **ISBN – 13: 978-0323278010 (Optional for EMS 335)**

❖ Course Grading:

Grading in this course will be consistent with the University's grading policy and will provide the student an opportunity to earn the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F.

Course grades will be based upon several important components as illustrated below:

Component	Weight
Assigned Homework; Quizzes or other evaluative tools	30%
Exam 1	20%
Exam 2	20%
Final Examination	30%

Summative and formative evaluations will be conducted through written examinations and quizzes, designed to assess the cognitive objectives of this course. The written examinations and quizzes may be of any form, but are most likely to include multiple choice questions, completion, or short answer. Quizzes may be retrospective or prospective, meaning they may assess information already taught or information that will be taught and should have been read by students in advance of the lecture.

Additional summative and formative evaluation specific to this course's objectives will focus on systemic and proper management of patients with medical scenarios. This process may occur as a group evaluative process or in combination with the written examination process described above.

Each examination will be cumulative in nature. Exam questions will contain multiple elements of Bloom's Taxonomy, with progressive emphasis on analytical, evaluative, and synthesis questions.

Quizzes may be issued on a weekly basis through the online Navigate supplement, and may cover all lecture and reading assignment material from the previous week of instruction (retrospective) or the content to be discussed that day in class (prospective).

Make-up exams or quizzes will be permitted on a case-by-case basis. Ample evidence of justifiable absences from class on days of scheduled exams will be necessary. Any make-up exam or quiz must be completed within two consecutive scheduled class days from the student's return to class activities.

All evaluations of academic performance will be issued as a percentage score (of a 100% total) and evaluated on an individual basis (no class performance adjustments are allowed). Each evaluative percentage will contribute to the course overall grade based on the weight of the evaluative process as described above. Weighted percentages are subject to change due to collective class performance adjustments at the sole discretion of the instructor. In accordance to the Program Policies as outlined in the assigned Paramedic Manual, students must maintain a "C" grade in the course to continue in the Program and be eligible to register for the following quarter. The minimum course

average is then a 73% (mathematically calculated utilizing standard mathematical principles including rounding). ***There are no exceptions to this requirement.***

The EMS Paramedic Program conforms to the University General Grading Scale (see below). Please note that an “A+” does not exist. All scores occurring on the cusp of a grade will be “rounded-up” in accordance with generally accepted mathematical rules of rounding (scores of 0.5 or greater will be rounded up to the next whole integer). You ***must*** achieve a “C” or better in all courses in the Paramedic Major to maintain status in the Program. Failure to maintain a “C” in any Major course **will** prohibit you from progressing to the next quarter.

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67 – 69	D+
63 – 66	D
60 – 62	D-
< 60	F

❖ **Course Attendance Policy:**

The course attendance policy for this class will adhere to the rules set forth in most recent Paramedic Manual. See “Classroom Attendance and Conduct” and “Classroom Rules.”

❖ **Comportment**

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times.

❖ **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University.

Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, etc.
- Plagiarism (including copying and pasting of electronic text into graded assignments)
- All graded work must be completed in accordance with the guidelines of Central Washington University Policies and Procedures.

Using another’s words or ideas without giving credit to that person constitutes academic dishonesty. In this class, both of the critical papers you write will require both in-text

citations and a works cited page. I use a combination of my own research methods and plagiarism detection software to monitor academic honesty. *A charge of academic dishonesty will earn you an "F" in this class* and a meeting with the Students Rights and Responsibilities Office.

❖ Student Accommodation

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered.

Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Services Office as soon as possible so we can discuss how the approved adjustments will be implemented in this class. Students without this form should contact the Center for Disability Services, at [cgsrecept@cwu.edu](mailto:cdsrecept@cwu.edu) or 509-963-2171.

❖ Course Syllabus

The course syllabus appears on the following page. Due to the nature of the material and the diversity of student populations, the schedule is subject to change with limited or no advance notice to the students. Changes in the class schedule and topics of discussion may occur should certain subject matter demand more didactic attention, if progression through the course material is not at an adequate rate, or if extenuating circumstance arise. Every effort will be made to conform to the schedule as posted and students will not be held responsible for information that was not received in less than 24 hours.

Tentative Class Schedule

	Date	Time	Topic	Instr.	Assignments
1	9/21/16 Wed.	8:00 am – 10:30 am	Course Details; Scene Size up, Primary Assessment, Therapeutic Communications, History Taking.	Monosky	AAOS : Vol. 1 Chapter 13 (pages 592 – 595); Chapter 5 (pages 132 – 143); Chapter 13 (pages 605 – 625) Bickley : Chapter 1 Bickley : Chapter 3
2	9/23/16 Fri.	1:00 pm – 3:00 pm	Introduction to Paramedicine; EMS Systems; Workforce Safety and Wellness	Monosky	AAOS: Vol. 1 Chapters 1 and 2
3	9/26/16 Mon.	8:00 am – 10:30 am	Public Health; EMS System Communications; Documentation	Monosky	AAOS : Vol. 1 Chapters 3, 5, and 6
4	9/28/16 Wed.	8:00 am – 10:30 am	Scene Size up; Primary Assessment, Therapeutic Communications, History Taking	Monosky	
5	9/30/16 Fri.	1:00 pm – 3:00 pm	Introduction to Scenario-based Education	Monosky	
6	10/3/16 Mon.	8:00 am – 10:30 am	Secondary Assessment/Physical Examination Techniques; IM and SQ Medication Administration	Monosky	AAOS : Vol. 1 Chapter 13 : pages 626 – 693 ; Chapter 10 : pages 511 - 527 Bickley : Chapter 4 & 5
7	10/5/16 Wed.	8:00 am – 10:30 am	History and Physical Exam Techniques; Nervous System Assessment	Monosky	AAOS : Vol 1 Chapter 18 (pp. 1046 – 1057) Bickley : Chapter 17
	10/6/16 Thurs.	5:00 pm – 8:00 pm	YVIPEC KICK-OFF EVENT	Monosky	ALL MUST ATTEND
8	10/7/16 Fri.	1:00 pm – 3:00 pm	History and Physical Exam Techniques: Cardiovascular Assessment and Thoracic Examination.	Monosky	AAOS : Vol. 1 Chapter 16 (pp. 863 – 879) and Chapter 17 (pp. 928 - 935) Bickley : Chapter 9
9	10/10/16 Mon.	8:00 am – 10:00 am	Exam #1	Monosky	
	10/10/16 Mon.	10:00 am–11:00 am	PCRF Webinar	Monosky	
10	10/12/16 Wed.	8:00 am – 10:30 am	History and Physical Exam Techniques: Skin Assessment and Thoracic Examination.	Monosky	Bickley Chapter 6 & 8
11	10/14/16 Fri.	1:00 pm – 3:00 pm	Scenario-based Education and Discussion		
12	10/17/16 Mon.	8:00 am – 10:30 am	Routes of Medication Administration; I.V. cannulation; I.V. Infusion; Piggyback; I.O. and other parenteral routes	Monosky	AAOS: Vol. 1 Chapter 11 (pp. 468 – 508)
13	10/19/16 Wed.	8:00 am – 10:30 am	History and Physical Exam Techniques; Abdominal Assessment	Monosky	AAOS : Vol. 1 Chapter 20 (pp. 1122 – 1135) Bickley Chapter 11
14	10/21/16 Fri.	1:00 pm – 3:00 pm	Scenario-based Education and Discussion		
15	10/24/16 Mon.	8:00 am – 10:30 am	History and Physical Exam Techniques; Abdominal Assessment (cont)	Monosky	
16	10/26/16 Wed.	8:00 am – 10:00 am	History and Physical Exam Techniques; Head, Eyes, Ears, and Throat	Monosky	AAOS : Vol. 1 Chapter 19 (pp. 1090 – 1121) Bickley : Chapter 7
17	10/28/16 Fri.	1:00 pm – 3:00 pm	Scenario-based Education and Discussion		
18	10/31/16 Mon.	10:00 am–11:00 am	Patient Assessment in the Field / Clinical Decision Making	Monosky	AAOS: Vol. 1 Chapter 14
19	11/2/16 Wed.	8:00 am – 10:30 am	Exam #2	Monosky	
20	11/7/16 Mon.	8:00 am – 10:30 am	Airway Management and Ventilation	Monosky	AAOS: Vol. 1 Chapter 14
21	11/9/16 Wed.	8:00 am – 10:30 am	Airway Management and Ventilation	Monosky	
22	11/11/16 Fri.	1:00 pm – 3:00 pm	Scenario-based Education and Discussion		
23	11/14/16 Mon.	8:00 am – 10:00 am	Human Life Span Development	Monosky	AAOS: Vol. 1 Chapter 9

	Date	Time	Topic	Instr.	Assignments
	11/14/16 Mon.	10:00 am–11:00 am	PCRF Webinar	Monosky	
24	11/16/16 Wed.	8:00 am – 10:30 am	Pathophysiology	Monosky	AAOS: Vol. 1 Chapter 8
25	11/18/16	1:00 pm – 3:00 pm	Scenario-based Education and Discussion		
26	11/21/16 Mon.	8:00 am – 10:00 am	Pathophysiology	Monosky	
	11/23/16 Wed.	10:00 am–11:00 am	THANKSGIVING HOLIDAY – NO CLASS		
27	11/28/16 Mon.	5:00 pm – 8:00 pm	Pathophysiology	Monosky	
28	11/30/16 Wed.	8:00 am – 10:30 am	Review	Monosky	
29	12/5/16 Mon.	8:00 am – 10:30 am	Study Day		
20	12/9/16 Wed.	8:00 am – 10:30 am	Final Exam	Monosky	Cumulative Final Exam



Central Washington University
Paramedic Program



Course Description and Syllabus
EHS 335LAB.001 – Advanced Paramedic Clinical Training
Fall 2016

Faculty:

Lead Instructor
James E. Pierce, MIC-Paramedic
Full Time Non-Tenure Track Instructor
Department of Health Sciences
Central Washington University
Office: Michaelsen Room
Ellensburg, WA 98926
Phone: 509-899-7077
Email: piercej@cwu.edu
Office hours by appointment

Assistant Instructors:

Steve Chrisman, MSc, Paramedic

Robert Carlson, BA, Paramedic

❖ **Course Details**

Paramedic Clinical Training II Lab is a two (2)-credit practical skills course scheduled to meet twice each week, on Mondays and Wednesdays, from 14:10 hours to 17:10 hours. The expected room location will be room 223 in Michaelsen Hall, but is subject to change due to unforeseen circumstances and course accommodation.

❖ **Course Description/Statement of Purpose**

Paramedic Clinical Training – Lab is a continuation of the introductory sessions to paramedicine courses (EMS 335, EMS 441& EMS 443) and is designed to introduce the participants to the essential cognitive concepts and psychomotor skills of adult assessment, disease recognition and diagnosis, and proper prehospital interventions and medical therapeutics relevant to those pathologies. The course will focus on, but not be limited to, traditional advanced cardiac life support interventions, therapeutics, and algorithmic decision-making; pediatric assessment; and principles of assessment-based management of prehospital patients. This educational process is accomplished

through brief instructional video and didactic presentations and discussions as necessary, case presentations, scenario-based instruction, demonstration, and in-class laboratory skill development. The course overall objectives are derived from the National Standard Curriculum Guidelines for EMT-Paramedic. Upon completion, the student will have a more comprehensive knowledge of the practices of assessment and prehospital intervention for the adult population subgroup. The evaluation processes include individual participation in labs, practical scenario performances, practical testing scenarios, and instructor evaluation of performance, team collaboration, and leadership skills. Additionally, lab sessions will also serve for evaluator/instructor assessment of the most recent, many and varied National Registry Scenario-Based Skill Assessments contained in your lab skills check-off manual. For purposes of review and performance improvement lab skill performances may be video recorded. Video recordings will be destroyed/erased after faculty review.

Specifically, this quarter's labs will complete the following National Registry Skills:

1. Direct Orotracheal Intubation Adult
2. Nasotracheal Intubation Adult
3. Alternative Airway Device Adult
4. CPAP and PEEP
5. Patient History Taking
6. Comprehensive Normal Adult Physical Assessment
7. Neurological, Pulmonary, Cardiac and Gastrointestinal Physical Assessment
8. Intravenous Therapy Infusion
9. Piggy Back Medication Infusion
10. Intraosseous Infusion
11. Intravenous Bolus Medication Administration
12. Intramuscular and Subcutaneous Medication Administration
13. Intranasal Medication Administration
14. Inhaled Medication Administration
15. Glucometry
16. 3, 4 and 12 Lead ECG acquisition

❖ **Course Objectives**

At the completion of this class, the student should be able to:

1. Demonstrate mastery of skill performance of the Neurological assessment.
2. Demonstrate mastery of skill performance of the Pulmonary assessment,
3. Demonstrate mastery of skill performance of the Cardiac assessment.

4. Demonstrate mastery of skill performance of the Gastrointestinal assessment.
5. Demonstrate mastery of skill performance of patient history taking.
6. Demonstrate mastery of all basic and advanced airway skills excluding surgical airway (saved for Advanced Lab Day in Spring Quarter).
7. Demonstrate mastery of all Medication Administration Techniques
8. Demonstrate mastery of all ECG Acquisition Techniques

❖ **Course Textbooks:**

Textbooks required for this course include:

Nancy Caroline’s Emergency Care in the Streets, Enhanced Seventh Edition, with Navigate 2 Premier Access, AAOS, Jones & Bartlett Learning. ISBN: 978-1-284-08753-6

Bickley, *Bates’ Guide to Physical Examination and History Taking*, 11th Edition, Lippincott Williams & Wilkins Publisher, 2012. **ISBN-13:** 978-1609137625

Skidmore-Roth, *Mosby’s 2015 Nursing Drug Reference*, 28th Edition, Mosby-JEMS Elsevier Publisher, 2015. **ISBN – 13:** 978-0323278010 (**Optional for EMS 335**)

❖ **Course Grading:**

Grading in this course will be consistent with the University’s grading policy and will provide the student an opportunity to earn the following outcome based upon the individual student’s performance in lab:

- Satisfactory
- Unsatisfactory

Course outcomes will be determined from several important components as illustrated below:

Evaluative Parameters
Class Attendance & Participation
Participation in lab and in patient-oriented scenarios
Ability to participate as a team member
Ability to follow instructions from team-leader
Ability to serve as an effective team-leader
Ability to problem-solve and make decisions as a team-leader
Ability to perform specific skills as instructed
Ability to integrate skills, cognitive knowledge, and leadership

Receptivity to instruction, constructive criticism, and counsel ...and other parameters.

Summative and formative evaluations will be conducted through laboratory observations, specific skill performance assessments, collaborative team approaches, and other psychomotor assessment methodologies.

In addition to in-lab examinations, students will be evaluated on compliance to attendance requirements, participation in labs (including asking questions and providing answers to questions posed), and ability to integrate psychomotor, cognitive and leadership skills.

All evaluations of academic and psychomotor performance will be issued as a pass/fail (satisfactory/unsatisfactory) and evaluated on an individual basis (no class performance adjustments are allowed). Each evaluative parameter will contribute to the course overall outcome based on the evaluative parameters as described above.

End of course final practical examination will consist of three randomly chosen Winter Quarter covered topic scenarios; each scenario evaluated by three different evaluators/instructors, which is graded pass/fail.

❖ **Course Attendance Policy:**

Student attendance is expected at all scheduled classes. Students may be dropped from the course for excessive absences of any kind.

The course instructor for extenuating circumstances, and in advance for approved leave may grant excused absences. To be eligible for a medical excuse from absence, the student must advise the instructor as soon as possible of the absence and provide a written excuse from a medical doctor in advance of returning to classes. If three or more absences occur for any reason, the Chairman of the Department of Nutrition, Exercise, and Health Sciences, the Program Director and the Program faculty to determine a disposition will review the status of the student.

If a student misses any class, he/she is responsible for any missed examinations, assignments, and material covered in that session. Missed examinations must be made-up by arrangement with the instructor within four (4) days of the originally scheduled exam, unless otherwise stipulated by the instructor. Any course work due on the date of a scheduled absence remains due on that date unless otherwise stipulated by the course instructor. Late submissions of assignments will receive severe point deductions in accordance with the instructor's discretion. Generally, a letter grade reduction will occur with each 24-hour period that elapses as a late submission.

Prompt arrival is expected at all class activities. Points will be deducted from the course grade for chronic tardiness.

❖ **Comportment**

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times. Please refer to the University Catalog, Appendix B.

❖ **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University (please see the University catalog, Appendix B). Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, etc.
- Plagiarism (including copying and pasting of electronic text into graded assignments)
- All graded work must be completed in accordance with the guidelines of Central Washington University Policies and Procedures.

❖ **Student Accommodation**

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered.

❖ **Course Schedule**

The course syllabus appears on the following page. Due to the nature of the material and the diversity of student populations, the schedule is subject to change with limited or no advance notice to the students. Changes in the class schedule and topics of discussion may occur should certain subject matter demand more instructional attention, if progression through the course material is not at an adequate rate, or if extenuating circumstance arise. Every effort will be made to conform to the schedule as posted and students will not be held responsible for information that was not received in less than 24 hours.

	Date	Time	Topic		Assignments
1	9/21/16 Wed	14:10 to 17:10	Introduction to Scenario-based Psychomotor Skill Development Station 1: Scene Size-Up and Primary Assessment Station 2: Therapeutic Communications and History-taking Station 3: Scene Size-up, Primary Assessment, and History-taking combined	Carlson Chrisman Pierce	AAOS: Vol. 1 Chapters 13 and 14 Bates Chapter 1, 3, &
2	9/26/16 Mon	14:10 to 17:10	Stations 1, 2 & 3: Scenario-based cases for Scene Size-up, Primary Assessment, and History-taking	Carlson Chrisman Pierce	AAOS: Vol. 1 Chapters 13 and 14 Bates Chapter 1, 3, &
	9/27/16 Tues	1300 to 1600	Clinical Rotation with YVIPEC medical students and PA students		
3	9/28/16 Wed	14:10 to 17:10	History and Physical Exam Techniques Station 1: General Survey Station 2: History-taking and Interview Techniques Station 3: Vital Signs	Carlson Chrisman Pierce	AAOS: Vol. 1 Chapters 13 and 14 Bates Chapter 1, 3, &
4	10/3/16 Mon	14:10 to 17:10	Stations 1, 2 & 3: Scenario-based cases for General Survey, History-taking, and Vital Signs	Carlson Chrisman Pierce	AAOS: Vol. 1 Chapters 13 and 14 Bates Chapter 1, 3, &
	10/4/16	1300 to 1600	Clinical Rotation with YVIPEC medical students and PA students		
5	10/5/16 Wed	14:10 to 17:10	Specialized Assessments Station 1: Abdominal Assessment Station 2: Neurological Assessment Station 3: Cardiorespiratory Assessment	Carlson Chrisman Pierce	Bates Chapters 8, 9, 1 & 17
6	10/10/16 Mon	14:10 to 17:10	Medication Administration Station 1: IM, ID, and SQ Station 2: IO, intranasal and inhaled meds Station 3: Scenario-based cases for medication administration	Carlson Chrisman Pierce Monosky	AAOS: Vol. 1 Chapt 11
	10/11/16 Tues	1300 to 1600	Clinical Rotation with YVIPEC medical students and PA students		
7	10/12/16 Wed	14:10 to 17:10	Intravenous Techniques Station 1: I.V. equipment set-up Station 2: intravenous cannulation & phlebotomy Station 3: bolus administration and infusion of medications (piggyback drips)	Carlson Chrisman Pierce Monosky	AAOS: Vol. 1 Chapt 11
8	10/17/16 Mon	14:10 to 17:10	Stations 1, 2, and 3: Scenario-based cases for I.V. access, med administrations (bolus and infusion) and drug calculations	Carlson Chrisman Pierce	AAOS: Vol. 1 Chapt 11
	10/18/16	1300 to 1600	Clinical Rotation with YVIPEC medical students and PA students		

The Central Washington University – Paramedic Program
 EMS 335LAB.001

Fall 2015

9	10/19/16 Wed	14:10 to 17:10	Stations 1, 2, and 3: Scenario-based cases for I.V. access, med administrations (bolus and infusion) and drug calculations	Carlson Chrisman Pierce	AAOS: Vol. 1 Chapter 11
	10/21/16 Fri	TBD	Flu Clinic/Fair Grounds **ALL MUST ATTEND!!!		
10	10/24/16 Mon	14:10 to 17:10	Specialized Assessments Station 1 and 2: Scenario-based cases for physical examination Station 3: HEENT	Carlson Chrisman Pierce	Bates Chap 7
	10/25/16 Tues	1300 to 1600	Clinical Rotation with YVIPEC medical students and PA students		
11	10/26/16 Wed	14:10 to 17:10	Airway Management Station 1 and 2: direct laryngoscopy and orotracheal intubation Station 3 CPAP and PEEP	Carlson Chrisman Pierce	AAOS: Vol. 1 Chapter 15
12	10/31/16 Mon	14:10 to 17:10	Airway Management Station 1, 2, and 3: Scenario-based cases for airway management	Carlson Chrisman Pierce	AAOS: Vol. 1 Chapter 15
	11/1/16 Tues	1300 to 1600	Clinical Rotation with YVIPEC medical students and PA students		
13	11/2/16 Wed	14:10 to 17:10	Airway Management Station 1, 2, and 3: Scenario-based cases for airway management	Carlson Chrisman Pierce	AAOS: Vol. 1 Chapter 15
14	11/7/16 Mon	14:10 to 17:10	Cardiac Interventions Station 1: Defibrillation Station 2: Cardioversion Station 3: Transthoracic Pacing	Carlson Chrisman Pierce	AAOS: Vol. 1 Chapter 17 (pages 990 – 1000)
	11/8/16 Tues	1300 to 1600	Clinical Rotation with YVIPEC medical students and PA students		
15	11/9/16 Wed	14:10 to 17:10	Cardiac Interventions Station 1, 2, and 3: Scenario-based cases for cardiac interventions	Carlson Chrisman Pierce	AAOS: Vol. 1 Chapter 17 (pages 990 – 1000)
16	11/14/16 Mon	14:10 to 17:10	Summative Cases Station 1: Summative Scenario for Scene Survey, Primary Assessment, History-taking, and Physical examination Station 2: Summative Scenario for Scene Survey, Primary Assessment, and Airway Management Station 3: Summative Scenario for Scene Survey, Primary Assessment, History-taking, Physical Examination and Medication Administration	Carlson Chrisman Pierce	
	11/15/16 Tues	1300 to 1600	Clinical Rotation with YVIPEC medical students and PA students		
17	11/16/16 Wed	14:10 to 17:10	Summative Cases Station 1: Summative Scenario for Scene Survey, Primary Assessment, History-taking, and Physical examination Station 2: Summative Scenario for Scene Survey, Primary Assessment, and Airway Management	Carlson Chrisman Pierce	

			Station 3: Summative Scenario for Scene Survey, Primary Assessment, History-taking, Physical Examination and Medication Administration		
18	11/21/16 Mon	14:10 to 17:10	<p>Summative Cases</p> Station 1: Summative Scenario for Scene Survey, Primary Assessment, History-taking, and Physical examination Station 2: Summative Scenario for Scene Survey, Primary Assessment, and Airway Management Station 3: Summative Scenario for Scene Survey, Primary Assessment, History-taking, Physical Examination and Medication Administration	Carlson Chrisman Pierce	
	11/22/16 Tues	1300 to 1600	Clinical Rotation with YVIPEC medical students and PA students		
19	11/23/16 Wed		Thanksgiving Holiday – No Class		
20	11/28/16 Mon	14:10 to 17:10	<p>Summative Cases</p> Station 1: Summative Scenario for Scene Survey, Primary Assessment, History-taking, and Physical examination Station 2: Summative Scenario for Scene Survey, Primary Assessment, and Airway Management Station 3: Summative Scenario for Scene Survey, Primary Assessment, History-taking, Physical Examination and Medication Administration	Carlson Chrisman Pierce	
21	11/30/16 Wed	14:10 to 17:10	<p>Summative Cases</p> Station 1: Summative Scenario for Scene Survey, Primary Assessment, History-taking, and Physical examination Station 2: Summative Scenario for Scene Survey, Primary Assessment, and Airway Management Station 3: Summative Scenario for Scene Survey, Primary Assessment, History-taking, Physical Examination and Medication Administration	Carlson Chrisman Pierce	
22	12/7/16 Wed.	14:10 to 17:10	Practical Final Exam	Carlson Chrisman Pierce	



Central Washington University
Paramedic Program



Course Description and Syllabus
EHS 336LAB.001 – Paramedic Clinical Training - LAB
Winter 2016

Faculty:

Lead Instructor: James E. Pierce, Paramedic
Full Time Non-Tenure Track Instructor
Department of Health, Human Performance, and Nutrition
Central Washington University
Didactic and Clinical Instructor, Purser Paramedic Program
Central Washington University
Office: Michaelsen Room 329
Ellensburg, WA 98926
Phone: 509-899-7077
Email: piercej@cwu.edu
Office hours by appointment only

Assistant Instructors:

Steve Chrisman, MSc, Paramedic
Robert Carlson, BA, Paramedic

❖ **Course Details**

Paramedic Clinical Training II Lab (EMS 336 Lab) is a two (2) credit practical skills course scheduled to meet twice each week, on Wednesdays and Thursdays, from either 1500 hours to 1800 hours according to assigned sections. Each student will be assigned to either Wednesday or Thursday lab section. The rationale for the separate sections is to reduce the class size per lab session to allow for a more intense faculty to instructor ratio. The expected room location will be room 223 in Michaelsen Hall, but is subject to change due to unforeseen circumstances and course accommodation.

❖ **Course Description/Statement of Purpose**

Paramedic Clinical Training – Lab is a continuation of the introductory sessions to paramedicine laboratory courses and is designed to introduce the participants to the essential cognitive concepts and psychomotor skills of adult assessment, disease recognition and diagnosis, and proper prehospital interventions and medical therapeutics relevant to those pathologies. The course will focus on, but not be

limited to, traditional advanced cardiac life support interventions, therapeutics, and algorithmic decision-making; pediatric assessment; and principles of assessment-based management of prehospital patients. This educational process is accomplished through brief didactic presentations and discussions as necessary, case presentation, scenario-based instruction, demonstration, and in-class laboratory skill development. The course overall objectives are derived from the National Standard Curriculum Guidelines for EMT-Paramedic. Upon completion, the student will have a more comprehensive knowledge of the practices of assessment and prehospital intervention for the adult population subgroup. The evaluation processes include individual participation in labs, practical scenario performances, practical testing scenarios, and instructor evaluation of performance, team collaboration, and leadership skills.

Additionally, lab sessions will also serve for evaluator/instructor assessment of the many and varied National Registry Skill Assessment contained in your lab skills check-off manual. It is the student's responsibility to assure that they get their lab manual skill sheets all signed off/approved.

Specifically, this quarter's lab will complete the following National Registry Skills:

1. Nasotracheal Intubation Adult
2. Trauma Adult Physical Assessment
3. Trauma Endotracheal Intubation Adult
4. CPAP and PEEP
5. Medical and Cardiac Scenario Assessment
6. Intraosseous Access/Infusion
7. Glucometry
8. 12 Lead ECG Acquisition
9. Synchronized Cardioversion
10. Defibrillation
11. Transcutaneous Pacing
12. Normal Delivery with Newborn Care
13. Abnormal Delivery with Newborn Care
14. Hemorrhage Control
15. Intravenous Piggyback Infusion
16. Inhaled Medication Administration
17. Intranasal Medication Administration

❖ **Course Objectives**

At the completion of this class, the student should be able to:

1. Demonstrate mastery of skill performance of the assessment, algorithmic decision-making, and proper interventions of patients with acute coronary syndromes.
2. Demonstrate mastery of skill performance of the assessment, algorithmic decision-making, and proper interventions (including electrical therapies) of patients with a pulseless arrest according to the AHA algorithms.
3. Demonstrate mastery of skill performance of the assessment, algorithmic decision-making, and proper interventions of patients with acute onset tachycardia according to the AHA algorithms.
4. Demonstrate mastery of skill performance of the assessment, algorithmic decision-making, and proper interventions of patients with acute onset bradycardia according to the AHA algorithms.
5. Demonstrate mastery of skill performance of the assessment, algorithmic decision-making, and proper interventions of patients with impending cardiac arrest, cardiorespiratory arrest, and post-resuscitation management.
6. Demonstrate mastery of resuscitation management from a team-leader role, with emphasis on team performance, problem-solving, decision-making, and facilitating a coordinated, integrated team approach.
7. Demonstrate a thorough understanding of the principles of assessment-based management of patient care and employ those principles in an integrated patient-care model.

❖ **Course Textbooks:**

Textbooks required for this course include:

Paramedic Care: Principles and Practices, Third Edition, 5-volume set, by Bledsoe, Porter, and Cherry, Brady/Pearson/Prentice Hall and accompanying workbooks (2009). ISBN: 978-0-13-513702-4.

CWU Program Specific Lab Manual provided to you by the CWU Paramedicine Program.

❖ **Course Grading:**

Grading in this course will be consistent with the University’s grading policy and will provide the student an opportunity to earn the following outcome based upon the individual student’s performance in lab:

- Satisfactory
- Unsatisfactory

Course outcomes will be determined from several important components as illustrated below:

Evaluative Parameters
Class Attendance & Participation
Participation in lab and in patient-oriented scenarios
Ability to participate as a team member
Ability to follow instructions from team-leader
Ability to serve as an effective team-leader
Ability to problem-solve and make decisions as a team-leader
Ability to perform specific skills as instructed
Ability to integrate skills, cognitive knowledge, and leadership
Receptivity to instruction, constructive criticism, and counsel
...and other parameters.
Successful completion of the Lab Practical Skills Final Test

Summative and formative evaluations will be conducted through laboratory observations, specific skill performance assessments, collaborative team approaches, and other psychomotor assessment methodologies.

In addition to in-lab examinations, students will be evaluated on compliance to attendance requirements, participation in labs (including asking questions and providing answers to questions posed), and ability to integrate psychomotor, cognitive and leadership skills.

All evaluations of academic and psychomotor performance will be issued as a pass/fail (satisfactory/unsatisfactory) and evaluated on an individual basis (no class performance adjustments are allowed). Each evaluative parameter will contribute to the course overall outcome based on the evaluative parameters as described above.

End of course final practical examination will consist of three randomly chosen Winter Quarter covered topic scenarios; each scenario evaluated by three different evaluators/instructors, which is graded pass/fail.

❖ **Course Attendance Policy:**

Student attendance is expected at all scheduled classes. Students may be dropped from the course for excessive absences of any kind.

Excused absences *may* be granted by the course instructor for extenuating circumstances, and in advance for approved leave. To be eligible for a medical excuse from absence, the student must advise the instructor as soon as possible of the absence and provide a written excuse from a medical doctor in advance of returning to classes. If three or more absences occur for any reason, the status of the student will be reviewed by the Chairman of the Department of Nutrition, Exercise, and Health Sciences, the Program Director and the Program faculty to determine a disposition.

If a student misses any class, he/she is responsible for any missed examinations, assignments, and material covered in that session. Missed examinations must be made-up by arrangement with the instructor within four (4) days of the originally scheduled exam, unless otherwise stipulated by the instructor. Any course work due on the date of a scheduled absence remains due on that date unless otherwise stipulated by the course instructor. Late submissions of assignments will receive severe point deductions in accordance with the instructor's discretion. Generally, a letter grade reduction will occur with each 24-hour period that elapses as a late submission.

Prompt arrival is expected at all class activities. Points will be deducted from the course grade for chronic tardiness.

❖ **Comportment**

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times. Please refer to the University Catalog, Appendix B.

❖ **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University (please see the University catalog, Appendix B). Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, etc.
- Plagiarism (including copying and pasting of electronic text into graded assignments)
- All graded work must be completed in accordance with the guidelines of Central Washington University Policies and Procedures.

❖ **Student Accommodation**

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered.

❖ **Course Schedule**

The course schedule appears on the following page. Due to the nature of the material and the diversity of student populations, the schedule is subject to change with limited or no advance notice to the students. Changes in the class schedule and topics of discussion may occur should certain subject matter demand more instructional attention, if progression through the course material is not at an adequate rate, or if extenuating circumstance arise. Every effort will be made to conform to the schedule as posted and students will not be held responsible for information that was not received in less than 24 hours.

	Date	Time	Topic
Wk 1	1/6 & 7 W & Th	15:00 to 18:00	IOs J, Trauma ETI B, CPAP/PEEP/ETCO2/Respiratory function testing S
Wk 2	1/13 & 14 W & Th	15:00 to 18:00	Normal OB Delivery (McRoberts, Leopolds) with Massive Postpartum Hemorrhage J, Breech S, Shoulder Dystocia B
Wk 3	1/20 & 21 W & Th	15:00 to 18:00	Trauma Pt. Assess. J, Needle Decompression B, Junctional Tourniquets, Israeli Compression Bandage, PASG S
Wk 4	1/27 & 28 W & Th	15:00 to 18:00	Nasotracheal Intubation J, Intravenous Piggyback Infusion/IV Pump S, Inhaled/Intranasal Medication Administration B
Wk 5	2/3 & 4 W & Th	15:00 to 18:00	12 Lead Acquisition/Defibrillation J, Synchronized Cardioversion B, External Pacing S
Wk 6	2/10 & 11 W & Th	15:00 to 18:00	AHA Cardiac Algorithms all
Wk 7	2/17 & 18 W & Th	15:00 to 18:00	AHA Cardiac Algorithms all
Wk 8	2/24 & 25 W & Th	15:00 to 18:00	Cardiac Scenarios all
Wk 9	3/ 2 & 3 W & Th	15:00 to 18:00	Cardiac Scenarios all
Wk 10	3/9 & 10 W & Th	15:00 to 18:00	Cardiac Scenarios all
Wk 11	3/ 14 – 17 Finals Weeks	15:00 to 18:00	AHA ACLS Practical Testing Lab Practical Final TBA

This schedule of classes for EMS 336LAB is tentative and subject to change depending upon class progress, student performance, academic adjustments, and instructor discretion. Each Wednesday and Thursday labs of the same week will be identical. Substituting lab sessions must be in writing, with instructor approval, and for reasonable cause. Frequent requests for lab switches may result in revocation of those privileges. It is the student's responsibility to assure that they get their lab manual skill sheets signed off/approved!



Central Washington University
EMS Paramedicine Program



Course Description and Syllabus
EMS 336.001 – Paramedicine - II
Winter 2016

Faculty:

Keith A. Monosky, PhD, MPM, EMT-P
Program Director, EMS Paramedicine Program
Tenured Professor, Department of Nutrition, Exercise, and Health Sciences
Central Washington University
Purser Hall, Room 108
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James E. Pierce, MIC-Paramedic
Full Time Non-Tenure Track Instructor
CEPS, Department of Nutrition, Exercise and Health Sciences
Central Washington University
Didactic and Clinical Instructor, Purser Paramedic Program
NEHS-MS 7572, 400 East University Way
Ellensburg, WA 98926

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Email: piercej@cwu.edu

Office hours by appointment only

❖ **Course Details**

Paramedicine - II is a four (4) credit course scheduled to meet twice each week, on Wednesdays and Thursdays, from 1000 hours to 1150 hours. The expected room location will be room 223 in Michaelsen Hall, but is subject to change due to unforeseen circumstances and course accommodation.

❖ **Course Description/Statement of Purpose**

Paramedicine - II is a continuation of the introductory sessions to paramedicine and is designed to introduce the participants to fundamental concepts and cognitive understandings of medical disease and pathologies. The knowledge base established from this course enables the participants to correlate and discover the common clinical findings of predominate medical pathologies and administer the associated prehospital therapeutics in contemporary paramedicine. This understanding of medical pathologies, clinical presentation, and prehospital therapeutics will then be integrated to establish a foundation for sound advanced life support protocol and prehospital decision-making. This is accomplished through didactic presentations, discussions, case presentation, scenario-based instruction, and in-class laboratory sessions. The course overall objectives are derived from the National EMS Education Standard Guidelines for Paramedic. Upon completion, the student will have a more comprehensive knowledge of various medical diseases, associated assessment findings in patients with underlying medical diseases and pathologies, prehospital therapeutics for medical emergencies, and integration of information in informed, clinical decision-making. The evaluation processes include individual participation in class, quizzes, exams, and group discussions.

❖ **Course Objectives**

At the completion of this class, the student should be able to:

1. Identify the common pathologies associated with medical emergencies and common sequelae.
2. Describe the various pathophysiological elements and subsequent events that are associated with medical disease, their various epidemiologies, and influence on patient outcomes.
3. Describe and correlate the principle pathologies and clinical findings associated with pulmonary disease and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
4. Describe and correlate the principle pathologies and clinical findings associated with neurologic disease and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
5. Describe and correlate the principle pathologies and clinical findings associated with endocrine disease and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
6. Describe and correlate the principle pathologies and clinical findings associated with allergies and anaphylaxis and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.

7. Describe and correlate the principle pathologies and clinical findings associated with gastroenterological disease and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
8. Describe and correlate the principle pathologies and clinical findings associated with urologic and nephrotic disease and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
9. Describe and correlate the principle pathologies and clinical findings associated with toxicological syndromes and complexes secondary to substance abuse and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
10. Describe and correlate the principle pathologies and clinical findings associated with hematological disease and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
11. Describe and correlate the principle pathologies and clinical findings associated with environmental emergencies and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
12. Describe and correlate the principle pathologies and clinical findings associated with infectious diseases and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
13. Describe and correlate the principle pathologies and clinical findings associated with psychiatric and behavioral disease and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
14. Describe and correlate the principle pathologies and clinical findings associated with gynecological emergencies and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
15. Describe and correlate the principle pathologies and clinical findings associated with obstetrical emergencies and normal delivery and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
16. Demonstrate understanding and skill of management of various medical emergencies in concert with the ability to integrate clinical findings, coexisting medical and traumatic conditions, and multisystem involvement in the prehospital management of medical patients.
17. Develop and demonstrate essential leadership skills in the prehospital management of a patient suffering from acute medical emergencies, with associated mastery of critical thinking, problem-solving, situational analysis, and disorder mitigation to facilitate positive patient outcomes.

❖ **Course Textbooks:**

Textbooks required for this course include:

Bledsoe, Porter, and Cherry, *Paramedic Care: Principles and Practice*, 4th Edition, Pearson Publishing, 2014. **7 Volume Text, with Workbooks.** ISBN- 13: 978-0133124932

Bickley, *Bates' Guide to Physical Examination and History Taking*, 11th Edition, Lippincott Williams & Wilkins Publisher, 2012. **ISBN-13:** 978-1609137625

❖ **Course Grading:**

Grading in this course will be consistent with the University's grading policy and will provide the student an opportunity to earn the following grades based upon total percentage earned:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67 – 69	D+
63 – 66	D
60 – 62	D-
< 60	F

Course grades will be comprised from several important components as illustrated below:

Component	Weight
Exams	50%
Final Examination	35%
Journal Article Presentation	15%

Summative and formative evaluations will be conducted through written examinations and quizzes, designed to assess the cognitive objectives of this course. The written examinations may be of any form, but are most likely to include multiple choice

questions, completion, or short answer. Exams will assess information already taught or information that was assigned and should have been read by students in advance of the exam. Also, PowerPoint Presentation slides will be posted immediately before the lecture as a means of discussion and review. They should not be used as a substitute for purposeful note-taking by students during class.

Additional summative and formative evaluation specific to this course's objectives will focus on systemic and proper management of patients with medical scenarios. This process may occur as a group evaluative process or in combination with the written examination process described above.

Each examination will be cumulative in nature. Exam questions will contain multiple elements of Bloom's Taxonomy, with progressive emphasis on analytical, evaluative, and synthesis questions.

In addition to in-class examinations, students will be evaluated on a summary presentation of a contemporary article on prehospital care. Details on this evaluative exercise is provided in a separate section below.

All evaluations of academic performance will be issued as a percentage score (of a 100% total) and evaluated on an individual basis (no class performance adjustments are allowed). Each evaluative percentage will contribute to the course overall grade based on the weight of the evaluative process as described above. Weighted percentages are subject to change due to collective class performance adjustments at the sole discretion of the instructor. In accordance to the Program Policies as outlined in the assigned Paramedic Manual, students must maintain a "C" grade in the course to continue in the Program and be eligible to register for the following quarter. The minimum course average is then a 73% (mathematically calculated utilizing standard mathematical principles including rounding). ***There are no exceptions to this requirement.***

❖ **Course Attendance Policy:**

The course attendance policy for this class will adhere to the rules set forth in the most recent Paramedic Manual. See "Classroom Attendance and Conduct" and "Classroom Rules."

❖ **Journal Article Assignment:**

To satisfy a portion of the course requirements for EMS 336 – Paramedicine-II, a journal presentation by each student must be conducted. This component will contribute to 15% of the course overall grade. The details of the assignment are described below. For this assignment, you must seek a contemporary article in a peer-reviewed journal (see below), summarize it, and present it concisely to the class on the designated class session. The presentation need not include a PowerPoint Presentation or any other visual display,

but in lieu of visual aids should provide any handouts that are necessary to illustrate important elements of the article summary. For example, if your summary focuses on a table, chart or algorithm in the article, that element should be reproduced so that each student can reference it during your summary. Make every effort to provide some form of visual reference or illustration.

Format

The presentation should be concise and to the point, lasting *no more than 5 minutes* and allowing for *no more than 5 minutes* of questions following the presentation. Again, visual aids are not required for this assignment. When presenting the article, be sure to provide the following in a brief manner:

- The title of the article and authors names
- The journal from which the article was obtained
- The purpose of the article
- Any **brief** description of methods or research design or means of data collection
- The results of the research or investigation
- The essential findings and conclusions drawn by the author(s)
- Whether or not you agree with the author(s)' findings and how you might improve the study

In order to meet the timelines of this presentation, you must be organized and concise. There will be point deductions if your presentation is disjointed, disorganized, or incomplete. Presentation is important so do not read note cards or from the slides exclusively.

Sources

The article that you choose must be from a peer-reviewed journal. These are professional journals in which article manuscripts are reviewed by subject-matter-experts (peers) for accuracy, methods, validity, and content in a satisfactory manner before publication. This process assures scholarly work that is meaningful and contributory to the profession. Examples in the discipline of EMS include *Annals of Emergency Medicine*, *Prehospital and Disaster Medicine*, and *Prehospital Emergency Care* (there are others). Journals that are **not** peer-reviewed include *JEMS*, *Emergency Care*, *Firehouse*, etc.

Your article selection should be relevant to EMS and no more than 5 years old. It can be an article on what we've already discussed in class, but it must provide a more comprehensive discussion or provide a unique aspect of that medical entity. Most often, the article will discuss some new advance in concept or application, a new drug or procedure, or some unusual aspect of care. Whichever article you choose, **it must be approved in advance** and a copy provided to your instructor.

Should you have any questions about the assignment, your article choice, whether or not the journal you selected is a peer-reviewed journal, or the presentation requirements, please see the instructor.

❖ **Comportment**

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times. Please refer to the University Catalog, Appendix B.

❖ **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University (please see the University catalog, Appendix B). Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, etc.
- Plagiarism (including copying and pasting of electronic text into graded assignments)
- All graded work must be completed in accordance with the guidelines of Central Washington University Policies and Procedures.

Using another's words or ideas without giving credit to that person constitutes academic dishonesty. In this class, both of the critical papers you write will require both in-text citations and a works cited page. I use a combination of my own research methods and plagiarism detection software to monitor academic honesty. *A charge of academic dishonesty will earn you an "F" in this class* and a meeting with the Students Rights and Responsibilities Office.

❖ **Student Accommodation**

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered. Students not seeking assistance from the Center for Disability Services will not be provided special accommodations.

Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Services Office as soon as possible so we can discuss how the approved adjustments will be implemented in this class. Students without this form should contact the Center for Disability Services, at cdsrecept@cwu.edu or 509-963-2171.

❖ **Course Syllabus**

The course syllabus appears on the following page. Due to the nature of the material and the diversity of student populations, the schedule is subject to change with limited or no advance notice to the students. Changes in the class schedule and topics of discussion may occur should certain subject matter demand more didactic attention, if progression through the course material is not at an adequate rate, or if extenuating circumstance arise. Every effort will be made to conform to the schedule as posted and students will not be held responsible for information that was not received in less than 24 hours.

The Central Washington University – Paramedic Program
EMS 336.001

Winter 2016

	Date	Time	Topic/Discussion	Instructor	Assignments
1	1/6/2016 Wed.	1000 - 1200 hrs.	Gynecology	Pierce	PCPP Vol 6 Chapter 1
2	1/7/2016 Thr	1000 - 1200 hrs.	Gynecology and Obstetrics	Pierce	PCPP Vol 6 Chapter 2 Bates Chapter 19
3	1/13/2016 Wed.	1000 - 1200 hrs.	Pulmonology	Monosky	PCPP Vol 4 Chapter 1
4	1/14/2016 Thr.	1000 - 1200 hrs.	Pulmonology	Monosky	
5	1/20/2016 Wed.	1000 - 1200 hrs.	Pulmonology	Monosky	
6	1/21/2016 Thr.	1000 - 1200 hrs.	Pulmonology	Monosky	
7	1/27/2016 Wed	1000 - 1200 hrs.	Substance Abuse	Pierce	PCPP Vol 4 Chapter 8
8	1/28/2016 Thr.	1000 - 1200 hrs.	Infectious Diseases	Pierce	PCPP Vol 4 Chapter 10
9	2/3/2016 Wed.	1000 - 1200 hrs.	Infectious Diseases	Pierce	
10	2/4/2016 Thr.	1000 - 1200 hrs.	Exam #1	Monosky	
11	2/10/2016 Wed.	1000 - 1200 hrs.	Neurology	Monosky	PCPP Vol 4 Chapter 3 Bates Chapter 17
12	2/11/2016 Thr.	1000 - 1200 hrs.	Neurology	Monosky	
13	2/17/2016 Wed.	1000 - 1200 hrs.	Neurology/Endocrinology	Monosky	PCPP Vol 4 Chapter 4
14	2/18/2016 Thr.	1000 - 1200 hrs.	Endocrinology	Monosky	
15	2/24/2016 Wed.	1000 - 1200 hrs.	Urology & Nephrology	Monosky	PCPP Vol 4 Chapter 7
16	2/25/2016 Thr.	1000 - 1200 hrs.	Gastroenterology	Monosky	PCPP Vol 4 Chapter 6
17	3/2/2016 Wed.	1000 - 1200 hrs.	Exam #2	Monosky	
18	3/3/2016 Thr.	1000 - 1200 hrs.	Psychiatric/Behavioral Disorders	Pierce	PCPP Vol 4 Chapter 11 Bates Chapter 5
19	3/9/2016 Wed.	1000 - 1200 hrs.	Psychiatric & Behavioral Disorders	Pierce	PCPP Vol 4 Chapter 11 Bates Chapter 5
20	3/10/2016 Thr.	1000 - 1200 hrs.	Journal Presentations (EVERYONE ATTEND)	All Faculty	
21	3/11/2016 Fri.	0900 – 1400 hrs.	Journal Presentations (EVERYONE ATTEND)	All Faculty	
22	3/16/2016 Wed.	1300 – 1500 hrs.	Final Exam	Monosky	



Central Washington University
EMS Paramedicine Program



Course Description and Syllabus
EMS 337.001 – Paramedicine - III
Spring 2016

Faculty:

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- and -

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❖ **Course Details**

Paramedicine- III is a three (3) credit course scheduled to meet twice each week, on Wednesdays and Thursdays, from 1000 hours to 1200 hours. The expected room location will be room 223 in Michaelsen Hall, but is subject to change due to unforeseen circumstances and course accommodation.

❖ Course Description/Statement of Purpose

Paramedicine - III is a continuation of the core sessions of paramedicine instruction and is designed to provide the participants with the fundamental concepts and cognitive understandings of pediatric and geriatric medical disease and pathologies, as well as operational matters of EMS and special considerations. The knowledge base established from this course enables the participants to correlate and discover the common clinical findings of predominate medical pathologies in the pediatric and geriatric populations, as well as employ the associated prehospital therapeutics in contemporary paramedicine for these age groups. The course also introduces essential components of EMS operations and some of the more common special circumstances facing an EMS provider. This understanding of medical pathologies, clinical presentation, prehospital therapeutics, and operational concerns will then be integrated to establish a foundation for sound EMS protocol and prehospital decision making. This is accomplished through didactic presentations, discussions, case presentation, scenario-based instruction, and in-class laboratory psychometrics. The course overall objectives are derived from the National Standard Curriculum Guidelines for EMT-Paramedic. Upon completion, the student will have a more comprehensive knowledge of pediatric and geriatric diseases, associated assessment findings in patients of those age groups with underlying medical diseases and pathologies, prehospital therapeutics for age-extreme emergencies, and integration of information in informed, clinical decision-making. Additionally, the student will be better prepared to manage customary operational and special challenge circumstances in the administration of emergency medical services. The evaluation processes include individual participation in class, quizzes, exams, assigned investigative papers, and group discussions.

❖ Course Objectives

At the completion of this class, the student should be able to:

1. Demonstrate a thorough understanding of the principles of assessment-based management of patient care and employ those principles in an integrated patient-care model.
2. Identify the common pathologies associated with pediatric and neonatology emergencies and common sequelae.
3. Describe the various pathophysiologic elements and subsequent events that are associated with common pediatric diseases, their various epidemiologies, and influences on patient outcomes.
4. Identify the common pathologies associated with geriatric emergencies and common sequelae.

5. Describe the various pathophysiologic elements and subsequent events that are associated with common geriatric diseases, their various epidemiologies, and influences on patient outcomes among the elder population.
6. Describe and correlate the principle behavioral aspects, relevant circumstances and clinical findings associated with cases of abuse and assault and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
7. Describe and correlate the principle behavioral aspects, relevant circumstances and clinical findings associated with instances of the challenged patient and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
8. Describe and correlate the principle behavioral aspects, relevant circumstances and clinical findings associated with cases whereby acute interventions are necessary for the chronically ill and integrate those findings to arrive upon a presumptive prehospital diagnosis and render appropriate prehospital therapeutic interventions.
9. Demonstrate a thorough understanding of the principles of ambulance operations and effectively employ those principles in the day-to-day delivery of emergency medical services.
10. Demonstrate a thorough understanding of the principles of medical incident management and effectively employ those principles in the event of a mass casualty incident or widespread disaster.
11. Demonstrate a thorough understanding of the principles of rescue operations and awareness of the need for rescue and to effectively employ those principles in the day-to-day delivery of emergency medical services.
12. Demonstrate a thorough understanding of the principles of managing hazardous materials and effectively employ those principles in the day-to-day delivery of emergency medical services.
13. Demonstrate a thorough understanding of the principles of rural emergency medical services and effectively employ those principles in the day-to-day delivery of emergency medical services.
14. Demonstrate a thorough understanding of the principles of an EMS response to terrorism and to effectively employ those principles in the event of a terrorist attack or weapons of mass effect event.
15. Demonstrate a cursory understanding of the principles of scientific and sociological research as they pertain to emergency medical services and a familiarity as to how these principles might be employed in practice.

❖ **Course Textbooks:**

Textbooks required for this course include:

Bledsoe, Porter, and Cherry, *Paramedic Care: Principles and Practice*, 4th Edition, Pearson Publishing, 2014. **7 Volume Text, with Workbooks.** ISBN- 13: 978-0133124932

Bickley, *Bates' Guide to Physical Examination and History Taking*, 11th Edition, Lippincott Williams & Wilkins Publisher, 2012. **ISBN-13:** 978-1609137625

“Mosby’s Dictionary of Medicine, Nursing, and Health Professions,” Latest Edition, Mosby/Elsevier Publisher, ISBN-13: 978-0323049375.

Additional Textbooks will be required in other courses during the Spring Quarter

❖ **Course Grading:**

Grading in this course will be consistent with the University’s grading policy and will provide the student an opportunity to earn the following grades based upon total percentage earned:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67 – 69	D+
63 – 66	D
60 – 62	D-
< 60	F

Course grades will be comprised from several important components as illustrated below:

Component	Weight
Exam #1	30%
Exam #2	30%
Final Examination	40%

Summative and formative evaluations will be conducted through written examinations, designed to assess the cognitive objectives of this course. The written examinations may be of any form, but are most likely to include multiple choice questions, completion, or short answer. Additional summative and formative evaluation through written reports, papers, discussions, and summaries may also be required periodically throughout the course.

Each examination will be summative in nature; the final examination will also be cumulative. Exam questions will contain multiple elements of Bloom's Taxonomy, with progressive emphasis on analytical, evaluative, and synthesis questions.

In addition to in-class examinations, students will be evaluated on compliance to attendance requirements, participation in class (including asking questions and providing answers to questions posed), and compliance to behavioral parameters within the Affective Domain (please see the Paramedic Manual for more details).

All evaluations of academic performance will be issued as a percentage score (of a 100% total) and evaluated on an individual basis (no class performance adjustments are allowed). Each evaluative percentage will contribute to the course overall grade based on the weight of the evaluative process as described above. Weighted percentages are subject to change due to collective class performance adjustments at the sole discretion of the instructor. In accordance to the Program Policies as outlined in the assigned Paramedic Manual, students must maintain a "C" grade in the course to continue in the Program and be eligible to register for the following quarter. The minimum course average is then a 73% (mathematically calculated utilizing standard mathematical principles including rounding). ***There are no exceptions to this requirement.***

❖ Study Guides

Study guides for course content will ***not*** be provided by the instructors for any didactic course in the Program. The cognitive content of the EMS Paramedicine Program is essentially all-inclusive and virtually all of the content has relative importance. That is, there is little content that is not essential. Traditionally, study guides are used to focus areas of study, causing the other subject content to be ignored. This learning practice is not acceptable to the discipline of Paramedicine where all content is relevant. Therefore, study guides (in the traditional sense) are not encouraged. Instead, the textbook, hand-outs, references, PowerPoint slide sets from lecture, and notes from class discussion should be regarded as the substitute study guides. This matter is ***non-negotiable***, so please do not ask for study guides.

❖ Course Attendance Policy:

Student attendance is expected at all scheduled classes. Students may be dropped from the course for excessive absences of any kind.

Excused absences ***may*** be granted by the course instructor for extenuating circumstances, and in advance for approved leave. To be eligible for a medical excuse from absence, the student must advise the instructor as soon as possible of the absence and provide a written excuse from a medical doctor in advance of returning to classes. If three or more

absences occur for any reason, the status of the student will be reviewed by the Chairman of the Department of Nutrition, Exercise, and Health Sciences, the Program Director and the Program faculty to determine a disposition.

If a student misses any class, he/she is responsible for any missed examinations, assignments, and material covered in that session. Missed examinations must be made-up by arrangement with the instructor within one (1) week of the originally scheduled exam, unless otherwise stipulated by the instructor. Any course work due on the date of a scheduled absence remains due on that date unless otherwise stipulated by the course instructor. Late submissions of assignments will receive severe point deductions in accordance with the instructor's discretion. Generally, a letter grade reduction will occur with each 24-hour period that elapses as a late submission.

Prompt arrival is expected at all class activities. Points will be deducted from the course grade for chronic tardiness.

❖ **Comportment**

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times. Please refer to the University Catalog, Appendix B.

❖ **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University (please see the University catalog, Appendix B). Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, patient care reports, clinical or field activity reports, etc.
- Plagiarism (including copying and pasting of electronic text into graded assignments)
- All graded work must be completed in accordance with the guidelines of Central Washington University Policies and Procedures.
- Excerpt from the CWU Policies:

CWUP 5-90-010(4) Academic Dishonesty

(A) Academic dishonesty is defined in the CWU Student Conduct Code (II.B).

(B) Students accused of academic dishonesty will have an opportunity to meet with the course instructor and department chair to discuss the accusation and confirm or deny its correctness. If academic dishonesty is confirmed to the satisfaction of the instructor and department chair, the instructor and/or department chair should immediately contact the Office of the Vice President

of Student Affairs and Enrollment Management, especially the Director of the Registrar's Office and the Associate Vice President for Student Affairs.

(C) The student will be notified in writing by the instructor and/or department chair of pending action from the Office of the Vice President of Student Affairs, with a copy of notification sent to the Office of Student Affairs and the Registrar.

(D) The Office of the Vice President of Student Affairs will investigate the case both as a violation of academic honesty and as a violation of the student code and report findings to the student, instructor and Registrar.

(E) If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course.

(F) Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade (see CWUP 5-90-010).

Using another's words or ideas without giving credit to that person constitutes academic dishonesty. In this class, any formal papers required for submission will require both in-text citations and a works cited page. I use a combination of my own research methods and plagiarism detection software to monitor academic honesty. *A charge of academic dishonesty will earn you an "F" in this class* and a meeting with the Students Rights and Responsibilities Office.

❖ Student Accommodation

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered. Students not seeking assistance from the Center for Disability Services will not be provided special accommodations.

❖ Course Syllabus

The course syllabus appears on the following page. Due to the nature of the material and the diversity of student populations, the schedule is subject to change with limited or no advance notice to the students. Changes in the class schedule and topics of discussion may occur should certain subject matter demand more didactic attention, if progression through the course material is not at an adequate rate, or if extenuating circumstance arise. Every effort will be made to conform to the schedule as posted and students will not be held responsible for information that was not received in less than 24 hours.

EMS 337 Tentative Schedule of Classes

	Date	Time	Topic/Discussion	Instructor	Assignments
1	3/30/2016 Wed.	1000 - 1200 hrs.	Death and Dying	Pierce	
2	3/31/2016 Thurs.	1000 - 1200 hrs.	Ethics in EMS	Pierce	PCPP Vol. 1 Chapter 8
3	4/1/2016 Fri.	0900– 1200 hrs.	Medical Legal Aspects in EMS	Pierce	PCPP Vol. 1 Chapter 7
4	4/1/2016 Fri.	1300 - 1600 hrs.	Psychiatric/Behavioral Emergencies	Pierce	PCPP Vol 4 Chapter 11 Bates Chapter 5
5	4/6/2016 Wed.	1000 - 1200 hrs.	Environmental Emergencies	Monosky	PCPP Vol. 5 Chapter 12
6	4/7/2016 Thurs	1000 - 1200 hrs.	Environmental Emergencies	Monosky	
7	4/8/2016 Fri.	0900 – 1200 hrs.	Gastroenterology	Monosky	PCPP Vol 4 Chapter 6
8	4/8/2016 Fri.	1300 – 1600 hrs.	Immunology	Monosky	PCPP Vol. 4 Chapter 5
9	4/13/2016 Wed.	1000 - 1200 hrs.	Hematology	Monosky	PCPP Vol. 4 Chapter 9
10	4/14/2016 Thurs.	1000 - 1200 hrs.	Geriatrics	Monosky	PCPP, Vol. 6 Ch 5
11	4/20/2016 Wed.	1000 - 1200 hrs.	Geriatrics	Monosky	
12	4/21/2016 Thurs.	1000 - 1200 hrs.	Research in EMS	Monosky	PCPP, Vol. 1 Ch 5
13	4/27/2016 Wed.	1000 - 1200 hrs.	The Challenged Patient	Pierce	PCPP, Vol. 6 Ch 7
14	4/28/2016 Thurs.	1000 - 1200 hrs.	Exam #1		
15	5/4/2016 Wed.	1000 - 1200 hrs.	Assessment-based Management	Monosky	Bates p. 916 - 924
16	5/5/2016 Thurs.	1000 - 1200 hrs.	Acute Interventions for the Chronic Care Patient	Monosky	PCPP, Vol. 6 Ch 8
17	5/11/2016 Wed.	1000 - 1200 hrs.	HazMat Incidents	Dep. Chief Rich Elliott	PCPP, Vol. 7 Ch 5
18	5/12/2016 Thurs.	1000 - 1200 hrs.	Medical Incident Management	Dep. Chief Rich Elliott	PCPP, Vol. 7 Ch 3
19	5/18/2016 Wed.	1000 - 1200 hrs.	Rescue Awareness & Operations	Joe Delvo (KVFR)	PCPP, Vol. 7 Ch 4
20	5/19/2016 Thurs.	1000 - 1200 hrs.	Crime Scene Awareness	Chief Mike Luvera CWU	PCPP, Vol. 7 Ch 6
21	5/25/2016 Wed.	1000 - 1200 hrs.	Abuse and Assault	Monosky	PCPP, Vol. 6 Ch 6
22	5/26/2016 Thurs.	1000 - 1200 hrs.	Responding to Terrorist Attacks	Monosky	PCPP, Vol. 7 Ch 8
23	6/1/2016 Wed.	1000 - 1200 hrs.	Exam #2		
24	6/2/2016 Thurs.	1000 - 1200 hrs.	Ground and Air Operations	WSP and Monosky	PCPP, Vol. 7 Ch 1 & 2
25	6/3/2016 Friday	Advanced Procedures Day			

EMS 337 Tentative Schedule of Classes

26	6/6/2016 Mon.	TBA	Final Exam		
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Central Washington University
Paramedic Program



Course Syllabus
EMS 350.001 – Paramedicine Instructional Methods
Fall 2016

Faculty:

James Pierce, MICU-Paramedic
Senior EMS – I (WA DOH)
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Office Hours by appointment

❖ **Course Details**

EMS 350 – Paramedicine Instructional Methods is scheduled to meet every Tuesday and Thursday from 1100 to 1400 hours (lab). The expected room location will be room 224 in Michaelsen Hall, but is subject to change due to unforeseen circumstances and course accommodation. This course is a lab course and therefore earns one credit per three hours of class time on a weekly basis. This course earns a total of two credits.

❖ **Course Description**

This course provides instruction and opportunities for experienced emergency medical technicians (EMTs) to learn and apply educational methods and techniques in the principles of EMT curricula. Students will provide practical skill instruction to EMT students under the direct supervision of the Program faculty. The faculty will provide corrective and constructive feedback to the student throughout this course as necessary on an individual and group basis. Included in this course is the Washington State Department of Health Emergency Medical Services and Trauma Care Section's EMS Evaluator certification nine-hour course. Each student MUST pass the cognitive examination for this course with 84% or better to be considered for successful completion of this course. Additionally, as a review and opportunity to hone basic life support (BLS) skills, each student will be required to successfully complete all EMT skill practical assessments as required by National Registry of EMTs (NREMT) and Washington State DOH EMS&TC to the standards of NREMT and WADOHEMS&TC. This follows the medical education model of "see one, do one, teach one".

❖ Course Objectives

At the completion of this class, the paramedic student should be able to:

1. Demonstrate an understanding of the principles and practices of prehospital care
2. Demonstrate the cognitive and practical knowledge of all teaching objectives for each EMT practical skill.
3. Demonstrate teaching and testing theory as per the EMS Evaluator course.
4. Display an emphatic affective attitude towards the EMT student as well as certified EMTs you interact with during your paramedic training.

❖ Course Textbooks:

Textbooks suggested for this course include:

“Emergency Care and Transportation of the Sick and Injured,” Eleventh edition, by Andrew N. Pollak, MD, AAOS/Jones & Bartlett Learning.
ISBN-13: 978-1-284-03284-0

❖ Course Grading:

This course is graded as either a satisfactory or unsatisfactory performance.

❖ Course Attendance Policy:

Student attendance is expected at all scheduled classes. Students may be dropped from the course for excessive absences of any kind. Prompt arrival is expected at all class activities and excessive tardiness may result in an unsatisfactory grade.

The course instructor for extenuating circumstances or in advance for approved leave may grant excused absences. To be eligible for a medical excuse from absence, the student must advise the instructor as soon as possible of the absence and provide a written excuse from a medical doctor in advance of returning to classes.

❖ Comportment

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times. Disruptive classroom behavior will not be tolerated and may result in the student being temporarily or permanently removed from class. Any violation of University’s *Proscribed Conduct* as outlined in the 2011-2012 catalog in the appendices section on page 312 will result in the student receiving a failing grade in this course.

❖ Academic Dishonesty

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the course and receiving a failing grade and other administrative action by the University. Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, etc.
- Plagiarism (including copying and pasting of electronic text into graded assignments)
- All graded work must be completed in accordance with the guidelines of Central Washington University Policies and Procedures.

❖ Student Accommodation

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered.

❖ Student Expectations

All students will be expected to obtain the following items for the course before the end of the second week of class: stethoscope (generally, a good stethoscope priced at around \$50), a wristwatch with second readout. You **MUST** bring all of these items with you to every lab session (Tuesday & Thursdays) without exception/fail. These items may be purchased at the Wildcat Shop Bookstore on campus or the local OXARC store located at 907 N. Prospect Street in Ellensburg (509-925-1518). ***In addition, students must bring to class a watch with a second-hand for obtaining vital signs.***

All students are expected to conduct themselves professionally and with due respect and courteous regard to others. Chronic talking or disruptive behavior during lecture sessions will be cause for corrective action. During practical skills training sessions, safe behavior is critical!

❖ Course Schedule

The course schedule will conform to the practical lab portion of EMS 250 that is conducted concurrently with EMS 350. Students that participate in EMS 350 are members of the paramedic student cohort and participation is guided by the EMS Paramedicine Program syllabi and Program guidelines. The schedule is as follows:



Central Washington University
EMS Paramedicine Program



Course Syllabus
EMS 440.001 – Medical Math & Medical Terminology
Summer 2016

Faculty:

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Office hours by appointment

❖ **Course Details**

Medical Math & Medical Terminology is scheduled to meet once each week, on Mondays, from 0900 hours to 1100 hours. The expected room location will be room 226 in Hogue Hall, but is subject to change due to unforeseen circumstances and course accommodation.

❖ **Course Description**

Medical Math & Medical Terminology is a two-credit course designed to introduce the participants to fundamental concepts and cognitive understanding of medical mathematics necessary for prehospital drug calculations, basic medical terminology, and drug-dosing, problem-solving within the scope of paramedical practice. The course is designed to enable students to have an entry-level competency in performing basic drug dosage calculations necessary for medication administration and intravenous fluid volume/rate administration. It may also include instruction to familiarize the student with the cognitive aspects of a limited number of psychomotor skills associated with medication and fluid administration. Additionally, the course provides the student with the fundamental concepts of medical terminology associated with introductory medical disciplines. These learning objectives are

accomplished through didactic presentations, individual and group discussions, course assignments, written reports and projects, and in-class psychometrics. The course serves to establish a foundational basis for prehospital medication dosing and medical mathematic problem-solving, as well as a communicative foundation for prehospital providers within the realm of emergency medicine. Upon completion, the student will have a more comprehensive knowledge of medication dosage calculation practices and a broader medical vocabulary for purposes of medical information exchange and description. The evaluation processes include individual participation in class, discussions, exams, assigned homework, and possibly in-class and out-of-class projects.

❖ **Course Objectives**

At the completion of this class, the student should be able to:

1. Demonstrate an understanding of word construction, word roots, combining vowels, suffixes, and prefixes.
2. Demonstrate an understanding of word analysis and deconstruction of word, including proper pronunciation, modification to plurality, and essential in communication precision.
3. Demonstrate an understanding of the common anatomical positions, planes and directions as well as structural organization of the body, organ systems, and tissue.
4. Demonstrate an understanding of the common medical vocabulary associated with the integumentary system, the special senses, the digestive system, the cardiovascular system, the respiratory system, the musculoskeletal system, the endocrine system, the hematologic system, the nervous system, the urinary system, and the reproductive systems.
5. Demonstrate an understanding of the principles essential to life span development and age extremes.
6. Review general mathematical principles, mathematical systems, and mathematical equivalents.
7. Review principles of fractions and decimals.
8. Review principles of percentages, ratios, and proportions.
9. Review principles of systems of weights and measures.
10. Demonstrate an understanding of common equipment for dosage measurement and review elements of drug labels and package inserts.
11. Review principles of prehospital drug orders and proper communicative standards.
12. Discuss applying basic principles of mathematics to the calculation of problems associated with medication dosages, with emphasis on the formula method, the ratio-proportion method, and dimensional analysis.
13. Describe how to prepare proper medications and dosages via the oral route, inhalation route, transcutaneous route, mucosal route, parenteral route, intravenous route, and other routes of medication administration.

14. Demonstrate an understanding of interpreting real-life medication needs and translating those needs into accurate and safe medication administration and accurate dosing regimens.
15. Discuss legal aspects affecting medication administration.
16. Discuss the "six rights" of drug administration and correlate these with the principles of medication administration.
17. Synthesize a pharmacologic management plan including medication administration.
18. Integrate pathophysiological principles of medication administration with patient management.
19. Comply with paramedic standards of medication administration.
20. Comply with universal precautions, body substance isolation (BSI) procedures, and general safety guidelines related to medication administration.

❖ **Course Textbooks:**

It is essential that the required course textbooks be obtained as early as possible since assignments from the textbooks begin in the first week. Also, assignment will be made directly out of the required textbooks. Textbooks required for this course include:

“Math and Dosage Calculations for Healthcare Professionals,” Fifth Edition, by Booth, Whaley, Sienkiewicz, and Palmunen, McGraw-Hill Publishing (2016). ISBN - 13:978-0-07-351380-5.

"Essentials of Medical Language," Second Edition, by Allan and Lockyer, McGraw-Hill Publishers, (2012). ISBN – 13: 978-0-07-337461-1

Additional textbooks, handbooks, journal articles, supplemental documents, or Internet resources may be distributed, made available or required as deemed necessary by the Instructor.

❖ **Course Grading:**

Grading in this course will be consistent with the University’s grading policy and will provide the student an opportunity to earn the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F.

Grading in this course will be based upon the earned overall course score from examinations, quizzes, homework assignments, and attendance and participation as described below (opportunities for enhanced scoring from extra credit activities will not be offered). The course score is derived through weighted exams and other components and the overall score is determined by standard mathematical principles of rounding. Scores will be rendered as earned *without exception* and a letter grade will be awarded based upon the following standard grading scheme:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67 – 69	D+
63 – 66	D
60 – 62	D-
< 60	F

Course grades will be based upon several important components as illustrated below:

Component	Weight
Homework or other evaluative tools	30%
Examinations	40%
Final Examination	30%

Summative and formative evaluation will be conducted through written examinations assessing the cognitive objectives of this course. The written examinations may be of any form, but are most likely to include multiple choice questions, completion, or short answer.

Additional summative and formative evaluation specific to this course’s objectives will focus on systemic and proper calculations of medication dosage determination for prehospital drugs, systematic and proper calculations of volumetric fluid administration, and foundations of medical terminology, including root words, prefixes, and suffixes. This process may occur as a separate evaluative process or in combination with the written examination process described above.

All evaluations of academic performance will be issued as a percentage score (of a 100% total) and evaluated on an individual basis (no class performance adjustments are allowed). Each evaluative percentage will contribute to the course overall grade based on the weight of the evaluative process as described above.

This year, the course will be offered as a hybrid course with an on-campus component and an optional online component. While the online learning or hybrid course structure is being offered this year, it is not encouraged for this course as past

experiences suggest that students fail to complete the work assignments in the online format. Therefore, students electing to participate in the course via online learning (Canvas) may do so, but will be expected to submit all assignments on time, in a complete manner, and with adequate evidence of effort for full credit. Nonetheless, if a student chooses to attend the course online, they are still required to attend the very first session and the very last session (Final Exam) on campus. All assignments and course requirements are due as scheduled (please see Course Attendance Policy below). Exams may be taken online, but can only be taken during the assigned online class session in which they are being offered unless prior arrangements are made with the instructor. Time limits and the prohibition of supplemental resources for in-class exams will apply to online exams as well ***without exception***.

❖ **Course Attendance Policy:**

This course is not typical of other EMS Paramedicine Major courses as some online learning can be applied. However, the online (Canvas) component is not intended to substitute for in-class instruction, but to offer students the opportunity to meet course objectives via a distance education format should they be forced to miss class. *All* course assignments, expectations, topic discussions, and content progression will be maintained according to the syllabus (class schedule) regardless of the delivery format. That means that *all* students must meet the course objectives in accordance with the timelines established ***without exception***. Student attendance is expected at all scheduled classes. Students may be dropped from the course for excessive absences of any kind. *Remember: Failure to complete this course with a “C” grade or better will prohibit your participation in the EMS Paramedicine Program – there are no exceptions to this condition.*

Excused absences ***may*** be granted by the course instructor for extenuating circumstances, and in advance for approved leave. To be eligible for a medical excuse from absence, the student must advise the instructor as soon as possible of the absence and provide a written excuse from a medical doctor in advance of returning to classes. If more than one absence occurs for any reason, the status of the student will be reviewed by the Chairman of the Department of Nutrition, Exercise, and Health Sciences, the Program Director and the Program faculty to determine a disposition. If a student misses any class, he/she is responsible for any missed examinations, assignments, and material covered in that session. Any course work due on the date of a scheduled absence remains due on that date unless otherwise stipulated by the course instructor.

For students participating in any of the online (Canvas) components, several conditions must be met to achieve a satisfactory grade:

- All assignments, cognitive examinations, and course requirements must be met in an academically satisfactory manner
- All assignments, cognitive examinations, and course requirements must be fulfilled in accordance to the timelines described below

- All students must attend the first session and the last session of the course at an absolute minimum.

Online (Canvas) participation requires that each student complete the session assignments and requirements by 12 noon on the turn-over day. For this course, that turn-over day is Monday. That means that assignments on Monday of the first session must be completed and turned-in by 12 noon on Monday of the second session. **There are no exceptions or relaxation to this requirement.** All assignments must be submitted to the instructor either in person or online (via email) by the due date and time. *Please remember:* Online learning requires a high level of motivation and self-discipline.

Prompt arrival is expected at all class activities. Points will be deducted from the course grade for chronic tardiness.

❖ **Comportment**

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times.

❖ **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University.

Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, etc.
- Plagiarism (including copying and pasting of electronic text into graded assignments)
- All graded work must be completed in accordance with the guidelines of Central Washington University Policies and Procedures.

Excerpt from the CWU policies:

CWUP 5-90-010(4) Academic Dishonesty

(A) Academic dishonesty is defined in the CWU Student Conduct Code (II.B).

(B) Students accused of academic dishonesty will have an opportunity to meet with the course instructor and department chair to discuss the accusation and confirm or deny its correctness. If academic dishonesty is confirmed to the satisfaction of the instructor and department chair, the instructor and/or department chair should immediately contact the Office of the Vice President of Student Affairs and Enrollment Management, especially the Director of the Registrar's Office and the Associate Vice President for Student Affairs.

(C) The student will be notified in writing by the instructor and/or department chair of pending action from the Office of the Vice President of Student Affairs, with a copy of notification sent to the Office of Student Affairs and the Registrar.

(D) The Office of the Vice President of Student Affairs will investigate the case both as a violation of academic honesty and as a violation of the student code and report findings to the student, instructor and Registrar.

(E) If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course.

(F) Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade (see CWUP 5-90-010).

❖ **Student Accommodation**

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered.

❖ **Course Syllabus**

The course syllabus appears on the following page. Due to the nature of the material and the diversity of student populations, the schedule is subject to change with limited or no advance notice to the students. Changes in the class schedule and topics of discussion may occur should certain subject matter demand more didactic attention, if progression through the course material is not at an adequate rate, or if extenuating circumstance arise. Every effort will be made to conform to the schedule as posted and students will not be held responsible for information that was not received in a timely manner.

Tentative Schedule of Classes

	Date	Time	Topic	Assignments for Next Session
1	6/20/16 Monday	9:00 am – 11:00 am	<ul style="list-style-type: none"> • Introduction and Course Description • Decimals and Fractional Equations • Percents, Ratios, and Proportions • Medical Terminology 	B & W: Chapters 1, 2, and 3 A & L: Chapters 1, 2, 3, 4 and 5
2	6/27/16 Monday	9:00 am – 11:00 am	<ul style="list-style-type: none"> • Systems of Measurement for Healthcare: Metric System & Apothecary System • Principles of Medication Administration and Equipment for Dosage Measurement, Drug Orders, Drug Labels and Package Inserts • Medical Terminology – Introduction, Body Organization, Integumentary System, & Musculoskeletal System 	A & L: pp 23-25 (Q, R, & S), 48-51 (Q, R, & S), 81-85 (O & P), 127-129 (Q, R, & S), & 150-151 (J, & K) due today B & W: Chapters 4, 5, 6, and 7 A & L: Chapter 6, 8, & 11
	6/27/16	1:00 pm for 23 hours	Exam #1	Offered online
	7/4/16 Monday	No Class – Independence Day Holiday		
3	7/11/16 Monday	8:00 am – 12:00 pm	<ul style="list-style-type: none"> • Dosage Calculations – Formula Method • Dosage Calculations – Ratio and Proportions • Dosage Calculations – Dimensional Analysis • Medical Terminology – Special Senses; Cardiovascular system; Respiratory System • Unit Conversions & Dosage Calculations Review • Medical Terminology – Hematology; Endocrine; Digestive System 	A & L pp. 183-185 (P & Q), 254-257 (O, P, Q & R) & 377-379 (Q, R, & S) due today B & W: Chapters 12, 13, 14, and 15 A & L: Chapter 7, 9, & 12
4				A & L pp. 223-225 (R & S), 296-299 (P, Q, R, & S) & 403-405 (Q, R, S, & T) due today B & W: Chapter 16 and 17 A & L: Chapter 10, 13, 14 & 15
5	7/18/16 Monday	9:00 am – 11:00 am	<ul style="list-style-type: none"> • Methods of Drug Calculation and Problem Practice • Medical Terminology – Neurology; Urinary & Reproductive Systems 	A & L pp. 332 – 335 (N, O, P, Q, R, & S), 427-429 (O, P, Q, R, & S), 449-451 (N, O, & P) & 497-499 (W, X, & Y) due today
	7/18/16	1:00 pm – 2:30 pm	Exam #2	Offered online
6	7/25/16 Monday	9:00 am – 11:00 am	Final Examination	



Central Washington University EMS Paramedic Program



Course Description and Schedule **EMS 441.001 – General Pharmacology for Paramedics** **Fall 2016**

Faculty:

James E. Pierce, MIC-Paramedic
Full Time Non-Tenure Track Instructor
CEPS, Department of Health Sciences
Central Washington University MS-7572/Paramedics
400 East University Way
Ellensburg, WA 98926
Office: Michaelsen Hall Room 329
Phone: 509.899.7077
Email: piercej@cwu.edu
Office hours by appointment only

❖ **Course Details**

General Pharmacology for Paramedics is a three (3)-credit course scheduled to meet twice each week, on Tuesdays and Thursdays, from 08:00 hours to 10:00 hours. The expected room location will be room 223 in Michaelsen Hall, but is subject to change due to unforeseen circumstances and course accommodation.

❖ **Course Description/Statement of Purpose**

General Pharmacology for Paramedics is a stand alone introductory course to pharmacology in paramedicine and is designed to introduce the participants to fundamental concepts and cognitive understandings of the science of pharmacology in prehospital medicine. The knowledge base established from this course enables the participants to correlate, discover and safely administer the common associated prehospital pharmacological therapeutic medications in contemporary paramedicine, as well as, gain a basic knowledge and understanding of the various drug classifications that apply to prehospital emergency medicine. This understanding of pharmacology will then be integrated to establish a foundation for sound advanced life support protocol and prehospital decision-making. This is accomplished through didactic presentations, discussions, case presentation, written assignments, scenario-based instruction, and in-class laboratory psychometrics (testing). The course overall objectives are derived from the National Standard Curriculum Guidelines for Paramedic education and localized (Washington State) prehospital practice. Upon completion, the student will have a comprehensive knowledge of various medical diseases, associated assessment findings in patients with underlying medical diseases and pathologies, prehospital therapeutics for medical emergencies, and integration of information in informed, clinical decision-making. The evaluation processes include individual participation in class, quizzes, exams, written topic papers and group discussions.

❖ General Course Objectives

At the completion of this course, the student should (be/be able to/have):

1. Familiar with pharmacologic vocabulary.
2. An understanding of the legal aspects and risk management of prehospital pharmacology.
3. Thoroughly knowledgeable of the drug profile for all the course listed drugs.
4. Understand how and why drugs are classified.
5. Chose the correct/appropriate drug and dose for the clinical condition/presumptive prehospital diagnosis.
6. Properly and safely administer prehospital drugs.
7. Know the components of a drug administration order.
8. Document drug administration per national standards.
9. Thorough in-depth knowledge of the anatomy, physiology and pathophysiology of the autonomic nervous system.
10. Understand and describe the concepts of pharmacokinetics and pharmacodynamics.
11. Describe and correlate the appropriate drugs for the principle pathologies and clinical findings associated with pulmonary, cardiovascular, gastroenterological, neurologic, metabolic, endocrine, psychiatric/behavioral gynecologic, and obstetric disorders.
12. Familiar with all the various crystalloid and colloid IV fluids.
13. Understand the process for blood typing.
14. Know the signs and symptoms, as well as, recognize and manage blood transfusion reactions.
15. Knowledgeable of the pathophysiology and therapeutic interventions of common toxicologic conditions.
16. Relate the importance of pain management, as well as, understand the various approaches and drugs used in prehospital pain management.

❖ Course Textbooks:

Textbooks required for this course include:

Lehne's Pharmacology for Nursing Care, 9th Edition 2016, by Burchum and Rosenthal; Elsevier (<http://evolve.elsevier.com>). ISBN: 978-0-323-32190-7

And

Nancy Caroline's Emergency Care in the Streets, Enhanced Seventh Edition, with Navigate 2 Premier Access, AAOS, Jones & Bartlett Learning. ISBN: 978-1-284-08753-6

❖ Comportment

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University and the CWU Paramedic Program behavioral rules at all times. Please refer to the University Catalog, Appendix B and program rules contained in your paramedic handbook/manual. Any violation of University's *Proscribed Conduct* as outlined in the CWU Student catalog in the appendices section will result in the student receiving a failing grade in this course.

Disruptive classroom behavior will not be tolerated and may result in the student being temporarily or permanently removed from class. Cellular (mobile) phone use is not permitted at any time during class and if caught using your phone during class, each violation will

result in a grade reduction for the course. Talking during presentations *absolutely will not* be tolerated. First offense you will receive a verbal warning, second offense you will receive a formal written warning and the third offense will result in expulsion from class. You will not be readmitted until you bring a written request for your readmittance from Dr. Horsley, Program Medical Director and Dr. Keith Monosky, Program Director.

Course Grading:

A “C” or better is required in this course to continue in the CWU Paramedic Program. Grading in this course will be consistent with the University’s grading policy and will provide the student an opportunity to earn the following grades based upon total percentage earned:

93 – 100%	A
90 – 92%	A-
87 – 89%	B+
83 – 86%	B
80 – 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
67 – 69%	D+
63 – 66%	D
60 – 62%	D-
≤ 60%	F

Course grades will be comprised of:

Component	Weight
Navigate 2 Premier Access Tests	25%
Topic Quizzes	50%
Final Examination	25%

Summative and formative evaluations will be conducted through written examinations, designed to assess the cognitive objectives of this course. The written examinations may be of any form, but are most likely to include multiple choice questions, completion (fill in the blank), or short answer. The references for these exams are from the lecture PowerPoint’s and/or the course text.

Additional summative and formative evaluation specific to this course’s objectives will focus on systemic and proper management of patients with medical scenarios. This process may occur as a group evaluative process, written investigative assignments or in combination with the written examination process described above. There may be an opportunity to earn extra credit through other assignments, as the instructor deems appropriate

Each examination will be summative in nature; the final examination will also be cumulative. Exam questions will contain multiple elements of Bloom’s Taxonomy, with progressive emphasis on analytical, evaluative, and synthesis questions.

In addition to in-class examinations, students will be evaluated on compliance to attendance requirements, participation in class (including asking questions and providing answers to questions posed).

All evaluations of academic performance will be issued as a percentage score (of a 100% total) and evaluated on an individual basis (no class performance adjustments are allowed). Each evaluative percentage will contribute to the course overall grade based on the weight of the evaluative process as described above. In accordance to the Program Policies as outlined in the assigned Paramedic Manual, students must maintain a “C” grade in the course to continue in the Program and be eligible to register for the following quarter. The minimum course average is then a 73% (mathematically calculated utilizing standard mathematical principles including rounding). ***There are no exceptions to this requirement.***

❖ **Course Attendance Policy:**

Student attendance is expected at all scheduled classes. Students may be dropped from the course for excessive absences of any kind (see attendance policy in program handbook).

The course instructor for extenuating circumstances may grant excused absences, and preferably in advance for approved leave. To be eligible for a medical excuse from absence, the student must advise the instructor as soon as possible of the absence and provide a written excuse from a medical doctor in advance of returning to classes. If three or more absences occur for any reason, the status of the student will be reviewed by the Paramedic Program Director and/or the Chairman of the Department of Nutrition, Exercise and Health Sciences, as well as, Program faculty to determine a disposition.

If a student misses any class, he/she is responsible for any missed examinations, assignments, and material covered in that session. Missed examinations must be made-up by arrangement with the instructor within five (5) days of the originally scheduled exam, unless otherwise stipulated by the instructor. Any course work due on the date of a scheduled absence remains due on that date unless otherwise stipulated by the course instructor. Late submissions of assignments will receive severe point deductions in accordance with the instructor’s discretion. Generally, a letter grade reduction will occur with each 24-hour period that elapses as a late submission.

Prompt arrival is expected at all class activities. Points will be deducted from the course grade for chronic tardiness.

❖ **Self-Directed Learning Concept:**

This subject matter is a monumental undertaking and requires a lot of outside reading, studying and memorization. There simply is not enough time to cover every single item of information in and during class. Therefore, a considerable amount of this course material will be presented with the self-directed learning model (you are expected to familiarize yourself on your own by reading and completing the assignments) to be able to get through all the material. The successful study of pharmacology primarily demands consistent and regular memorization study of considerable cognitive material and self-evaluation of this memorized material. ***Warning: lack of consistent regular necessary study will likely lead to unsuccessful completion of this course!***

❖ **Drug Dosage Authority:**

As dosing guidelines varies vastly from medical director to medical director, therefore the dosage authority for examinations will come from my PowerPoint presentations (referenced mainly from the American Heart Association ACLS). No other sources will be accepted.

❖ **Examinations:**

A weekly ten-to-twenty-five question short answer and/or multiple-choice test will be administered at the beginning of each session (mostly encompassing random drugs profiles from the previous class) counting for 100 points each (no partial credit awarded) and a 100 to 150 question multiple-choice final exam.

❖ **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University (please see the University catalog, Appendix B). Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, etc.
- Plagiarism (including copying and pasting of electronic text into graded assignments)
- All graded work must be completed in accordance with the guidelines of Central Washington University Policies and Procedures.

❖ **Student Accommodation**

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered.

❖ **Course Schedule**

The course schedule appears on the following page. Due to the nature of the material and the diversity of student populations, the schedule is subject to change with limited or no advance notice to the students. Changes in the class schedule and topics of discussion may occur should certain subject matter demand more didactic attention, if progression through the course material is not at an adequate rate, or if extenuating circumstance arise. Every effort will be made to conform to the schedule as posted and students will not be held responsible for information that was not received in less than 24 hours.

Course Schedule

	Date	Time	Topic/Discussion	Instructor	Reading Assignments
1	9/22 Thursday	08:00–10:00	Introduction to Course; Course Plan; Intro to Pharmacology; Drug Terminology	Pierce	<i>Lehne</i> Chap. 1 thru 3 AAOS Chap. 10, 11, 12
2	9/27 Tuesday	08:00–10:00	Basics of Pharmacokinetics and Pharmacodynamics	Pierce	<i>Lehne</i> Chap. 4, 5, 6,
3	9/29 Thursday	08:00–10:00	Drug Admin & Safety; Drug Classifications	Pierce	<i>Lehne</i> Chap 7 & 8
4	10/4 Tuesday	08:00–10:00	Autonomic NS Pharmacology	Pierce	<i>Lehne</i> Chap 12, 13, 14, 17, 18
5	10/6 Thursday	08:00–10:00	Fluids, Electrolytes, & Blood Products	Pierce	<i>Lehne</i> Chap 41 & 42
6	10/11 Tuesday	08:00–10:00	Elective ETI/RSI	Pierce	<i>Lehne</i> Chap 16
7	10/13 Thursday	08:00–10:00	Elective ETI/RSI		<i>Lehne</i> Chap 16
8	10/18 Tuesday	08:00–10:00	Metabolic/Endocrine Pharmacology	Pierce	<i>Lehne</i> Chap 57 thru 60
9	10/20 Thursday	08:00–10:00	GI Pharmacology	Pierce	<i>Lehne</i> Chap 78, 79, 80
10	10/25 Tuesday	08:00–10:00	Neurologic Pharmacology	Pierce	<i>Lehne</i> Chap 20, 24, 25
11	10/27 Thursday	08:00–10:00	OB/Gyn Pharmacology;	Pierce	<i>Lehne</i> Chap 64
12	11/1 Tuesday	08:00–10:00	Behavioral Pharmacology/ Analgesic Drugs	Pierce	<i>Lehne</i> Chap 28, 29, 30, 31, 32, 33, 34
13	11/3 Thursday	08:00–10:00	Respiratory Pharmacology	Pierce	<i>Lehne</i> Chap 76 & 77
14	11/8 Tuesday	08:00–10:00	Respiratory Pharmacology	Pierce	<i>Lehne</i> Chap 76 & 77
15	11/10 Thursday	08:00–10:00	Anaphylaxis Pharmacology	Pierce	<i>Lehne</i> Chap 67 & 70
16	11/15 Tuesday	08:00–10:00	Cardiovascular Pharmacology	Pierce	<i>Lehne</i> Chap 43 thru 53
17	11/17 Thursday	08:00–10:00	Cardiovascular Pharmacology	Pierce	<i>Lehne</i> Chap 43 thru 53
18	11/22 Tuesday	08:00–10:00	Cardiovascular Pharmacology	Pierce	<i>Lehne</i> Chap 43 thru 53
00	11/24 Thursday	08:00–10:00	Thanksgiving Break Starts *Study/catch up on reading*	Pierce	<i>Lehne</i> Chap 43 thru 53
19	11/29 Tuesday	08:00–10:00	Toxicology Pharmacology	Pierce	<i>Lehne</i> Chap 109 & 110
20	12/1 Thursday	08:00–10:00	Toxicology Pharmacology	Pierce	<i>Lehne</i> Chap 109 & 110
21	12/6-9	TBA	Final Exam	Pierce	



Central Washington University
EMS Paramedicine Program



Course Syllabus
EHS 443.001 – Myocardial Disease & Basic
Electrocardiography
Fall 2016

Faculty:

Robert Carlson, B.A., EMT-P

Lecturer

Department of Nutrition, Exercise, and Health Sciences

Central Washington University

Michaelsen Hall, Room 223

Ellensburg, WA 98926

Office Phone: 509-963-1098

Office hours: by appointment

❖ **Course Details**

Myocardial Disease and Basic Electrocardiography is scheduled to meet twice each week, on Mondays and Wednesdays, from 1100 hours to 1250 hours. The expected room location will be room 223 in Michaelsen Hall, but is subject to change due to unforeseen circumstances and course accommodation.

❖ **Course Description**

Myocardial Disease and Basic Electrocardiography is a four-credit course designed to introduce the participants to fundamental concepts and cognitive understanding of myocardial disease affecting the generation and propagation of electrical action potentials through the human heart and the associated electrophysiologic sequelae. The course is designed to enable systematic analysis of basic electrocardiographic findings associated with normal cardiac function as well as some circumstances of cardiac pathologies. This is accomplished through didactic presentations, discussions, group analysis, and in-class laboratory psychometrics. The course serves to establish a sound and methodical method of evaluating electrocardiographic (ECG) tracings in the prehospital emergency medical service setting. Upon completion, the student will have a more comprehensive knowledge of electrocardiographic events in normal individuals and those with underlying myocardial disease. The evaluation

processes include individual participation in class, quizzes, exams, and group discussions.

❖ **Course Objectives**

At the completion of this class, the student should be able to:

1. Explain the basic anatomical elements of the cardiovascular system.
2. Describe the physiologic process of the cardiovascular system and relevant pathophysiologic events that directly impact electrocardiographic evidence.
3. Apply the educational principles and evaluative methods of sound, systematic analysis of electrocardiographic findings in bipolar static and dynamic tracings of cardiac electrical activity.
4. Apply systematic practices and rules to the analysis of electrocardiographic rhythm interpretation.
5. Understand and quickly recognize the many prominent and potentially life-threatening cardiac dysrhythmias associated with myocardial disease and dysfunction as they apply to the discipline of emergency medical services.
6. Effectively interpret electrocardiographic evidence of life-threatening and potentially life-threatening conditions associated with myocardial disease using an established analytical methodology.
7. Demonstrate a basic understanding of electrocardiographic interpretations associated with traditional, prehospital bipolar, limb-lead analytical perspectives.

❖ **Course Textbooks:**

Textbooks required for this course include:

For EMS Paramedicine major students only:

AAOS, Nancy Caroline's, *Emergency Care in the Streets*, 7th Edition, JBLearning Publishing, 2013. **2 Volume Text, with Workbook and Navigate 2 Premier access; ISBN- 13: 978-1449645861 and ISBN- 13: 978-1449609245**

For all students:

Arrhythmia Recognition: The Art of Interpretation, by Tomas Garcia and Geoffrey Miller, Jones and Bartlett Publishing, (2004). ISBN-13: 978-0763722463.

Please Note: ECG Calipers will also be required for this course.

❖ **Course Grading:**

Grading in this course will be consistent with the University’s grading policy and will provide the student an opportunity to earn the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F.

Course grades will be based upon several important components as illustrated below:

Component	Weight
Quizzes or other evaluative tools	20%
Exams	30%
Oral Examination	20%
Final Examination	30%

Summative and formative evaluation will be conducted through written examinations assessing the cognitive objectives of this course. The written examinations may be of any form, but are most likely to include multiple choice questions, completion, or short answer. Evaluation of student exam responses is based upon precision, clarity, a clear demonstration of understanding, and a recapitulation of lecture content. Due to the nature of the course material, some degree of subjective interpretation is necessary for score determination. Any instances of scoring disputes must be submitted in writing with adequate referential support and justification. Simple mathematic errors in score summation should be brought to the instructor’s attention and do not require references or written remission.

Additional summative and formative evaluation specific to this course’s objectives will focus on systemic and proper analysis of electrocardiographic (ECG) tracings, either static or dynamic. This process may occur as a separate evaluative process or in combination with the written examination process described above.

All evaluations of academic performance will be issued as a percentage score (of a 100% total) and evaluated on an individual basis (no class performance adjustments are allowed). Each evaluative percentage will contribute to the course overall grade based on the weight of the evaluative process as described above.

The EMS Paramedic Program conforms to the University General Grading Scale (see below). Please note that an “A+” does not exist. All scores occurring on the cusp of a grade will be “rounded-up” in accordance with generally accepted mathematical rules of rounding (scores of 0.5 or greater will be rounded up to the next whole integer). You **must** achieve a “C” or better in all courses in the Paramedic Major to maintain status in the EMS Paramedic Program. Failure to maintain a “C” in any Major course **will** prohibit you from progressing to the next quarter. This restriction does not apply to students outside of the EMS Paramedic Major.

The General Grading Scale is detailed below:

Score	Grade
94 – 100	A
91 – 93	A-
88 – 90	B+
84 – 87	B
81 – 83	B-
78 – 80	C+
74 – 77	C
71 – 73	C-
68 – 70	D+
64 – 67	D
61 – 63	D-
< 61	F

❖ **Course Attendance Policy:**

Student attendance is expected at all scheduled classes. Students may be dropped from the course for excessive absences of any kind.

Excused absences *may* be granted by the course instructor for extenuating circumstances, and in advance for approved leave. To be eligible for a medical excuse from absence, the student must advise the instructor as soon as possible of the absence and provide a written excuse from a medical doctor in advance of returning to classes. If three or more absences occur for any reason, the status of the student will be reviewed by the Chairman of the Department of Nutrition, Exercise, and Health Sciences, the Program Director and the Program faculty to determine a disposition. If a student misses any class, he/she is responsible for any missed examinations, assignments, and material covered in that session. Any course work due on the date of a scheduled absence remains due on that date unless otherwise stipulated by the course instructor.

Prompt arrival is expected at all class activities. Points will be deducted from the course grade for chronic tardiness.

❖ **Comportment**

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times.

❖ **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University.

Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, etc.
- Plagiarism (including copying and pasting of electronic text into graded assignments)
- All graded work must be completed in accordance with the guidelines of Central Washington University Policies and Procedures.

❖ **Student Accommodation**

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered.

❖ **Course Syllabus**

The course syllabus appears on the following page. Due to the nature of the material and the diversity of student populations, the schedule is subject to change with limited or no advance notice to the students. Changes in the class schedule and topics of discussion may occur should certain subject matter demand more didactic attention, if progression through the course material is not at an adequate rate, or if extenuating circumstance arise. Every effort will be made to conform to the schedule as posted and students will not be held responsible for information that was not received in a timely manner.

The Central Washington University – Paramedic Program
EMS 443.001

Fall 2016

	Day	Date	Time	Topic	Assignments
1	Wed.	9/21/16	11:00 am – 12:50 pm	Introduction and Course Description, Cardiac A & P	AAOS: Vol. 1 Chap 17 G&M: pp. 1 - 26
2	Mon.	9/26/16	11:00 am – 12:50 pm	Cardiac A & P cont.	AAOS: Vol. 1 Chap 17 G&M: pp. 1 - 26
3	Wed.	9/28/16	11:00 am – 12:50 pm	Electrophysiology	AAOS: Vol. 1 Chap 17 G&M: pp. 27 - 39
4	Mon.	10/3/16	11:00 am – 12:50 pm	Electrocardiographic Monitoring and Waveforms	AAOS: Vol. 1 Chap 17 G&M: pp. 27 - 39
5	Wed.	10/5/16	11:00 am – 12:50 pm	Electrocardiographic Analysis ECG Practice	AAOS: Vol. 1 Chap 17 G&M: pp. 40-49
6	Mon.	10/10/16	11:00 am – 12:50 pm	Sinus Rhythms	AAOS: Vol. 1 Chap 17 G&M: pp. 95-147
7	Wed.	10/12/16	11:00 am – 12:50 pm	EXAM #1	
8	Mon.	10/17/16	11:00 am – 12:50 pm	Atrial Rhythms	AAOS: Vol. 1 Chap 17 G&M: pp. 165-248
9	Wed.	10/19/16	11:00 am – 12:50 pm	Atrial Rhythms	AAOS: Vol. 1 Chap 17 G&M: pp. 165-248
10	Mon.	10/24/16	11:00 am – 12:50 pm	Junctional Rhythms	AAOS: Vol. 1 Chap 17 G&M: pp. 267-335
11	Wed.	10/26/16	11:00 am – 12:50 pm	Junctional Rhythms	AAOS: Vol. 1 Chap 17 G&M: pp. 267-335
12	Mon.	10/31/16	11:00 am – 12:50 pm	Ventricular Rhythms	AAOS: Vol. 1 Chap 17 G&M: pp. 353-450
13	Wed.	11/2/16	11:00 am – 12:50 pm	Ventricular Rhythms	AAOS: Vol. 1 Chap 17 G&M: pp. 353-450
14	Mon.	11/7/16	11:00 am – 12:50 pm	Exam #2	
15	Wed.	11/9/16	11:00 am – 12:50 pm	Heart Blocks and Conduction Defects	AAOS: Vol. 1 Chap 17 G&M: pp. 470-506
16	Mon.	11/14/16	11:00 am – 12:50 pm	Heart Blocks and Conduction Defects	AAOS: Vol. 1 Chap 17 G&M: pp. 470-506
17	Wed.	11/16/16	11:00 am – 12:50 pm	Artificial Pacemakers and Unusual/Challenging ECG	AAOS: Vol. 1 Chap 17 G&M: pp. 507-519
18	Mon.	11/21/16	11:00 am – 12:50 pm	Review	
19	Wed.	11/23/16	NO CLASS	Thanksgiving Holiday	
20	Mon.	11/28/16	11:00 am – 12:50 pm	Review	
21	Wed.	11/30/16	11:00 am – 12:50 pm	Putting It All Together/Review	AAOS: Vol. 1 Chap 17 G&M: pp. 507-519
22		TBD		Final Exam	



Central Washington University
Paramedic Program



Course Description and Syllabus
EMS 444.001 – 12-Lead Electrocardiography
Winter 2016

Faculty:

Keith A. Monosky, PhD, MPM, EMT-P
Program Director, EMS Paramedicine Program
Tenured Professor, Department of Nutrition, Exercise, and Health Sciences
Central Washington University
Purser Hall, Room 108
Ellensburg, WA 98926

Office: 509-963-1145
Email: monoskyk@cwu.edu

Office hours by appointment only

❖ **Course Details**

EMS 444 - 12-Lead Electrocardiography is a four (4) credit course scheduled to meet twice each week, on Wednesdays and Thursdays, from 1300 hours to 1500 hours. The expected room location will be room 223 in Michaelsen Hall, but is subject to change due to unforeseen circumstances and course accommodation.

❖ **Course Description/Statement of Purpose**

EMS 444 - 12-Lead Electrocardiography is designed to expand on the fundamental concepts and cognitive understandings of cardiac disease and dysfunction taught in EMS 443 – Myocardial Disease and Dysrhythmia Recognition. Of particular emphasis in this course is the interpretation of 12-lead electrocardiography – its importance, utility, and applicability in the prehospital setting. The content discussed in this course enable the participants to discover and understand the common clinical findings of predominate cardiac pathologies, interpret essential elements from 12-lead electrocardiography, correlate the electrocardiographic findings with the clinical presentations, and administer the associated prehospital therapeutics in contemporary

paramedicine. This understanding of cardiac pathologies, clinical presentation, 12-lead electrocardiographic interpretation, and prehospital therapeutics will then be integrated to establish a foundation for sound advanced life support protocol and prehospital decision-making. This is accomplished through didactic presentations, discussions, case presentation, scenario-based instruction, and in-class laboratory integration and skill development. The course overall objectives are derived from the latest recommendations from the Emergency Cardiac Care Committee of the American Heart Association, Advanced Life Support Guidelines. Upon completion, the student will have a more comprehensive knowledge of cardiac disease, associated assessment findings in patients with underlying cardiac pathology, prehospital therapeutics for cardiac emergencies, and integration of information in informed, clinical decision-making. The evaluation processes include individual participation in class, quizzes, exams, and group discussions.

❖ **Course Objectives**

At the completion of this class, the student should be able to:

1. Identify the common pathologies associated with cardiac emergencies and sudden death due to myocardial disease.
2. Describe the various pathophysiological elements and subsequent events that are associated with cardiac disease, their epidemiology, and influence on patient outcomes.
3. Employ effective 12-lead electrocardiography principles and practices to enable a thorough interpretation of the electrical events of the heart, their relevance, and underlying pathophysiologies and to correlate those findings with other clinical data. This process will include, but not be limited to discussion of:
 - a. P wave morphologies and pathologies
 - b. P-R interval morphologies and pathologies
 - c. QRS wave morphologies and pathologies
 - d. ST segment morphologies and pathologies
 - e. T wave morphologies and pathologies
 - f. Electrical axis determination
 - g. Chamber enlargement and hypertrophy
 - h. Conduction defects and accessory bundles
 - i. Electrolyte anomalies on the ECG
 - j. Electrocardiographic evidence of myocardial ischemia, injury, and infarction
4. Describe and correlate the principle clinical findings associated with cardiac disease and myocardial pathologies and integrate those findings to arrive upon a presumptive prehospital diagnosis.

5. Conduct a systematic and thorough cardiovascular assessment within the limits of prehospital paramedicine.
6. Understand and employ the cognitive elements and treatment guidelines of the American Heart Association’s Emergency Cardiac Care Committee’s current recommendations and procedures.
7. Understand and demonstrate understanding of electrical therapies formulated in the treatment of cardiac disease and sudden death (e.g., defibrillation, cardioversion, and external, transthoracic pacing).
8. Understand and demonstrate understanding of the various pharmacological agents commonly employed in the treatment of cardiac disease and sudden death within the limits of prehospital paramedicine.
9. Correlate the course objectives of EMS 443 – Myocardial Disease and Dysrhythmia Recognition to the pathophysiological elements, clinical assessment findings, and therapeutic objectives of patients in acute cardiac distress and death.
10. Apply the educational principles and didactic objectives thus far attained by students to the systematic integration of patient information, clinical decision-making, and algorithmic determination of therapeutic interventions to patients of cardiac dysfunction and sudden cardiac death in a scenario-based setting.
11. Develop and demonstrate essential leadership skills in the prehospital management of a patient in acute cardiac distress or sudden death, with associated mastery of critical thinking, problem-solving, situational analysis, and disorder mitigation to facilitate positive patient outcomes.

❖ **Course Textbooks:**

Textbooks required for this course include:

Paramedic Care: Principles and Practices, Fourth Edition, 7-volume set, by Bledsoe, Porter, and Cherry, Brady/Pearson/Prentice Hall and accompanying workbooks (2013). (*For Paramedicine Majors only*).

12-Lead EKG: The Art of Interpretation, by Thomas B. Garcia, M.D. and Neil E. Holtz, EMT, 2nd Edition, Jones and Bartlett Publishers, 2015. (ISBN:978-0-7637-7351-9)

ECG Cases for EMS, by Benjamin Lawner, Christopher Touzeau, and Amal Mattu, Jones and Bartlett Learning Publishers, 2014. (ISBN: 978-1-4496-0918-4)

American Heart Association, Guidelines for CPR and ECC, American Heart Association, (**latest edition**)

American Heart Association (Latest Edition) Handbook of Emergency Cardiovascular Care for Healthcare Providers, American Heart Association.

❖ **Course Grading:**

Grading in this course will be consistent with the University’s grading policy and will provide the student an opportunity to earn the following grades based upon total percentage earned:

General Grading Scale:			
93% or higher	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	60% or below	F

Course grades will be comprised from several important components as illustrated below:

Component	Weight
Exam #1	30%
Exam #2	30%
Final Examination	40%

Summative and formative evaluations will be conducted through written examinations, designed to assess the cognitive objectives of this course. The written examinations may be of any form, but are most likely to include multiple choice questions, completion, or short answer. Quizzes may be offered that will assess information already taught or information that will be taught and should have been read by students in advance of the lecture. It is at the discretion of the instructor to include quizzes as a grading component if reading assignments are not being completed. Also, PowerPoint Presentation slides will be posted immediately before the lecture as a means of discussion and review. They should not be used as a substitute for purposeful note-taking by students during class.

Additional summative and formative evaluation specific to this course’s objectives will focus on systemic and proper management of cardiac patient scenarios. This process may occur as a group evaluative process or in combination with the written examination process described above.

Each examination will be summative in nature; the final examination will also be cumulative of previous content. Exam questions will contain multiple elements of Bloom’s Taxonomy, with progressive emphasis on analytical, evaluative, and synthesis questions.

In addition to in-class examinations, students will be evaluated on compliance to attendance requirements (affective domain), participation in class (including asking questions and providing answers to questions posed), and contributions toward classroom discussions. It is important to acknowledge that the affective domain is an important component of assessment and grading the paramedicine profession and any documented criteria of incompetence in the affective domain will likely result in an overall grade reduction.

All evaluations of academic performance will be issued as a percentage score (of a 100% total) and evaluated on an individual basis (no class performance adjustments are allowed). Each evaluative percentage will contribute to the course overall grade based on the weight of the evaluative process as described above. Weighted percentages are subject to change due to collective class performance adjustments at the sole discretion of the instructor. In accordance to the Program Policies as outlined in the assigned Paramedic Manual, students must maintain a “C” grade in the course to continue in the EMS Paramedicine Program and be eligible to register for the following quarter. The minimum course average is then a 73% (mathematically calculated utilizing standard mathematical principles including rounding). ***There are no exceptions to this requirement.***

❖ **Course Attendance Policy:**

The course attendance policy for this class will adhere to the rules set forth in the most recent Paramedic Manual. See “Classroom Attendance and Conduct” and “Classroom Rules.”

❖ **Comportment**

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times. Please refer to the University Catalog, Appendix B.

❖ **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University (please see the University catalog, Appendix B). Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, etc.
- Plagiarism (including copying and pasting of electronic text into graded assignments)
- All graded work must be completed in accordance with the guidelines of Central Washington University Policies and Procedures.

❖ **Student Accommodation**

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered. Students not seeking assistance from the Center for Disability Services will not be provided special accommodations.

❖ **Course Syllabus**

The course syllabus appears on the following page. Due to the nature of the material and the diversity of student populations, the schedule is subject to change with limited or no advance notice to the students. Changes in the class schedule and topics of discussion may occur should certain subject matter demand more didactic attention, if progression through the course material is not at an adequate rate, or if extenuating circumstance arise. Every effort will be made to conform to the schedule as posted and students will not be held responsible for information that was not received in less than 24 hours.

The Central Washington University – Paramedic Program
EMS 444.001 *Winter 2016*

	Date	Time	Topic/Discussion	Assignments
1	1/6/2016 Wed.	1300 - 1500 hrs.	Introduction to Course; Course Plan; Cardiovascular Pathophysiology – Part I	PCPP. pp. 48-61
2	1/7/2016 Thr	1300 - 1500 hrs	Cardiovascular Pathophysiology – Part I	
3	1/13/2016 Wed.	1300 - 1500 hrs	Cardiovascular Pathophysiology – Part II	PCPP. pp. 120-144
4	1/14/2016 Thr.	1300 - 1500 hrs	Cardiovascular Pathophysiology – Part III	
5	1/20/2016 Wed.	1300 - 1500 hrs.	General Principles of Resuscitation; Bradycardia Algorithms	PCPP pp. 70 – 76 & 82 - 91 AHA pp S444-S464; AHA Guidelines Highlights document
6	1/21/2016 Thr.	1300 - 1500 hrs	Tachycardia Algorithms	PCPP pp. 76 - 82 AHA pp S444-S464;
7	1/27/2016 Wed	1300 - 1500 hrs	Cardiac Arrest Algorithms (VF, VT, Asystole, and PEA)	PCPP pp. 107 – 119 & 136 - 141 AHA pp S444-S464;
8	1/28/2016 Thr.	1300 - 1500 hrs	Cardiac Arrest Management and Post- Resuscitation Care Management of ACS	PCPP pp. 120 - 130; AHA pp S465 – S482; and AHA pp S483 – S500
9	2/3/2016 Wed.	1300 - 1500 hrs.	Exam #1	
10	2/4/2016 Thr.	1300 - 1500 hrs	12-lead EKG – Part I; The P Wave and the P-R Interval	Garcia: Ch 9 & 10
11	2/10/2016 Wed.	1300 - 1500 hrs	12-lead EKG – Part I; The P Wave and the P-R Interval (continued)	LTM Case 57
12	2/11/2016 Thr.	1300 - 1500 hrs	12-lead EKG – Part II; The QRS Complex and the Electrical Axis	Garcia: Ch 11 & 12; LTM Cases 3, 20, 31, 48, 49, 61, & 80
13	2/17/2016 Wed.	1300 - 1500 hrs.	12-lead EKG – Part II; The QRS Complex and the Electrical Axis (continued)	LTM Cases 11, 35,
14	2/18/2016 Thr.	1300 - 1500 hrs	12-lead EKG – Part III; Bundle Branch Blocks	Garcia: Ch 13; LTM Cases 15, 32, 51, 66, 67, 85, & 89; PCPP pp. 163- 167
15	2/24/2016 Wed.	1300 - 1500 hrs	12-lead EKG – Part III; Bundle Branch Blocks (continued)	
16	2/25/2016 Thr.	1300 - 1500 hrs	12-lead EKG – Part IV; S-T Segment, T waves and AMI	PCPP. pp 152 - 163; Garcia: Ch. 14 & 15; LTM Cases 4, 5, 7, 8, 9, 14, 17, 22, & 27
17	3/2/2016 Wed.	1300 - 1500 hrs.	Exam #2	
18	3/3/2016 Thr.	1300 - 1500 hrs	12-lead EKG – Part IV; S-T Segment, T waves and AMI (continued)	LTM Cases 12, 18, 21, 34, 53, 54, 63, & 78,
19	3/9/2016 Wed.	1300 - 1500 hrs	12-lead EKG – Part IV; S-T Segment, T waves and AMI (continued)	LTM Cases 23, 26, 28, & 59
20	3/10/2016 Thr.	1300 - 1500 hrs	Integration and Review	
21	TBA	TBA	Final Exam	



Central Washington University
Paramedic Program



Course Syllabus

EMS 451.001 – Advanced Trauma Care Course

Winter 2016

Faculty:

James Pierce, MICP, FTNTT-I
Department of Nutrition, Exercise and Health Sciences
Office Room 329, Michaelsen Hall
Phone number: 509-899-7077
Email: peircej@cwu.edu
Office Hours: *By appointment only*

❖ Course Details

The *Advanced Trauma Care* course is scheduled to meet twice each week, on Wednesday and Thursday, from 08:00 hours to 09:50 hours. The expected room location will be room 223 in Michaelsen Hall, but is subject to change due to unforeseen circumstances and course accommodation. Additionally, there is a three-hour weekly lab session (class will be split between Wednesday and Thursday) attached to this course that will cover trauma practical skills and scenarios.

❖ Course Description

Advanced Trauma Care is a three-credit course designed to provide the participants with the necessary fundamental concepts and cognitive objectives of entry-level paramedicine as it applies to prehospital traumatic injury recognition and management. The course provides cognitive instruction in the introductory, preparatory, patient assessment, and some specialized modules of paramedic education as related to trauma care. Upon completion, the student will have a functional understanding of the basic principles of emergency prehospital trauma care tenets. The evaluation processes include individual attendance and participation in class, quizzes, exams, assigned homework, discussions, practical skills, as well as the possibility of in-class and out-of-class projects.

❖ PHTLS® Certification

This course by itself does not grant PHTLS® certification. The CWU Paramedic Program MAY offer a one-to-two day end of paramedic program (late June) PHTLS® certification course for those who have successfully completed this course (EMS 459.001) with a “C” or better grade. The two day PHTLS® course, if offered, will have a yet to be determined tuition charge to cover all costs incurred by the CWU

Paramedic Program associated with this course. Participation in the two day PHTLS® course is not mandatory, but without it you will not earn PHTLS® certification.

❖ **Course Objectives**

At the completion of this class, the student should be able to:

1. Demonstrate an understanding of the principles, practices and policies of Washington State's Trauma Care System.
2. Explain the importance of engineering controls, prevention measures and public education in reducing the severity and incidence of traumatic injury.
3. Describe and explain the mechanical forces (kinematics) associated with predicting specific traumatic injuries.
4. Identify the common pathologies associated with traumatic injuries.
5. Describe the various pathophysiological elements and subsequent events that are associated with the shock syndrome.
6. Identify the various types, stages and phases of the shock syndrome.
Explain and demonstrate the currently accepted resuscitation of the shock patient.
7. Describe and correlate the principle pathologies and clinical findings associated with traumatic brain injury.
8. Describe and correlate the principle pathologies and clinical findings associated with traumatic thoracic injury.
9. Describe and correlate the principle pathologies and clinical findings associated with traumatic abdominal injury.
10. Describe and correlate the principle pathologies and clinical findings associated with traumatic musculoskeletal injury.
11. Describe and correlate the principle pathologies and clinical findings associated with traumatic spinal cord injury.
12. Describe and correlate the principle pathologies and clinical findings associated with traumatic thermal (burn) injury.
13. Describe and correlate the principle pathologies and clinical findings associated with environmental traumatic injuries of heat/cold exposure.
14. Describe and correlate the principle pathologies and clinical findings associated with environmental traumatic injuries associated with drowning, lightning, diving and altitude.
15. Demonstrate an understanding of basic and advanced airway, oxygenation and ventilation principles and techniques for the traumatic injury patient.
16. Demonstrate an understanding of the fundamental principles of patient history taking, physical examination, and other realms of patient assessment in prehospital trauma care.
17. Demonstrate the cognitive objectives in sound clinical decision-making in prehospital trauma care.
18. Exhibit principles and practices consistent with proper communication techniques.

❖ **Course Textbooks:** Textbooks *required* for this course are:

“PHTLS®: PreHospital Trauma Life Support,” Eighth Edition by NAEMT/ACS published by Jones & Bartlett Learning. ISBN: 978-1-284-04173-6 (*New Texts ONLY! No Used Texts/Must have current 8th edition student Navigate 2 Advantage Access Online Course Materials*)

Paramedic Care Principles and Practices, Fourth Edition, Volume 5 Trauma by Bledsoe et al Published by Pearson/Brady ISBN-13: 978-0-13-211233-8

• **Suggested Additional Reading:**

International Trauma Life Support, seventh edition by John E. Campbell published by Brady

Trauma Case Studies for the Paramedic, by Stephen J. Rahm, published by AAOS/Jones and Bartlett

❖ **Course Testing:**

A weekly summative test will be administered at the beginning of Wednesday’s class (this is subject to change with prior notice to accommodate unforeseen course contingencies) consisting of short answer, fill-in-the blank, and multiple-choice questions from 10 to 25 questions, covering the prior week’s content. There may be additional tests posted on Canvas at the instructor’s discretion. Additionally the class slides will not be posted until after that day’s class; this is to promote note taking and student attention. The final exam will be comprehensive, consisting of 100 to 150 questions consisting of short answer, fill-in-the-blank, and multiple-choice questions.

Testing reference material is *ONLY* from the two course textbooks, course handouts, course slides and course lecture. No other outside sources will be considered for challenge purposes. It is the student’s responsibility to take comprehensive notes during lecture to assure the student possesses a permanent record of the lecture for study purposes. No excuses for lack of knowledge will be accepted concerning the tests.

❖ **Course Grading:**

Grading in this course will be consistent with the University’s grading policy and will provide the student an opportunity to earn the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. Course grades will be based upon several important components as illustrated below:

Component	Weight
Weekly Tests	50%
Final Examination	50%

Summative and formative evaluation will be conducted through written examinations assessing the cognitive objectives of this course. The written examinations may be of any form, but are most likely to include multiple choice questions, completion, or short answer.

All evaluations of academic performance will be issued as a percentage score (of a 100% total) and evaluated on an individual basis (no class performance adjustments are allowed). Each evaluative percentage will contribute to the course overall grade based on the weight of the evaluative process as described above.

❖ **Course Attendance Policy:**

Attendance will be tracked via Tophat® at the beginning of each class. Student attendance is expected at all scheduled classes. Students may be dropped from the course for excessive absences of any kind.

The course instructor for extenuating circumstances may grant excused absences. To be eligible for a medical excuse absence, the student must advise the instructor as soon as possible of the absence and provide a written excuse from a medical doctor in advance of returning to classes. If three or more absences occur for any reason; the Department Chairperson of Nutrition, Exercise, and Health Sciences, the Paramedic Program Director and the Program faculty; to determine a disposition, will review the status of the student. If a student misses any class, he/she is responsible for any missed examinations, assignments, and material covered in that session. Any course work due on the date of a scheduled absence remains due on that date unless otherwise stipulated by the course instructor.

Prompt arrival is expected at all class activities. Points will be deducted from the course grade for chronic tardiness.

❖ **Comportment**

Students are expected to conduct themselves professionally and in accordance with the expectations and policy guidelines of Central Washington University at all times. Disruption of any class session will absolutely will not be tolerated and will be cause for immediate removal from class. No cellular/mobile telephone use during class except with instructor prior approval.

❖ **Academic Dishonesty**

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action by the University. Examples include, but are not limited to:

- Cheating in any form
- Falsification or forgery of academic documents, applications, clinical evaluations, etc.
- Plagiarism (including copying and pasting of electronic text into graded assignments)

- All graded work must be completed in accordance with the guidelines of Central Washington University Policies and Procedures.

❖ **Student Accommodation**

Students with disabilities who wish to arrange for academic adjustments in this class are encouraged to provide the instructor with a copy of their Confirmation of Eligibility for Academic Adjustments and meet with the instructor as soon as possible to discuss needs and the manner in which the accommodations will be delivered.

Advanced Trauma Care Course Lab Sessions

Will consist of demonstration, practice and testing the following skills, with additional prehospital trauma scenario evaluations:

1. Trauma jaw lift and thrust
2. Endotracheal intubation techniques for the trauma patient
3. Cervical Collar Sizing and Application
4. Trauma Log-Roll with oblique drag
5. Prone Log-Roll
6. Standing Long Backboard Application
7. Sitting Immobilization with KED
8. Rapid Vehicle Extrication
9. Child Seat Immobilization
10. Adult and Child Supine Immobilization
11. Helmet Removal
12. Trauma Patient Rapid Assessment
13. Needle Cricothyrotomy and Jet Insufflation (on manikin and pig larynx/trachea)
14. Surgical Cricothyrotomy (on manikin and pig larynx/trachea [each student provided pig larynx/trachea/heart])
15. Tourniquet Application: Israeli Trauma Bandage, Commercial Tourniquets
16. Thoracic Needle Decompression
17. Bandaging of Abdominal Evisceration
18. Traction Splint for Femur Fracture
19. Realignment of Middle Two-Thirds of Long Bone Fractures
20. Pericardial Centesis (performed on Pig Hearts)
21. Use of Morgan Lens
22. Escharotomy (Discussed and Demo via Video but not practiced or tested)
23. Junctional Tourniquets

❖ **Course Syllabus**

The course syllabus appears on the following page. Due to the nature of the material and the diversity of student populations, the schedule is subject to change with limited or no advance notice to the students. Changes in the class schedule and topics of discussion may occur should certain subject matter demand more didactic attention, if progression through the course material is not at an adequate rate, or if extenuating circumstance

arise. Every effort will be made to conform to the schedule as posted and students will not be held responsible for information that was not received in a timely manner.

P=PHTLS 8th Ed. Textbook

B=Brady/Bledsoe Paramedic Care Principles & Practice 4th Ed. Vol. 5 Textbook

SDL=Self Directed Learning

Date	Topic	Reading Assignment
Wed 1/6	Course Plan & Intro	P-Ch 1 & 3/B-Ch 1 (42 pgs)
Thur 1/7	Injury Prevention	P-Ch 2/B-Ch 1 (54 pgs)
Wed 1/13	Science, Art, & Ethics of PHC: Principles, Preferences, & Critical Thinking ***Physiology of Life and Death (SDL)***	P-Ch 3 (14 pgs) P-Ch 4 (18 pgs) SDL
Thur 1/14	Kinematics of Trauma	P-Ch 5/B-Ch 2 & 3 (35 pgs)
Wed 1/20	Scene Assessment	P-Ch 6 (21 pgs)
Thur 1/21	Patient Assessment and Management	P-Ch 7 (25 pgs)
Wed 1/27	Airway & Ventilation	B-Ch 8 (31 pgs)
Thur 1/28	Physiology of Life & Death/Shock	P-Ch 9 B-Ch 4 (72 pgs)
Wed 2/3	TBI/Head Trauma	P-Ch 10 B-Ch 10 & 11 (97 pgs)*
Thur 2/4	TBI/Head Trauma	P-Ch 10/B-Ch 10 & 11 (97 pgs)*
Wed 2/10	Spinal Trauma	P-Ch 11/B-Ch-10 & 11 (92 pgs)*
Thur 2/11	Thoracic Trauma	P-Ch 12/B-Ch-8 (46 pgs)*
Wed 2/17	Thoracic Trauma	P-Ch 12/B-Ch-8 (46 pgs)*
Thur 2/18	Abdominal/Pelvic Trauma	P-Ch 13/B-Ch 9 (56 pgs)
Wed 2/24	Musculoskeletal Trauma	P-Ch 14/B-Ch 7 (53 pgs)
Thur 2/25	Soft Tissue Trauma	B-Ch 5 (26 pgs)
Wed 3/2	Burn Injuries	P-Ch 15/B-Ch 6 (42 pgs)
Thur 3/3	Geriatric Trauma	P-Ch 17 (17 pgs)
Wed 3/9	Golden Principles of Prehospital Trauma Care	P-Ch 18/B-Ch 13 (42pgs)
Thur 3/10	Civilian Tactical EMS (TEMS)	P-Ch 24 (10 pgs)
3/16 - 19	Finals Week-Final Comprehensive Exam TBA	Study Everything

Total reading for this course is 656 pages assigned from the two textbooks.

This schedule of classes for EMS 451 is tentative and subject to change depending upon class progress, student performance, academic adjustments, and instructor discretion. Class starts promptly at 08:00 and ends at 09:50 every Wednesday and Thursday of Winter Quarter 2016. Pediatric Trauma will be covered Spring Quarter in EMS 459. PHTLS® Textbook chapters 19, 20, 21, 22 & 23 will not be covered in EMS 451 as this subject matter is covered in other paramedic courses.

Appendix – I

Undergraduate Admissions (pages 26-29 CWU catalogue)

General Information Central offers admission to qualified students as they apply. All applicants must submit a completed CWU online or paper admissions application (the online application is preferred) along with a non-refundable application processing fee of \$50. To apply online visit www.cwu.edu and click on Apply Now.

Freshmen applicants that apply for fall quarter will be notified of an admissions decision within two to four weeks. The priority application date for fall quarter application for freshmen and transfer students is February 1. Applications received after February 1 will be processed on a space-available basis. For the most current information and admissions deadlines for other academic quarters, please visit www.cwu.edu/admissions.

Freshmen Applicants Freshmen applicants (students currently enrolled in high school or high school graduates who have earned fewer than 40 college credits after high school graduation, including Running Start credits) must send official copies of all high school and college transcripts, as well as ACT or SAT scores, to the Office of Admissions.

Applicants with a 3.4 cumulative GPA or higher and have satisfied the CADR requirements (see below) will be automatically admitted regardless of ACT or SAT score*. Admission Essay is not required.

**Applicants must still submit an ACT or SAT test scores. Test scores are required if you are applying for Financial Aid and also used for scholarship consideration and for placement into English and Math courses at CWU.*

Applicants with a 3.39-3.00 cumulative GPA who have satisfied the CADR requirements will be considered for admission based on grades AND test scores.

For applicants with CADR deficiencies, Admissions will take into account, grade trends, course rigor, senior year course schedule, and ACT/SAT scores.

Applicants with a cumulative GPA of 2.99-2.00 and/or CADR deficiencies will be considered through CWU's Admissions Review Process. In this process we consider grade trends, course rigor, senior year course schedule, and ACT/SAT scores. CWU does not require an essay at the time of application. If during the review process we feel additional information will be helpful we will request it. To be considered for admissions, students must have at least a 2.00 cumulative GPA in high school and any applicable college work.

College Academic Distribution Requirements (CADR) CADR refers to college admission criteria established by the Washington Student Achievement Council (WSAC). Each school district determines which of its courses meet CADR guidelines. Students are encouraged to take additional courses above and beyond the minimum CADR requirements listed below.

English: 4 credits (including 3 credits of literature and composition)

Math: 3 credits (including algebra I, algebra II and geometry, senior year math-based quantitative course: 1 credit) (Acceptable courses include algebra I, algebra II, geometry, pre-calculus and above, math analysis, statistics, applied math, appropriate career and technical courses, or an algebra-based science course such as chemistry or physics. If you take and pass pre-calculus, math analysis of calculus prior to your senior year, you're exempt from this requirement.

Social Science: 3 credits

Lab Science: 2 credits (one credit required in an algebra based lab science)

World Language: 2 credits of the same world language,

Native American language or American Sign Language 1 credit of fine, visual, or performing arts, or electives from any of the other required CADR areas

Central Washington University recommends that students take additional courses beyond the minimum to prepare them for university-level work.

College Credit Earned While in High School Regardless of the number of college credits completed or if an Associate Degree is earned, students earning college credit while in high school, including coursework taken during summer after graduation, will be considered freshmen for admissions purposes. Running Start students and others with college credit are eligible for all freshmen scholarships and must live on campus for their first year. CWU accepts most college credit earned while in high school, including programs such as:

- Advanced Placement (AP)
- College in the High School
- College Level Examination Program (CLEP)
- CWU Cornerstone
- International Baccalaureate (IB)
- Running Start

Home-school Applicants A home-schooled student is any applicant who will complete their high school coursework at home and will not receive a diploma from an accredited high school. An applicant is qualified for freshman admission if they:

- Present evidence of their completion of the academic CADR courses by submitting an official home-school transcript. Transcripts must be signed by a parent or guardian in order to be official.
- Submit ACT or SAT scores
- Provide the GED as proof of high school completion. A GED is not required but may be submitted for eligibility for Federal Financial Aid and to participate in varsity athletics.
- Submit any official college transcripts (if applicable). Regardless of the number of college credits completed, students earning college credit in high school will be considered freshmen for admissions purposes as long as they do not take coursework after graduation from high school (excluding summer). All home-schooled students will be reviewed by the Admissions Review Process on an individual basis.

Transfer Applicants Transfer students who have earned 40 or more collegelevel credits (27 semester credits) must send official copies of all college transcripts to the Office of Admissions. Generally, transfer students who have completed at least 40 college-level transferable credits with at least a 2.5 cumulative GPA will be admissible. Students who have completed college-level math and English and those who have completed a Direct Transfer Associated degree (DTA) will do better in the Admissions Review Process. A current list of DTA degrees is available online at www.cwu.edu/registrar. For current information and application deadlines, visit www.cwu.edu/admissions.

Your application will go through the Admissions Review Process. The admissions review committee takes into account your grade trend, the number of transferable credits you have completed, and type of coursework completed, including college-level English and math completion.

Admissions Review Process Central recognizes that many factors affect grades and test scores, so the university utilizes an Admissions Review Process. Freshmen applicants whose cumulative GPA is 2.99 or below and/or who are missing any of the high school CADR requirements, or transfer applicants whose GPA is below 2.5 from any previous college attended, maybe asked to submit an essay. The application will go through the Admissions Review Process.

Other students who may be reviewed through the Admissions Review Process include those who have not completed high school, earned a General Education Development (GED) certificate, as well as students 25 or older who have poor academic histories and have not attended school recently. Applicants may be required to complete supplemental application forms and/or submit additional information or essays.

International Students Central welcomes qualified students from other countries. Students demonstrating the greatest potential for success at the university level may be admitted after a thorough review and evaluation of their entire academic background.

Because educational systems vary widely around the world, there is no single, uniform admission requirement for international students. However, they must meet the following minimum requirements for admission purposes:

1. Completion of the academic coursework and national examinations necessary to satisfy admission requirements to colleges and universities in their native country.
2. Competency in English is required before an I-20 can be issued. If English is not their first language, competency in English must be demonstrated through one of the following:

- English Composition Courses

Receive a 3.0 (B grade) in each of two college level English composition courses from an accredited United States college or university. Contact the Office of Admissions at admissions@cwu.edu to find out what courses are acceptable.

- Undergraduate English as a Second Language (UESL) Program Recommendation

Receive a recommendation from CWU's UESL Program after successful completion of their highest level. CWU also offers Conditional Admissions to students who meet all of the requirements other than English proficiency. For more information and application materials visit www.cwu.edu/international-programs.

- Test of English as a Foreign Language (TOEFL)

Receive a TOEFL score meeting the following criteria:

A score of 525 or above-Paper-based TOEFL A score of 195 or above-Computer-based TOEFL A score of 71 or above-Internet-board TOEFL

- Test of International English Language Testing System (IELTS) Receive a IELTS score of 6.0

Students who originate from one of the following countries are considered to have met English Proficiency Standards: Australia, Ireland, New Zealand, United Kingdom, and English-speaking provinces of Canada. These students are exempt from furnishing proof of English proficiency documents.

International Transfer students who are transferring from U.S. institutions must have a minimum grade point average of 2.5 in transferable college level courses and meet the academic requirements for college entrance in their native country. Please Note: Though not required for admission purposes, adequate financial support, verified by the Confidential Financial Statement form and a current bank letter or scholarship award, is required of all international applicants.

There are three ways of applying to Central Washington University:

1. Apply online. With this option you will submit your application electronically with the online application form and pay your \$50 application fee electronically using a credit card.
2. Download and print copies of required application forms. Links to down-loadable forms in PDF (Portable Document File) format are found online on the CWU Web site. Once completed, your forms and supporting documents should be returned to the CWU Office of Admissions in person or through the mail.
3. Request needed forms be sent to your address.

Contact the CWU Office of Admissions at admissions@cwu.edu with your request. Once completed, your forms and supporting documents should be returned to the CWU Office of Admissions in person or through the mail.

All supporting documents should be sent a minimum of 90 days in advance of the quarter for which the applicant seeks admission.

Students who submit international college or university transcripts must have an official course-by-course translation. Evaluation may be done by university personnel or one of the following foreign credential evaluation companies:

Foundation for International Services (FIS) Inc. at www.fis-web.com. World Education Services (WES) www.wes.org/students/index.asp.

Re-admission of Former Students Students who interrupt their CWU studies for one or more quarters (excluding summer) must re-apply for admission to the university and pay the application fee. For more information, check the admissions Web site at www.cwu.edu/admissions. If the student has attended any institution during his or her absence from CWU, the student must send official transcripts of all post-CWU coursework to the Office of Admissions at the time they re-apply. Eligibility for re-admission will be based on prior academic performance at the university and any courses completed since last attending CWU. If a student left on academic or disciplinary suspension, they should contact the Dean of Student Success for reapplication instructions 30 days prior to the start of the quarter for which the student is applying.

Confirmation of Admission Students who are offered admission to the university must confirm their intention to enroll by logging on to MyCWU and using the Accept/Decline button in their Admissions Toolbox. This will begin the orientation, registration, and advising process. The university will not withdraw an offer of admission for fall quarter until after May 1. Students who have not confirmed may be denied admission after that time if enrollment limits have been reached. Students who choose not to accept offers of admission must notify the Office of Admissions in writing or use the same Accept/Decline button in their Admissions Toolbox to decline the offer of admission. An offer of admission is only valid for the academic quarter indicated in the acceptance letter. A student who chooses not to accept an offer of admission may reapply for a subsequent quarter.

Withdrawal of Offer of Admission Offers of admission may be withdrawn by the Office of Admissions if a student's academic work between the time of application and the quarter for which the student has applied results in the student not meeting the admissions criteria.

Non-matriculated Student Application Students who are not seeking degrees or certificates may be allowed to enroll in courses as non-matriculated students. These students do not need to go through the regular admissions process, but should apply through Registrar Services and may be allowed to register on a space-available basis. Credits earned as a non-matriculated student may not be used to satisfy degree or certificate requirements unless the student applies and is accepted as a matriculated student, in which case a maximum of 45 credits may be applied. Exceptions may be made for non-matriculated students in collaborative certificate programs.

Students who have previously attended Central as matriculated students and have not obtained a degree, and students who have applied and been rejected for undergraduate matriculated status will not be allowed to enroll as non-matriculated students. Non-matriculated students are not eligible for most financial aid, veteran's benefits, or other services regularly provided for matriculated students.

High School Enrichment Program Students who have not yet graduated from high school may be allowed to enroll as non-matriculated students for courses that they need to advance academically, provided that such academic opportunities are not readily available to them elsewhere.

To be eligible for the High School Enrichment Program, students must have demonstrated superior academic performance or preparation in the area of study for which they are applying. High School Enrichment Program applicants must submit official copies of their high school transcript. Some courses may require that the student submit ACT, SAT, or COMPASS scores in order to qualify for placement into those courses. In addition, they must complete the High School Enrichment application that is available from Registrar Services, and obtain the approval of their high school principal, the course instructor, and Registrar. Regular tuition and fees apply. For further information, please call 509-963-3001 or e-mail reg@cwu.edu.

Central Visitation Program The Central Visitation program is a student-run program designed to give prospective students an insight into campus life from a student's perspective. Our staff is trained to know all aspects of CWU. The staff understands that visiting campus is one of the most important steps in the college decision-making process. The Central Visitation program offers a variety of programs to help you explore CWU:

- Campus Tour: Campus walking tours are offered Monday through Friday at 10 a.m. and 2 p.m. Weekend tours are offered Saturday at 1:00 p.m. by appointment only. Check the Web site for a list of available dates. Tours are expected to last at least one hour and 15 minutes depending on the size of the group. Please remember to wear appropriate shoes and clothing for the time of year.
- Saturday Preview Days: offers you a unique opportunity to get great information about the undergraduate admissions process, value of CWU, campus life, and explore our wonderful campus by going on a campus tour. Lunch will be provided by CWU.
- Central Sampler program: offers an extended overnight visit to campus for prospective students. Central Sampler is designed to give the prospective student a 2-day, 1-night experience on the Central campus. Students have the opportunity to experience:
 - Overnight Stay in our Residence Halls including 2 meals
 - Tours of the Campus, Dining Hall and Residence Halls
 - Admissions Office Welcome and Q and A Sessions with Current Students
 - Options to schedule pre-arranged meetings with Admission Counselors, Academic Department representatives and/or Student Support Services staff members
 - An Official CWU Welcome Packet

For the most current information, dates, and times, visit www.cwu.edu/admissions or call 509-963-1262.

Program Requirements & Application Process

Program Admission Requirements:

Minimum requirements for candidacy for this program include:

- Must be at least 18 years-old or older at the beginning of the course.
- Evidence of a high school diploma or equivalency qualification with a 2.0 GPA or better (a GPA of 3.0 is strongly preferred).
- Admission to Central Washington University
- Current EMT-Basic / Intermediate certification or equivalent documentation active for one year or more required.
- EMT experience with approximately 200 prehospital 911 calls with an Advanced Life Support EMS agency is preferred. It is recommended that students keep a log of their calls and include the agency name, date, nature of call and the student's role during the call.
- TEAS V exam with a composite score in the 80 - 90th percentile range. (is preferred)
- Letters of recommendation from a minimum of three medical professionals (preferably paramedics) involved directly or indirectly in the delivery of prehospital medical care.
- Successful completion of interview by Selection Committee of the EMS Paramedic Program at Central Washington University
- For degree-seeking students, it is strongly recommended that students applying to the EMS Paramedicine Major have already completed all General Education Requirements. Otherwise, students may begin the EMS Paramedicine major before General Education requirements met, but every student must satisfy the General Education requirements in order to graduate. For more information on the General Education requirements, please go to: <http://www.cwu.edu/academic-advising/general-education-requirements>

Coursework Required for Program Entry:

- Completion of college level anatomy and physiology series of ten or more credits with a 2.0 GPA or greater. CWU's EXSC 350 and EXSC 351 is preferred. BIOL 355 and BIOL 356 (and labs), or equivalent, are acceptable as an alternative.
- Completion of EMS 440-Medical Mathematics and Medical Terminology in the Summer Quarter with a 2.0 GPA or greater in advance of entry into the Program.

Program Application Process:

- All applications to the EMS Paramedicine Program must include a \$25 application fee by check or money order made payable to: Central Washington University EMS Paramedic Program
- Applications to the program are due March 31st by 5:00pm for consideration of candidacy in the following academic year's program. You can access the application by clicking [here](#). A paramedic screening committee reviews all applications. Qualified applicants are invited to attend a selection interview in April. Final selection of students by the Selection Committee is based on meeting the requisite entry requirements, scoring in the interview, the letters of recommendation, successful acceptance to Central Washington University by the deadline for selection, and adequate performance on the TEAS V for Allied Health. To schedule the TEAS V exam through CWU Testing Services, please call Testing Services at (509)963-1847.
- An invitation to attend the Paramedic Program is contingent upon recommendation of the Selection Committee. Approximately twenty-six to thirty students are selected each year. Offers of acceptance are mailed to successful applicants on or around May 1st. Some candidates may be invited to be placed on a wait list in the event that candidate opportunities arise due to withdrawal or attrition.

Advanced Placement Credit

The University will grant at a minimum elective credit for College Board Advanced Placement (AP) exams completed with a score of three (3) or higher. Students may receive credit for advanced placement with a grade of S, depending upon the scores achieved on the College Entrance Examination Board Advanced Placement Test (AP). Students must request that their AP test scores be sent to the Registrar Services at Central. **Scores of 3 or better on Advanced Placement Examination will be awarded as free electives for departments without specific policy.** No more than 45 total quarter credits through AP or other sources of nontraditional credit may apply toward graduation requirements. No more than 45 total quarter credits through AP or other sources of nontraditional credit may apply toward graduation requirements.

Department	AP Score	CWU Credit
Art	2D 3, 4, 5	Department Electives.
Art	3D 3, 4, 5	Department Electives.
Art History	3, 4, 5	Credit for Aesthetic Experience.
Biology	3	Credit for BIOL 101.
	4, 5	Credit for any two of BIOL 101, 181, 182, 183.
Chemistry	3	Exempt from CHEM 181, 181LAB; credit awarded upon successful completion of CHEM 182.
	4	Exempt from CHEM 181, 181LAB, 182, 182LAB credit for both courses awarded upon successful completion of CHEM 183 and CHEM 183LAB.
	5	Credit for CHEM 181, 181LAB, 182, 182LAB, 183, 183LAB.
Computer Science A	3, 4	Credit for CS 110.
Computer Science A	5	Credit for CS 110, 111.
Computer Science AB	3, 4	Credit for CS 110, 111.
Computer Science AB	5	Credit for CS 110, 111, 301.
Economics		
Micro Economics	3	Credit for ECON 201.
Macro Economics	3	Credit for ECON 202.
English		
Lang and Comp	3, 4, 5	Credit for ENG 101.
Lit and Comp	3, 4, 5	Credit for ENG 105.
Environmental Science	3, 4	Credit for ENST 201.
	5	Credit for both ENST 201 and ENST 202.
World	3	Credit for 251.
Languages (all)	4	Credit for 251, 252.
Maximum 15 total cr.	5	Credit for 251, 252, 253.
Human Geography	3, 4, 5	Credit for GEOG 108
U.S. History	3	Credit for either HIST 143 or HIST 144.
	4	Credit for either HIST 143 or HIST 144, with exemption for majors in the other. (Majors will be required to take an additional 5 credits of upper-division U.S. History.)
	5	Credit for HIST 143 and HIST 144.
World History	3	Credit for either HIST 102 or HIST 103.
	4, 5	Credit for either HIST 102 or HIST 103 with exemption for majors in the other. (Majors will be required to take 5 additional credits in upper division non-Western history.)
European History	3, 4, 5	Credit for Perspectives on World Cultures

Transfer Credit (page 30 2016-2017 Student Catalogue)

Equivalency Guides and Policies

Central Washington University accepts a maximum of 135 total transfer credits from regionally accredited four-year schools, including a maximum of 105 total credits from regionally accredited community colleges. Credits are evaluated by Registrar Services based on official transcripts. Credits earned in courses numbered 100 and above are generally accepted toward total transfer credits provided the courses require university-level study.

Transfer courses equivalent to CWU courses will apply toward the baccalaureate degree exactly as do the CWU courses for which they are being substituted. Equivalency is established by a course review from the appropriate academic department. Other transfer courses that have not been established as exact equivalents may transfer as general electives and may also be allowed in the degree program with approval from the appropriate academic department chair and, as appropriate, college dean.

Colleges that operate on semester basis give semester credits. Equivalent quarter credits are semester credits multiplied by one and one half.

Credits earned at institutions which are not fully accredited by a regional accrediting association are not accepted. Consideration for exception to this policy may be made by written petition to the dean of the appropriate college after earning a minimum of 45 credits at Central with a cumulative GPA of at least 2.5.

The university recognizes college credit from a number of sources, including Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), DANTES and military educational experience or correspondence credit. Up to 45 quarter credits from these programs may be counted toward graduation.

The university endorses the Policy on Inter-College Transfer and Articulation among Washington public colleges and universities published by the Washington Student Achievement Council. The policy deals with the rights and responsibilities of transfer students, and the review and appeal process in transfer credit disputes. Contact Registrar Services for more detailed information.

Academic associate degrees which are part of the Direct Transfer Agreements (DTA) between the university and Washington community and technical colleges will meet the general education requirement of a bachelor's degree. Community and technical colleges offer several kinds of associate degrees, therefore, students who plan to transfer to the university should check with their counselors to make sure they are enrolled in the appropriate direct transfer degree program.

Associate of science degrees with transfer agreements between the university and Washington community and technical colleges will meet the general education requirements of a bachelor's degree when students complete additional lower division, general education courses at CWU. A student cannot earn an associate degree and bachelor's degree in the same quarter.

Academic associate of art degrees from a public community college outside of Washington State, accredited by the Northwest Commission on Colleges and Universities (NWCCU), will meet the general education requirements of a bachelor's degree. Approved degrees are noted on the Registrar website (www.cwu.edu/registrar/transfer-equivalencies-policies).

Students transferring to CWU from another Washington State public baccalaureate institution, whose General University Requirements or General Education Requirements were complete at the sending institution, will also satisfy all of the CWU General Education Requirements, provided official documentation is received from the sending institute and certified by CWU.

EMS Paramedicine Major, BS (page 218 CWU Catalogue 2016-2017)

Program Director Keith A. Monosky, PhD, MPM, EMT-P

Medical Program Director Jackson Horsley, MD

Program Coordinator Vickie Ostrow

Faculty Robert Carlson, BA, EMT-P Steve Chrisman, MS, EMT-P Rich Elliot, MBA, EMT Liesl Jones Dan Limmer, NREMT-P Keith A. Monosky, PhD, MPM, EMT-P James Pierce, EMT-P Lenny Ugaitafa, BS, EMT-P The EMS paramedicine major is designed for students who plan to become a certified pre-hospital professional in emergency medical services. The paramedicine major provides the graduate with the requisite skill sets for entry-level competence in advanced life support emergency medical services, as well as superior skills in advanced life support and leadership abilities in emergency medical services.

The delivery format includes classroom lectures, group discussions, laboratory skills training, hospital clinical experience with observations and practice, field internships, educational internships, administrative internships, pre-hospital research, and simulated scenario-based exercises of complex patient condition which willfully prepare the student for occupations in advanced emergency medical services. This nationally-accredited program meets all of the national curriculum and Washington State standards.

In addition to general admissions, all applicants must meet specific entrance criteria (including a current EMT certification) and be approved by the paramedic selection committee before being admitted into the program. Admission to CWU does not assure entry into the paramedicine major.

Advanced Standing is an option for currently certified and practicing paramedics to earn their Bachelor of Science degree and EMS Paramedicine. This option is made available only for currently certified paramedics that received their education from accredited institutions and that reside in a state that participates in online instruction with Washington State. Upon acceptance into the Advanced Standing status of the online EMS Paramedicine program, the student shall be awarded up to 44 credits in experiential learning in the major. The explanation of requirements and the substitution of major courses are listed at www.cwu.edu/health-science/paramedicine. Completion of the major listed below and other degree requirements leads to the Bachelor of Science in paramedicine and eligibility to take the National Registry EMTs examination for paramedic certification. For students not seeking a degree, a certification option is available.

EMS Paramedicine Major, BS

Program Director

Keith A. Monosky, PhD, MPM, EMT-P

Medical Program Director

Jackson Horsley, MD

Program Coordinator

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Required Courses for Entry:

- EXSC 350 - Gross Anatomy **Credits:** (3)
 - EXSC 350LAB - Gross Anatomy Laboratory **Credits:** (2)
 - EXSC 351 - Physiology **Credits:** (4)
 - EXSC 351LAB - Physiology Laboratory **Credits:** (1)
 - EMS 440 - Medical Mathematics and Terminology **Credits:** (2)
- Required Courses
- EMS 335 - Paramedicine I **Credits:** (4)
 - EMS 335LAB - Advanced Clinical Practice I **Credits:** (2)
 - EMS 336 - Paramedicine II **Credits:** (4)
 - EMS 336LAB - Advanced Clinical Practice II **Credits:** (2)
 - EMS 337 - Paramedicine III **Credits:** (3)
 - EMS 337LAB - Advanced Clinical Practice III **Credits:** (2)

- ☐ EMS 350 - Paramedicine Instructional Methodologies **Credits:** (2)
 - ☐ EMS 430 - Problem-based Learning I **Credits:** (4)
 - ☐ EMS 431 - Problem-based Learning II **Credits:** (4)
 - ☐ EMS 441 - General Pharmacology for Paramedics **Credits:** (3)
 - ☐ EMS 443 - Myocardial Disease and Basic Electrocardiography **Credits:** (4)
 - ☐ EMS 444 - Twelve-lead Electrocardiography **Credits:** (4)
 - ☐ EMS 451 - Advanced Trauma Care **Credits:** (3)
 - ☐ EMS 455 - Introduction to Pathophysiology **Credits:** (3)
 - ☐ EMS 459 - Emergencies in Pediatric/Geriatric Care **Credits:** (3)
 - ☐ EMS 460 - Research in EMS I **Credits:** (3)
 - ☐ EMS 461 - Research in EMS II **Credits:** (3)
 - 219 | Page
 - ☐ EMS 465 - Educational Methodologies in EMS **Credits:** (3)
 - ☐ EMS 470 - Current Topics in Emergency Medicine **Credits:** (3)
 - ☐ EMS 475 - EMS Response to Terrorism **Credits:** (3)
 - ☐ EMS 480 - Financial Analysis of EMS Systems **Credits:** (3)
 - ☐ EMS 481 - Quality Improvement and Administration of EMS **Credits:** (3)
 - ☐ EMS 482 - Systems Analysis of EMS **Credits:** (4)
 - ☐ EMS 485 - Strategic Planning for EMS **Credits:** (3)
 - ☐ EMS 488 - Health Policy in EMS **Credits:** (3)
 - ☐ EMS 489 - Leadership in EMS **Credits:** (3)
 - ☐ EMS 493A - Paramedicine Internship I **Credits:** (3)
 - ☐ EMS 493B - Paramedicine Internship II **Credits:** (4)
 - ☐ EMS 493C - Paramedicine Internship III **Credits:** (5)
- (5)Total Credits: 105



Central
Washington
University

EMS Paramedicine Program
Bachelor of Science – Paramedicine Major First Year

Estimate of Student Expenses 2015-2017
Information below is subject to change without notice.

Item	Resident	Non Resident
Tuition Total for 2 Academic Years - 3 quarters each year, 10-18 credits per quarter. (Does not include Basic/Breadth/Gen Ed tuition)	\$8,874.00	\$19,851.00
Books (approx.)	\$1700.00	\$1700.00
Uniforms for 1 Academic Year (AY)	\$800.00	\$800.00
Tablet (specification to be determined)	\$500.00	\$500.00
Clinical Tracking Fees for 1 AY	\$150.00	\$150.00
Malpractice Liability Insurance for 1 AY	\$20.00	\$20.00
PHTLS Certification	\$25.00	\$25.00
NRP Certification	\$125.00	\$125.00
AHA BCLS & ACLS Certification	\$40.00	\$40.00
PALS Certification	\$150.00	\$150.00
BLSO Training	\$40.00	\$40.00
NREMT-P Practical Exam	\$400.00	\$500.00
Medical Document Manager Package from Certified Background including Background Checks and Drug Screens.	\$100.00	\$100.00
Health Status Verifications, Immunizations, Health Exams	\$150.00	\$150.00
Misc. Equipment Costs/Fees (biohazard kits, stethoscopes, EKG calipers, patches etc.)	\$200.00	\$200.00
Estimated Travel Expenses – Fuel (15,000 miles @ \$0.53c/mile)	\$7,950.00	\$7,950.00
Lab Fees for 1 AY	\$500.00	\$500.00
<i>Grand Total</i>	\$21,724.00	\$32,801.00

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Department of Nutrition, Exercise, & Health Sciences

400 East University Way. Purser Building #100. Ellensburg, WA 98926-7572 . Office: 509-963-1912. Fax: 509-963-1848

EEO/AA/TITLE IX INSTITUTION • TDD 509-963-2143



Central
Washington
University

Year 2		
Item	Resident	Non-resident
Tuition for 1 year Full-time (3 Quarters each year and 13-15 credits/Quarter) for courses in the Major*	\$8,874.00	\$19,851.00
Online Course Fees (2 nd Year Only)	\$560	\$560
Textbooks (for 1 year)	\$1,000	\$1,000
Total:	\$10,434.00	\$21,411.00

Department of Nutrition, Exercise, & Health Sciences

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EEO/AA/TITLE IX INSTITUTION • TDD 509-963-2143

Tuition and Fees (Pages 35-39 Catalogue)

General Tuition and Fees General tuition and fee rates are established by the State Legislature and miscellaneous fees are set by the CWU Board of Trustees. The tuition rates shown below are an estimate. **All tuition and fees are subject to change without notice.**

Tuition rates for 2016-2017 are not available at this time.

Undergraduate and post-baccalaureate students registering for 10-18 credits:

Quarterly tuition fees for residents of the state of Washington \$2,647

Quarterly tuition fees for nonresidents of the state of Washington \$6,489

Undergraduate and post-baccalaureate students registering for nine credits or less:

Resident: Each credit, \$264.70

Minimum of \$529.40

Nonresident: Each credit, \$648.90

Minimum of \$1,297.80

Graduate (Master's Degree) students registering for 10-18 credits:

Resident graduate: \$2,958.00

Nonresident graduate: \$6,617.00

Graduate (Master's Degree) students registering for nine credits or less:

Resident graduate: Each credit, \$295.80

Minimum of \$591.60

Nonresident graduate: Each credit, \$661.70

Minimum of \$1,323.40

Students registering for more than 18 credits:

Undergraduate and post-baccalaureate,

Resident: Each credit over 18, \$242.41

Nonresident: Each credit over 18, \$626.61

Resident graduate: Each credit over 18, \$273.51

Nonresident graduate: Each credit over 18, \$639.41

Continuing Education Tuition and Fees All courses taught through the Office of Continuing Education are self-supporting. The waiver for veterans, university staff and senior citizens does not apply. Full fee-paying students must make additional payments at the rate established for each continuing education course in which they enroll.

Resident and Nonresident Status

Washington State law concerning resident classification for tuition and fee purposes, RCW 28B.15.012 et seq., requires that a student "(a)(i) have established a bona fide domicile in the state of Washington, primarily for purposes other than educational, for at least one year immediately prior to the beginning of the quarter for which he or she registers at the university, and (ii) be financially independent, or (b) be a dependent student, one or both of whose parents or legal guardians have maintained a bona fide domicile in the state of Washington for at least one year prior to the beginning of the quarter for which the student registers at the university." The term "domicile" denotes a person's true, fixed, and permanent home and place of habitation. It is the place where he or she intends to remain, and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere.

Any change of residency status for a given quarter must be based on written evidence provided by the student on a residency classification questionnaire on or before the first class day of the quarter for which a change of residency is sought. Questionnaires are available through Registrar Services. The burden of proof in all cases rests with the student.

In accordance with RCW 28B.15.014, certain nonresidents are exempted from paying nonresident tuition and fees. To be eligible for such an exemption, a nonresident student must provide documented evidence that he or she resides in the state of Washington, and (a) holds a graduate service appointment, designated as such by the university, involving not less than 20 hours per week; (b) is employed for an academic department in support of the instructional or research programs involving not less than 20 hours per week; or (c) is a faculty member, classified staff member, administratively exempt employee holding not less than a half-time appointment, or dependent child of such a person.

Resident Tuition for Veterans and Eligible Individuals Effective July 24, 2015, ESSB 5355 was signed into law in July 2015, modifying the definition of resident student to comply with federal requirements established by the Veterans Access, Choice, and Accountability Act of 2015 (Choice Act). The Choice Act requires states to charge in-state tuition and fees to "covered individuals" in order for the Department of Veterans Affairs to approve programs of education for everyone training under the Post 9/11 GI Bill and the Montgomery GI Bill.

A "covered individual" is defined in the Choice Act as:

1. A Veteran who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three (3) years of discharge from a period of active duty service of 90 days or more.
2. A spouse or child using transferred benefits who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three (3) years of the transferor's discharge from a period of active duty service of 90 days or more.
3. A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residency) and enrolls in the school within three (3) years of the service member's death in the line of duty following a period of active duty service of 90 days or more.

The Choice Act does not apply to active duty service members or dependents of active duty service members.

Eligibility Requirements Covered individuals may qualify to pay in-state tuition and fees, regardless of his/her formal state of residence. To apply for residency for tuition purposes as covered individuals, the following criteria must be met:

1. Separated from the uniformed services with any period of honorable service after at least ninety (90) days of active duty service. Must provide DD-214 to show separation date.

Uniformed services include: Army, Navy, Marine Corps, Air Force, Coast Guard, US Public Health Service Commissioned Corps, and the National Oceanic and Atmospheric Administration Commissioned Officer Corps. 1. Lives in Washington and enters a Washington higher education institution within three (3) years of discharge from a period of active duty service. Enters is defined as the first day of the quarter prior to the end of the third year of discharge.

1. Has received a Certificate of Eligibility verifying VA educational benefit.

Procedure:

1. Request for Veterans Center to send supporting documents to Registrar's Office. 2. Contact Registrar's Office to complete additional paperwork reg@cwu.edu 509-963-3001.

Out-of-State Applicants To qualify as a Washington State resident, a student must be a U.S. citizen or have permanent resident (resident alien) status. A student must also be either independent and have established a permanent home in the state of Washington for purposes other than education at least 12 months prior to enrollment. Verification will be requested.

The spouse or dependent of a person who is on active military duty, stationed in Washington, can be classified as a resident, for tuition paying purposes, by submitting proof of military assignment. A student cannot qualify as a Washington resident if s/he (or parent, in the case of a dependent) has attended college as a resident of another state within a year prior to enrollment; has received financial assistance from another state, including reciprocity awards, within a year prior to enrollment; or possesses a current out-of-state driver's license, vehicle registration or other document which gives evidence of being domiciled in another state. For further information, contact Registrar Services at 509-963-3001.

Residency questions should be directed to Registrar Services. Residency requirements are subject to legislative change.

Senior Citizens Senior citizens are encouraged to take advantage of the large variety of courses offered at the university. Persons 37 | Page 60 years of age or older may register as an auditor the first day of class on a space-available basis with permission of instructor. The fee is \$5 for a maximum of two courses, not to exceed six credits. Any person utilizing this provision taking more than six credits must pay an additional \$25 tuition charge. Credits may not be applied toward meeting requirements for any degree or for increments on any wage or salary scale. Waivers are not available during summer quarter.

Veterans Conflict Grant Not available summer quarter. Central Washington University (CWU) offers a Veteran Conflict Grant (amount of available grant is determined each academic year) with the following limitations and requirements:

1. Admission to CWU.
2. DD-214 Member 4 copy showing Honorable Discharge (all grants are awarded on information that that Department of Defense (DOD) codes on each DD-214).

3. Veteran must be a Washington State Resident.
4. Veteran must complete the FAFSA-Financial Aid Application each year.
5. Minimum enrollment must be halftime (6 credits)
6. **The Veteran of Foreign Conflict Waiver/Central Grant can be received for up to 225 quarter credits.** This grant replaces all other military conflict waivers awarded in the past by CWU. For further information, contact the Veterans Center at 509-963-3028 or e-mail va@cwu.edu or check the website at: www.cwu.edu/veterans.

Children and Spouse of Totally Disabled or POW/MIA or Deceased Eligible Veterans or National Guard Members

Tuition Waiver: The Washington State legislature established this waiver to honor active and reserve veterans, National Guard members and their dependents. This is a mandatory tuition waiver for the children and spouse of totally disabled or POW/MIA or deceased eligible veterans or National Guard Members. Children, Spouse and Veteran must be Washington State residents.

- Child and spouse of an eligible veteran or National Guard member who became totally disabled;
- Child and spouse of an eligible veteran or National Guard member determined to be a prisoner of war or missing in action;
- Child and spouse of an eligible veteran or National Guard member who lost his or her life;
- Child and spouse must complete the FAFSA Financial Aid Application each year;
- The Washington State Disabled Veteran Dependent Tuition Waiver can be received up to 200 quarter credits or in the case of the child, until they turn 27 years old. Child is defined as a biological child, adopted child, or stepchild. For more information, contact the Veterans Center at 509- 963-3028 or e-mail va@cwu.edu, or check the website at www.cwu.edu/veterans.

Washington State Employee Tuition Waiver Educating the citizens of Washington State is integral to Central Washington University's mission. CWU encourages and supports its employees, as well as non- CWU state employees and others as allowed by law, to continue their education as prescribed through this educational benefits policy. Central Washington University provides educational benefits for Central Washington University faculty, exempt, and classified staff, non-CWU state employees, members of the Washington National Guard, and veterans (as defined by 41.04.005 RCW) who are not eligible for educational benefits from the Veteran's Administration. Eligible employees (CWU and state) must hold appointment to a half-time or more position. In addition, civil service employees must have permanent status (i.e., passed their probationary period). Faculty and exempt employees who are employed half time or more and are expected to be employed for more than six months are eligible on the first day of employment. Eligible CWU employees may take up to eight (8) credit hours of course work per quarter. Washington National Guard, veterans, and non-CWU state employees may take up to six (6) credit hours of course work per quarter. Faculty who are hired on a quarter-to-quarter basis will become eligible beginning with the second consecutive quarter of half-time or more employment. For the purposes of this section, employment of faculty in spring quarter and the following fall quarter may constitute consecutive employment.

Employees who are not eligible for the tuition and fee waiver are: faculty on courtesy appointments; retired faculty, staff, and exempt personnel; and undergraduate and graduate assistants, associates, or others holding positions with student status. An employee who has met university admission requirements and filed proof of eligibility with the Office of the Registrar no less than 15 working days prior to the beginning of each academic term may take up to eight credit hours of coursework for a nominal fee each quarter (summer excluded). Enrollment is subject to space availability only. Enrollment in a closed or wait-listed course under this waiver is prohibited. Refer to CWU academic policy: www.cwu.edu/resourcesreports/cwup-2-20-090-waiver-tuition-and-fees for further information.

Tuition Refund Schedule

A continuing student will receive a 100 percent refund of tuition and fees if a complete withdrawal from the university occurs prior to the sixth day of the quarter. A student will receive a 50 percent refund of tuition and fees if a complete withdrawal from the university occurs on or after the sixth day of the quarter and within 30 calendar days of the beginning of the quarter.

There is no refund of tuition and fees if withdrawal from the university occurs after the 30th calendar day of the quarter.

There is no refund for individual class withdrawals after the change of schedule period.

Tuition and fees may be refunded to students unable to duty in the Armed Forces of the United States.

Miscellaneous Fee Schedule

Fees are subject to change for the 2016-2017 academic year.

Application for Admission Fee: \$50.

Athletic Fee: \$56 mandatory fee per quarter for all students. Students with less than 10 credits will be assessed \$5.60 per credit. This fee supports student athletics and provides free admittance to all events. Ellensburg campus only.

Audit Fee (without credit): A student enrolling in a course as an auditor is charged regular fees.

Background Check Fee: In order to participate in certain programs/majors a student must arrange for and obtain a criminal background check from the appropriate law enforcement agency. Information regarding the process, requirements, and costs can be obtained through the department offering the program/major.

Breakage Fee: Students enrolled in certain courses are required to pay for any equipment they break. Fees are variable according to the item broken.

Central Transit Fee: \$3, mandatory fee per quarter for all Ellensburg students. This provides bus transportation throughout town.

Credit by Examination Fee: Students applying to challenge a course will be assessed a nonrefundable fee of \$15 per credit, with a minimum of \$30 per course challenge.

Graduation Application Fees: The fee for a baccalaureate degree is \$50. The fee for degree reapplication is \$20. An additional \$12 will be assessed for concurrent degrees and an additional fee of \$17 per diploma when requesting more than one diploma for multiple majors.

Health and Accident Insurance: Group insurance is optional. An additional premium will allow student dependents to be covered by medical facilities other than the student health center, which is reserved for student use only. For further information, inquire at the Cashier's Office.

International Studies Application Fee: A fee of \$50 per student per quarter for students participating in study abroad or exchange programs.

Late Fee: Students failing to pay their tuition in full by the published deadline are assessed a \$50 and \$100 late fee.

Late Registration Fee: Students will be charged a \$25 per course fee for registration from the sixth through the 10th day of instruction; a \$50 fee per course for the 11th day through the 30th day of instruction; and \$75 per course after the 30th day. Permission to add courses will still require signature of the instructor or the department chair and the college dean after the 10th day of classes.

Master's Thesis Binding Fee: Students submitting a thesis as part of the requirements for the Master's degree pay a fee of \$75 for binding of three copies of their thesis. Two copies are deposited in the library and one copy is given to the student. Students not wishing a copy for themselves will be assessed \$50. Any students wanting more than one copy for themselves must make their own binding arrangements for the extra copies.

Parking: Students using the university's parking facilities must purchase a campus parking permit.

Recreation Center Fee: \$102 mandatory fee per quarter for all Ellensburg campus-based students enrolled for six credits or more.

Registration Cancellation Fee: Students who register and do not drop their classes prior to the change of schedule period, and have extenuating circumstances that result in a refund of tuition will be assessed a \$50 cancellation fee.

Student-in-Training (Liability) Insurance: In order to register for certain courses, a student must arrange for individual student-in-training (liability) insurance purchased either through the CWU business office or through some other agency. Information regarding types of coverage available may be obtained from the department chair or program director.

Student Medical and Counseling Clinic Fee: \$88 mandatory fee per quarter for all Ellensburg campus based students enrolled for six credits or more. Students can see a physician for free regardless of insurance status. Students only pay for testing costs. In order to get this fee waived students must live outside of town or be a CWU employee or staff member.

Student Lobby Fee (WSL): \$1, mandatory fee per quarter for all students. This fee supports student lobbying for CWU needs in Olympia.

Supply and Equipment Fees: Students enrolling in certain courses are charged for supplies and equipment not furnished as part of the course.

SURC Building Fee: \$69 mandatory fee per quarter for all Ellensburg campus-based students enrolled for 10 credits or more. Students with less than 10 credits will be assessed \$6.90 per credit. Students with one credit will be assessed the same as the two credit fee, \$13.80. This building is OWNED by the STUDENTS. This fee pays for operational costs such as utilities and monthly lease. When the building was built students voted to pay the cost of the building and that cost is continued through every year that the debt is not paid off.

Technology Fee: \$30, mandatory fee per quarter for all students. Students with less than 10 credits will be assessed \$ 3.00 per credit. Pays for student's ability to use computers, software, and print on campus.

Transcript Fee: \$10 for each copy. \$18 for on demand, express mail or FAX copies. All fees are due in advance. A \$2.25 credit card fee may apply if ordering through the clearinghouse.

Tuition Nonpayment Fee: Students who have not paid full tuition by the 30th calendar day of the quarter will be assessed a \$100 tuition nonpayment fee. A hold will be placed on their student record and they will be liable for 100 percent of tuition and fees. Students will receive notification to their CWU e-mail account. Students must have their student account cleared prior to registering for future quarters.

Web-based Course Fee: \$40 per class will be assessed for all Web (WW) courses.

Wellness Fee: \$ 11, mandatory fee per quarter for all Ellensburg students. The wellness center promotes healthy decision making and prevention services, confidential support for issues related to alcohol/drugs/sexual violence. It also provides training for students to handle these sorts of situations. In order to waive this fee, students must live outside of town or be a CWU employee or staff.

Financial Obligation

Registering for classes or receiving services for which payment is required will create a CWU account and constitutes a contractual financial obligation according to the rules and regulations of the State of Washington. The student or other CWU account holder agrees to pay for all charges incurred at Central Washington University including but not limited to tuition and fees, housing and dining charges, university store purchases, day care charges, financial aid over-awards, and other miscellaneous charges or fines for services received at the recreation center, the medical and counseling center, the library, parking, special events, or any other CWU service offering. It is the student's or account holder's responsibility to ensure that his/her account is kept current and that payments are made by the published due dates to avoid additional charges. Charges that are not paid by the due dates may be assessed late fees, a 1% interest charge, and all university services may be suspended including admission to or registration with the university, conferring of degrees, and issuance of academic transcripts.

Furthermore, the University or its representative will make reasonable attempts to collect any past due charges by letter, phone, e-mail, or any other reasonable method including text messages as required by the State of Washington.

Enrolled students will receive an e-mail notification when the billing statement is available to view online or a monthly statement if the account holder is not an enrolled student. The account information can only be released to the account holder. Statements are located online through MyCWU account.

Any unpaid balance to the University that is not being paid through a satisfactory payment arrangement, will be placed with an external collection agency and will be subject to additional collection fee of up to 33% of the original debt as allowed by the State of Washington. In addition, if the account goes to litigation, it may be assessed additional attorney and legal fees of up to 40% of the original debt. Accounts placed with outside collection agencies may be reported to all three credit bureaus

Withdrawal from a Course

Peremptory (uncontested) withdrawals will not be permitted after the first six weeks of instruction. Students who withdraw after the change of schedule period from 25 percent or more of the coursework for which they have registered for two or more quarters each academic year are subject to dismissal. Students who have been dismissed under this policy may not enroll for courses without submitting an approved plan of study signed by an academic advisor to the Office of the Provost/Senior Vice President for Academic Affairs. To continue enrollment, the student must satisfactorily complete all credits enrolled during the first quarter of readmission. Students who do not meet this requirement will not be allowed to register for one calendar year.

Peremptory withdrawals will be noted on the student's transcript with "+W." Class rosters will reflect the +W for students who have used their peremptory withdrawal.

Withdrawals after the sixth week of instruction will be granted only for reasons of hardship and then only upon written petition to and written approval by the registrar. The student must contact the course instructor and obtain the faculty member's signature on the hardship withdrawal petition. The signature serves merely to acknowledge the petition and implies neither support nor rejection of the request. The registrar may consult with affected faculty when evaluating a petition and will notify the instructor if the hardship withdrawal has been approved. Hardship withdrawals will be noted on the student's transcript with an "HW" (hardship withdrawal). Hardship withdrawals from individual courses will not be permitted during or after the final examination period.

Conversions of incompletes to withdrawals must be petitioned as if they were hardship withdrawals. They may be changed only upon petition to the registrar. Withdrawals will not be included in calculating grade point averages. There are no tuition refunds in cases of withdrawal from individual courses.

Withdrawal from the University

A student may withdraw from the University for Reasons of illness or other extenuating circumstances at any time prior to finals week. An official withdrawal form is available at Registrar Services or university center offices. A student may not withdraw from the university during finals week except with approval of the registrar. A complete withdrawal from the university will be noted on the student's transcript with a "W." The registrar will notify affected faculty members when a student has withdrawn from the university. Students who plan to leave the university must complete the official withdrawal form, and may need to have an exit interview. Failure to do so may result in failing grades. There is no refund of tuition and fees if total withdrawal occurs after the 30th calendar day of the beginning of the quarter. See refund policy for specific details.

Military Exigency Withdrawal Students who have been called into military service of the United States due to a national emergency will be eligible for withdrawal from the university or the granting of credit. The policy does not apply to regular National Guard or Reserve duty or to annual active-duty requirements.

- Students who must withdraw from the University during the first third of the quarter will be granted a total University withdrawal (W).
- Students who must withdraw from the university during the second third of the quarter may request either an uncontested withdrawal (+W) or an incomplete (I) in each course with specified deadline for completion to be determined by the dean in consultation with the instructor or a total university withdrawal from all courses (W).
- Students who must withdraw from the university during the last third of the quarter may request an uncontested withdrawal (+W) or an incomplete (I) or credit if the coursework is satisfactory, to be determined by the dean in consultation with the instructor or a total university withdrawal from all courses (W). If credit is awarded, the instructors must report either a letter grade or a satisfactory (S) for each course depending upon the quality of the student's work. If credit is received and the course(s) complete(s) all requirements for the baccalaureate degree, the degree will be awarded.
- Students being called to active duty will be placed on a leave of absence until their return, at which time they will be reactivated, so they will not need to re-apply to the university or pay the application fee. Students should contact Registrar Services when they are ready to return to Central to ensure a smooth transition.
- In all circumstances, students will be expected to attend classes up to fifteen (15) calendar days prior to induction.
- Students need to contact Registrar Services or their university center office as soon as possible to complete the appropriate paperwork, and to submit a copy of the Federal Activation Orders.

Grading Policies and Regulations

"Grade Points" are assigned to each grade as follows:

Letter Grade	GPA Credit	Transcript Explanation	Definition of letter grade/Policy statement
A A-	4.0 3.7	Excellent	Meets all objectives of the course and fulfills all requirements; performs at a level that reflects excellence
B+ B B-	3.3 3.0 2.7	Good	Meets all objectives of the course and fulfills all requirements; performs at a high level
C+ C C-	2.3 2.0 1.7	Satisfactory	Meets all objectives of the course and fulfills all requirements; performs at a satisfactory level
D+ D D-	1.3 1.0 0.7	Marginal Pass	Makes progress toward meeting the course objectives; fulfills course requirements at a substandard level
F	0	Failure	Fails to meet the course objectives; does not fulfill course requirements

The following symbols are also used. No "grade points" are assigned.

CR Credit
 NC No Credit
 S Satisfactory
 U Unsatisfactory
 AU Audit
 W Complete withdrawal from The university
 +W Uncontested withdrawal from A course
 HW Hardship withdrawal from A course
 I Incomplete
 IP In Progress
 NR No grade reported
 NS No show

All grades are frozen upon award of degree.

Financial aid may be affected by certain grades and/or grading symbols. It is incumbent upon students to be aware of the impact of all grades on their financial aid. Financial aid information policies are available from the Financial Aid Office.

Incomplete Grade The "I" grade is used when the student was not able to complete the course by the end of the term, but has satisfactorily completed a sufficient portion of it and can be expected to finish without having to re-enroll in it. The instructor will designate what a student must do to complete the course and set a specific date up to one calendar year for the completion of the coursework.

If the work is not completed within one (1) calendar year from the last day of the quarter in which the "I" was received, the registrar will automatically convert the "I" to an "F." However, instructors may require the work to be completed prior to the end of the calendar year. In these cases the registrar will convert the grade according to the date indicated by the instructor. It is the student's responsibility to contact the professor and make arrangements to complete the course. To earn a grade, a student must complete the work for the course as prescribed by the instructor by the indicated date on the incomplete. Students may not re-register for a course in which they receive a grade of incomplete.

All incomplete changes exceeding the one calendar year limit, including extensions, must be submitted by the instructor to Registrar Services for approval.