Axon Education Consortium

STUDENT HANDBOOK AND CATALOG

The Axon Education Mantra
“PRIMUM RESPECTUM DATE ” or “FIRST GIVE RESPECT

March 2024

TEXAS EMS SCHOOL

473 Cypress, Suite 210
Abilene, Texas 79601
325-218-4444
support@axoneducation.com

Table of Contents

About Axon Education and The Axon Education Consortium

Background of Axon Education

Axon Administration LLC was formed on July 31st, 2015, to research and identify opportunities for allied healthcare education, specifically in Emergency Medical Services education. The institution was created as an educational pathway to take someone through EMT-Basic and, ultimately, EMT-Paramedic certifications.

In 2017, the company gained approval from the Texas Department of State Health Services to provide EMS training in Texas. In 2020, the company changed its name to Axon Education, LLC, and does business as both Axon Education Consortium and Texas EMS School. Henceforth, the name or term Axon Education may be used to reference the institution.

The Axon Education Consortium

The Axon Education Consortium comprises Axon Education, LLC as the Host member, Hunt Memorial Hospital District as a Sponsor member, and Haskell Memorial Hospital as a Sponsor member. The consortium was formed explicitly to act as a program sponsor for accreditation with the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CAAHEP). Students in the EMT-P program are issued Certificates of Completion from Axon Education Consortium, allowing them to seek testing through the National Registry of Emergency Medical Technicians (NREMT) and licensure in their state.

The service area for Haskell Memorial Hospital is rural and sparsely populated, making the provision of Emergency Medical Services a challenge. Leaders from hospitals, counties, cities, fire departments, and EMS providers formulated a plan to significantly increase the number of licensed EMTs and Paramedics in their communities to enhance Emergency Medical Services cost-effectively. Additional EMS professionals in the community provide opportunities for timely patient transports while ensuring that 911 coverage is not negatively impacted. The hospital's involvement in the Axon Education Consortium creates educational programs that are convenient, rigorous**,** and cost-effective for them.

Hunt Memorial Hospital District in Hunt County, Texas, serves a rapidly growing population living in an increasingly complex service environment. The large number of first-responder organizations, primarily volunteer infrastructure, and rapid growth have created significant challenges for the EMS community. The hospital district has provided scholarships and educational opportunities to the EMS community for years. Still, it has dramatically increased offerings for the 14 volunteer fire departments within their area to enhance service. The district's involvement with the Education Consortium has provided them with a means to accomplish this goal with confidence.

The Axon Education Consortium Program Goal

To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician, and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.

The Axon Education Mission Statement

Axon Education provides excellent postsecondary healthcare education in an effective, efficient, and student-centered manner.

A philosophy of **effectiveness** – Many of Axon Education's programs are competency-based, meaning that time on task is not as important as successfully completing a task and demonstrating an understanding of a concept. Formative assessment is valued to help students self-correct and be motivated to grow.

A philosophy of **efficiency** – Axon Education programs begin with student assessment, which allows for personalization of the educational experience. These learning methods provide personalized coaching and tailor the learning experience to the individual. This approach prioritizes efficient, hands-on learning experiences over just reading texts, ensuring a more engaging and effective education.

A philosophy of **student-centered** education – Axon Education believes that it is possible to create a rigorous learning environment and a challenging curriculum in an environment that encourages student satisfaction. This student-centered approach is built upon frequent assessment, which helps students understand what is expected of them, coaching, and a high degree of responsiveness from student support personnel.

The Axon Education Vision Statement

Axon Education will be recognized as a leader in delivering personalized learning experiences with high student satisfaction.

The Axon Education Mantra

"PRIMUM RESPECTUM DATE" or "FIRST GIVE RESPECT"

Administration and Legal Control

Axon Education – Administration

KB Massingill, Ph.D.
Title: President and CEO
Degrees: Ph.D. in Information Sciences, Master of Science in Education
Specialized Training: School Administration
Areas of Instruction: Administration

Judd Smith, BAS, MBA, LP
Title: Vice-President of Academics/Program Director
Degrees: Bachelor of Arts and Sciences, Master of Business Administration
Specialized Training: EMT-P Instructor
Areas of Instruction: Paramedicine, EMS Management

Colten J. Philpott, MD [MPH, MBA, MHA, MPA]
Title: Medical Director
Degrees: Medical Doctorate, Master of Public Health, Master of Business Administration, Master of Healthcare Administration, Master of Public Administration
Specialized Training: Board Certified, American Board of Emergency Medicine
Areas of Instruction: Emergency Medicine, Legal Aspects of Paramedicine, Leadership Development
Organizations: Texas College of Emergency Physicians Resident/Candidate Board Member, Texas College of Emergency Physicians Leadership and Advocacy Fellow, Emergency Medicine Residents Association, American College of Emergency Physicians

Brandon Lemley, BS, MBA
Title: Vice-President of Operations
Degrees: Bachelor of Science, Master of Business Administration
Specialized Training: Enrollment Management, Marketing, Student Support
Areas of Instruction: Administration

Nicole Vinson, BA, M.Ed.
Title: Vice-President of Institutional Effectiveness
Degrees: Bachelor of Arts in Education, Master of Education
Specialized Training: Institutional Effectiveness
Areas of Instruction: Administration

Axon Education – Legal

Axon Administration LLC, dba Axon Education Consortium, dba Axon Education, a Board of Managers govern dba Texas EMS School.
Josh Ensor, Chairman of the Board of Managers
KB Massingill, Ph.D., President and Manager
Scott Wofford, D.C., Manager
Jeff Rodgers, Manager

Axon Education Consortium – Coordinating Committee

Axon Education Consortium is governed through Bylaws and a Coordinating Committee.
Chris Strickland, MBA, MHA
CEO, Haskell Memorial Hospital
Michael Sanchez, EMT
Assistant EMS Coordinator, Hunt Regional Healthcare
KB Massingill, Ph.D. (Consortium President)
President, Axon Education

Axon Education Consortium – Advisory Committee

Axon Education Consortium is advised by a committee with members each representing a particular "Community of Interest."
KB Massingill, Ph.D. (Chairperson)
President – Axon Education
COI - Sponsor Administration
Colten J. Philpott, MD
Texas Midwestern Emergency Physicians, Abilene, TX
COI – Physician - Medical Director
Judd Smith, LP – (ex officio)
Program Director – Axon Education
COI – Sponsor Faculty
Carl Nix
Assistant Fire Chief – City of Melissa, Texas Fire Department
COI – Fire Departments
Kara Pierce, EMTI
EMS Director Haskell County
COI – Employers
Teri Turner
Director of Nursing – Haskell Memorial Hospital
COI – Hospitals
Kenny Thompson
County Judge – Haskell County, Texas
COI – Government Official

Randy Young
Compliance Administrator – Team Financial Strategies
COI - Public

Axon Education Consortium – Faculty

Juddson Smith - LP, BAS, MBA
Adam Wester - LP
Melissa Berrie - EMTP
Rick Fikes - EMTP
Brittany Bangert - EMTB, BA
Nicole Bowker - EMTP
KB Massingill - EMT, PhD

Accreditation, Licensing, and Recognition

DSHS

The Texas Department of State Health Services approves Axon Education to deliver Advanced EMT Programs.
To contact Texas DSHS:
PO Box 149347
Austin, TX 78714-9347
(512) 834-6765
https://www.dshs.texas.gov/emstraumasystems/contact.shtm

NREMT

Axon Education and Axon Education Consortium are registered with the National Registry of Emergency Medical Technicians to provide EMS Education.

CAAHEP

The Axon Education Consortium Paramedic program has been issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP Executive Office). This letter is NOT a CAAHEP accreditation status; it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through the Letter of Review Self Study Report (LSSR) and other documentation. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic credentialing examination(s). However, it is NOT a guarantee of eventual accreditation.

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

Hours of Operation

Corporate offices are open Monday through Friday from 8:00 a.m. to 5:00 p.m. (CST). Students may submit a support ticket anytime, including weekends, holidays, and non-office hours. Support personnel attempt to address support tickets from 9:00 a.m. to 9:00 p.m. Monday through Friday but will often address tickets immediately during other times. Student schedules, including due dates, will vary according to their personalized learning plan and negotiated due dates for milestones and learning activities.

Academic Calendar

Recognizing that the institution does not follow a traditional academic calendar is important. Instead, students should follow the timeline(s) prescribed in their syllabi in addition to institutional policies to ensure the successful completion of their program.

Student Holidays

[02.08.002]

The Minimum Activity Policy will not be enforced during weeks that include student holidays.
Student holiday weeks begin on Monday and end on Sunday at midnight.
Student support will be limited during these weeks, and student support will not be available on the commonly identified holidays that fall during student break weeks. Students needing support should email support@axoneducation.com.

New Year's Day	January 1st
Spring Break	April (preceding Friday through the following Monday of the U.S. Easter celebration)
Fall Break	November (Wednesday through Sunday of the U.S. Thanksgiving celebration)
Christmas	December 25th

General Curriculum Information

The mantra at Axon is the Latin phrase "Primum Respectum Date" which means "first give respect." This mantra serves as the cornerstone of the courses aiming to instill this fundamental lesson prominently at the forefront of the cognitive, behavioral, and affective learning experiences that the Axon Education team has designed.

The structured educational program prepares students to be skilled and dedicated professionals capable of responding to emergencies with competence, confidence, and compassion. The goal is to ensure the availability of well-trained emergency health professionals who provide vital care when every second counts.

Principles of Learning

The institution promotes the following principles of learning.

- Emphasize engagement.
- Emphatically communicate lofty expectations based on previous progress.
- Consistently discuss the affective skills required.
- Respect diversity of learning and approach.
- Provide prompt and thorough feedback through dialogue.
- Emphasize Positive reinforcement.
- Create consequences that allow formative failure.
- Encourage reporting of curriculum breakdown.
- Facilitate the generalization of learning to new contexts.
- Set proximal (short-term) goals for students who are struggling.
- Mix performance goals and mastery goals.
- Take advantage of simulation opportunities.
- View the student holistically and
- Create opportunities for peer-to-peer teaching and learning.
-

Learning Design Principles for Adult Online Learning

Axon Education's learning design principles are based on best practices for adult online learning. Conaway and Zorn-Arnold (2015) define the following six principles based on Knowles's (1984) research regarding designing instruction for adult students.

A. **Experience** – Axon Education acknowledges that adult learning is a process where individuals integrate their past experiences with new concepts. This integration allows them to interpret these concepts in ways that are meaningful and relevant to their own lives.

   The students' learning and life experiences guide adults in their learning journey. These experiences are crucial in providing a basis for adults to transition from being dependent learners to becoming more independent.

   This approach to learning emphasizes the importance of practical and immediately useful knowledge, recognizing that adults draw upon their rich personal histories to understand and apply new information. This concept is supported by several scholars, including Merriam, Sinnott, Tennant & Pogson, Forrest & Peterson, and Brookfield, who have all contributed to understanding how adults learn and grow. Axon Education incorporates this approach to the cognitive skills learned in the online learning experience as well as the psychomotor and affective skills learned in Skills Labs and Clinical/Field experiences.

B. **Self-Directedness** – Axon Education also realizes that adult learners tend to perform best in environments where they can be autonomous and self-directed. They generally prefer not to be strictly instructed on the how, when, why, and what of their learning process. As Brookfield (1986) noted, this preference for self-direction in learning is closely linked to maturity. As individuals mature, their dependence on others for guidance decreases significantly, and their desire for independence and decision-making autonomy increases. This trend is supported by research and theories from experts like Fall (2001), Knowles, Holton, and Swanson (1998), Pratt (1988), and Tisdell and Taylor (1999). These scholars suggest that the inclination towards self-direction in adults is psychologically rooted.

   Adults seek to take responsibility for their decisions and choices and wish to be acknowledged for their capability to do so. This insight highlights the importance of recognizing and facilitating self-directed learning approaches in adult education. The online courses allow students to be self-directed in their online learning experience by incorporating multimedia and interactive lectures in the Canvas Learning Management System.

C. **Need to Know** – Axon Education knows the need for adult learners to understand the relevance of the information they are asked to learn. As noted by Fall (2001), if adults perceive information as irrelevant, they are less likely to invest their time, energy, or money in learning it. This perspective is especially pertinent for online educators. Therefore, online courses, skills labs, and clinical experiences inform students about how the material and skills learned are relevant to the emergency medical field.

   When conducting course reviews for new faculty, it has been observed that merely instructing instructors on what to do is insufficient. It is more effective to explain why specific changes or approaches are essential. Axon Education emphasizes the positive outcomes of these changes to encourage faculty to be more receptive to the feedback and guidance offered. This approach underlines the importance of clarifying information's relevance and benefits to facilitate effective learning and teaching in adult education.

D. **Readiness to Learn** - Conaway and Zorn-Arnold (2015) discovered that in adults, readiness to learn is often a response to developmental tasks that necessitate lifestyle changes and are influenced by life cycle events, as per Davenport & Davenport (1984).

Reflecting on nontraditional students, many recount initial difficulties in post-secondary education or a lack of understanding of the importance of education. However, they later reach a point of readiness to commit to their studies. This shift is typically motivated by a developmental task or life change, leading them to enroll in a post-secondary institution.

The reasons for returning to school vary, including career advancement, changing professions, fulfilling personal dreams, and setting an example for their families. The critical element in these stories is that students are now prepared to learn and understand the direct impact of their education on their social roles and responsibilities, such as being a spouse, employee, parent, etc. This readiness is crucial for their success in their learning endeavors. Axon Education utilizes the Momentum Score, explicitly intended to encourage students to meet program requirements, achieve program and course outcomes, and attain educational goals. In most courses, the Momentum Score is used to "gamify" the curriculum to motivate and encourage students. The momentum score allows the institution to provide data-related goals throughout the program. Also, it will enable the institution to quickly assess whether a student is meeting program goals and intervene as appropriate.

E. **Orientation to Learning** - For adult learners, the emphasis is on immediate applicability rather than future possibilities. Their learning orientation is learner-centered, focusing on self-direction and autonomy rather than being teacher-centered. Mature adults prefer to take personal responsibility for their learning tasks rather than relying on reminders from teachers. This approach contrasts with a traditional subject-centered orientation, which is more future-focused.
Adult learners have shifted to a problem-centered orientation, where the priority is to apply what they learn to address the specific developmental tasks that motivated their return to education. This means they immediately prioritize learning material that is valuable and relevant to their current situation, as Imel (1989) described. Due to the urgency of the issues arising from lifestyle changes, adults seek clarity in what they need to know and are eager to learn, as noted by Sinnott (1994). This approach reflects their desire to apply their learning to real-life challenges directly. Axon Education has designed online learning programs and provides face-to-face opportunities in Skills Labs and Clinical/Field experiences to allow students to practice what they have learned.

F. **Intrinsic Motivation** - Adults often choose to return to school primarily to improve their quality of life and that of their family, as identified by Tice (1997). While obtaining a degree can offer financial benefits, research indicates that adults over 40 are more motivated by personal growth and development than by vocational advancement, as noted by Justice (1997). Many adult students express in their class introductions that their return to education is driven by the desire to fulfill a long-held dream or to serve as a role model for their children. The sense of pride and accomplishment they anticipate from completing their degree is a significant motivating factor. This highlights that, for many adult learners, the pursuit of education is not just about career advancement but also about personal fulfillment and setting an example for the next generation. Axon Education uses the weekly newsletter, student success calls, and badges to motivate students as they work to attain additional certifications for their career field.

[Adapted from: Conaway, W., & Zorn-Arnold, B. (2015). The Keys to Online Learning for Adults: The Six Principles of Andragogy. Distance Learning, 12(4), 37-42]

Standard Educational Terms

Axon Education defines some of the more standard educational terms as shown in the table below:

View of knowledge	Knowledge is a repertoire of behavioral responses to environmental stimuli.	Knowledge systems of cognitive structures are actively constructed by learners based on pre-existing cognitive structures.	Knowledge is constructed within social contexts through interactions with a knowledge community.
View of learning	Passive absorption of a predefined body of knowledge by the learner. Promoted by repetition and positive reinforcement.	Active assimilation and accommodation of new information to existing cognitive structures. Discovery by learners is emphasized.	Integration of students into a knowledge community. Collaborative assimilation and accommodation of new information.
View of motivation	Extrinsic, involving positive and negative reinforcement.	Intrinsic learners set their own goals and motivate themselves to learn.	Intrinsic and extrinsic. Learning goals and motives are determined both by learners and extrinsic rewards provided by the knowledge community.
Implications for Teaching	Correct behavioral responses are transmitted by the teacher and absorbed by the students.	The teacher facilitates learning by providing an environment that promotes discovery and assimilation/accommodation.	Collaborative learning is facilitated and guided by the teacher. Group work is encouraged.

Program Outcomes

The program outcomes are related to the mission of Axon Education to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.

Student Satisfaction Program Outcomes

Axon Education measures student satisfaction using the ten student satisfaction outcomes listed in the table below.

Satisfaction Outcome Number	Student Satisfaction Program Outcomes	Measurement
INS-S101	Students will agree or strongly agree that the admissions/enrollment process was user-friendly at an 80% satisfaction rate or better.	Student Survey
INS-S102	Students will agree or strongly agree to preferring the online course-format over attending a traditional face-to-face class at an 80% satisfaction rate or better.	Student Survey

INS-S103	Students will agree or strongly agree that the content was delivered in a learning style that matched their needs at an 80% satisfaction rate or better.	Student Survey
INS-S104	Students will agree or strongly agree that the online system was effective in guiding their progress at an 80% satisfaction rate or better.	Student Survey
INS-S105	Students will agree or strongly agree to knowing how to obtain help if they needed it at an 80% satisfaction rate or better.	Student Survey
INS-S106	Students will agree or strongly agree that the Axon faculty and staff cared about their success at an 80% satisfaction rate or better.	Student Survey
INS-S107	Students will agree or strongly agree that they would recommend this program/course to others at an 80% satisfaction rate or better.	Student Survey
INS-S108	Students will agree or strongly agree that the course was challenging at an 80% satisfaction rate or better.	Student Survey
INS-S109	Students will agree or strongly agree that course expectations and deadlines were clearly provided at an 80% satisfaction rate or better.	Student Survey
INS-S110	Students will agree or strongly agree that the instructor(s) maintained regular contact with them during the course at an 80% satisfaction rate or better.	Student Survey
INS-S111	Students will agree or strongly agree that the instructor(s) were aware of their course progress at an 80% satisfaction rate or better.	Student Survey

Completion Rates Program Outcomes

Axon Education measures program completion rate using the three completion rate outcomes listed in the table below.

Completion Outcome Number	Completion Rates Program Outcomes	Measurement
EMS-C101	80% of students fully enrolled in EMS programs will complete the program.	Completion Reports
EMS -C102	70% of students who achieve a completion certificate in EMS programs will pass the NREMT.	NREMT Passing Rate Completion Reports
EMS-C103	80% of students will achieve positive job placement after completion of their program.	Track Graduates Follow-up Surveys Employer Engagement

Student Achievement Program Outcomes for Emergency Medical Systems

Axon Education measures student achievement in cognitive, psychomotor, and affective skills using the twenty student achievement outcomes listed in the table below.

Achievement Outcome Number	Student Achievement Program Outcomes	Domain	Measurement
EMS-A100	To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician and/or Emergency Medical Responder levels.	Cognitive Psychomotor Affective	Skills Lab Clinical/Field Experiences Terminal Competency
EMS-A101	Students will be able to score above the minimum passing standard on the NREMT computer adaptive test for the appropriate level/scope of practice, commonly referred to as the NREMT Cognitive Examination, in the time allotted by the testing organization.	Cognitive	Module Exams NREMT Practice Exams
EMS-A102	Students will be able to pass the program's psychomotor skills examination, the psychomotor exam administered by the state (if required), or the psychomotor exam administered by the National Registry of Emergency Medical Technicians (if required) in the time allotted by the testing organization.	Psychomotor	Skills Lab Clinical and Field Experiences
EMS-A103	Students will be able to consistently conduct excellent TRAUMA assessments during actual patient care, clinical experiences, field experiences, and psychomotor exercises or examinations, including various patient conditions, circumstances, and settings. Excellent assessments are thorough, smooth, and sequentially appropriate without the infraction of any Critical Criterion.	Psychomotor	Terminal Competency Skills Lab Clinical and Field Experiences
EMS-A104	Students will be able to consistently conduct excellent MEDICAL assessments during actual patient care, clinical experiences, field experiences, and psychomotor exercises or examinations, including various patient conditions, circumstances, and settings. Excellent assessments are thorough, smooth, and sequentially appropriate without the infraction of any Critical Criterion.	Psychomotor	Terminal Competency Skills Lab Clinical and Field Experiences

EMS-A105	Students will be able to conduct and lead Cardiopulmonary Resuscitation (CPR) in a manner that provides high-quality chest compressions, appropriate ventilations, and early use of an AED during actual patient care, clinical experiences, field experiences, and psychomotor exercises or examinations, which include a variety of patient conditions, circumstances, and settings.	Cognitive Psychomotor	Skills Lab Clinical and Field Experiences Module Exams
EMS-A106	Students will be able to promptly identify life threats and assess airway, breathing, and circulation during actual patient care, clinical experiences, field experiences, and psychomotor exercises or examinations, including various patient conditions, circumstances, and settings.	Cognitive Psychomotor	Module Exams Terminal Competency Skills Lab Clinical and Field Experiences
EMS-A107	Students will be able to determine a patient's responsiveness or level of consciousness during actual patient care, clinical experiences, field experiences, and psychomotor exercises or examinations, which include a variety of patient conditions, circumstances, and settings.	Psychomotor Cognitive	Terminal Competency Skills Lab Clinical and Field Experiences Portfolio
EMS-A108	Students will be able to consistently conduct interviews to obtain a history of the present illness (OPQRST) if necessary, and past medical history (SAMPLE) during actual patient care, clinical experiences, field experiences, and psychomotor exercises or examinations, which include a variety of patient conditions, circumstances, and settings.	Cognitive Psychomotor Affective	Terminal Competency Module Exams Clinical and Field Experiences Portfolio
EMS-A109	Students will be able to obtain patient vital signs during actual patient care, clinical experiences, field experiences, and psychomotor exercises or examinations, including various patient conditions, circumstances, and settings.	Cognitive Psychomotor Affective	Terminal Competency Skills Lab Clinical and Field Experiences Portfolio
EMS-A110	Students will demonstrate appropriate affect by displaying empathy and respect toward patients during actual patient care, clinical experiences, field experiences, and psychomotor exercises or examinations, including various patient conditions, circumstances, and settings.	Psychomotor Affective	Terminal Competency Skills Labs Clinical and Field Experiences Portfolio

EMS-A111	Students will demonstrate appropriate affect by displaying respect toward all stakeholders involved in the student's educational journey.	Psychomotor Affective	Terminal Competency Skills Lab Clinical and Field Experiences
EMS-A112	Students will demonstrate an understanding of the Health Insurance Portability Accountability Act (HIPAA) and use due care to avoid inappropriately sharing sensitive patient health information that might be obtained as an EMT of participation in any patient care environment, including clinical experiences, field experiences, and psychomotor exercises or examinations.	Cognitive	Terminal Competency Module Exam
EMS-A113	Students will demonstrate an understanding of their appropriate scope of practice by using or refraining from using a variety of available treatments, techniques, or actions during actual patient care, clinical experiences, field experiences, and psychomotor exercises or examinations, which include a variety of patient conditions, circumstances, and settings.	Cognitive Psychomotor Affective	Terminal Competency Module Exams Interactive Lectures Skills Lab Clinical and Field Experiences Portfolio
EMS-A114	Students will demonstrate the ability to communicate with other medical stakeholders via verbal interactions effectively or the Prehospital Care Report the source of a patient's illness or trauma, the nature of the illness, the mechanisms of injury, and other aspects of what is commonly referred to as a field diagnosis.	Cognitive Psychomotor Affective	Terminal Competency Skills Lab Clinical and Field Experiences Portfolio
EMS-A115	Students will demonstrate the ability to communicate with other medical stakeholders effectively via verbal interactions or the Pre-hospital Care Report regarding patient statistics, interventions, treatments, and special circumstances, which may inform and improve that patient's future care.	Cognitive Psychomotor Affective	Terminal Competency Clinical and Field Experiences PCRs Portfolio
EMS-A116	Students will demonstrate the ability to identify circumstances that warrant special reporting, notifications, and the involvement of other stakeholders as a means to improve provider safety, evaluate protocols, and encourage research.	Cognitive Psychomotor Affective	Clinical and Field Experiences Module Exams Portfolio

			Skills Lab
EMS-117	Students will demonstrate the ability to write an effective narrative that includes items suitable to be included in a Patient Care Report (PCR).	Cognitive Psychomotor Affective	Clinical and Field Experiences PCRs Portfolio
EMS-118	Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.	Cognitive Psychomotor Affective	Course Completion Certificate
EMS-119	Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.	Cognitive Psychomotor Affective	Skills Lab Clinical and Field Experiences PCRs Portfolio
EMS–120	Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed and life-long learning.	Cognitive Psychomotor Affective	Skills Labs Clinical and Field Experiences PCRs Portfolio

Student Achievement Direct Measurement Assessments	
Formative	**Summative**
Narrative Writing	
EMT Talk	
Chapter Quizzes	
Interactive Lectures	
Virtual Mentor Lectures	
Virtual Ride-Along Videos	
Pocket Prep Quizzes	
NREMT Skills Pages	
NREMT Labs	
FISDAP Module Exams/NREMT Prep Quizzes	
FISDAP Readiness	
Patient Care Reports (PCRs)	

Skills: Trauma/Medical/CPR (varies on scope)	
Competency Measurement	EMT Skills Competency Measurement
	Paramedic Terminal Competency Measurement

Admissions Policies

Admission
[02.01.001]

Admission Requirements
[02.04.001]

Non-Discrimination
[02.06.000]

Program Admission and Enrollment
[02.01.100]

Enrollment Status
[02.01.002]

Photo ID Requirements
[02.01.013]

Identity Verification
[02.01.007]

Residency Policy
[02.11.005]

Notification of Admission Decision
[02.01.009]

Cohort Placement
[02.01.004]

Enrollment Eligibility for Visa Holders
[02.11.006]

Criminal History Impact on Admission
[02.01.020]

Census Status
[02.01.015]

Flu Vaccination
[02.04.003]

English Proficiency Requirements
[02.01.008]

Admissions Appeal
[02.01.003]

Uniform and Hygiene Requirements

Student Dress and Hygiene
[02.02.004]

Flexible Time Formats for Courses

As stated in your Enrollment Agreement, the course/s in the program is/are offered in a Flexible Time Format. The use of the Flexible Time Format makes it possible to complete the course prior to the Maximum Instructional Deadline and prior to the final date of the Maximum Course Duration, which are both explained in the syllabus. Please let Student Support or your instructor know if you have any questions or concerns.
studentsupport@axoneducation.com
325-218-4444

Learning Management System(s)

Canvas
Axon Education utilizes the Canvas Learning Management System (LMS). Such an approach assures the most up-to-date content as it relates to curriculum (best-of-class approach), high reliability, and ease of development.

Emphasize Mobile
Near ubiquitous adoption of smart phones/devices has created an environment in which it is essential that materials must be made available for use and viewing on smart devices. Clickable links are used where possible to allow the student to avoid having to re-type URLs or credentials.

Technical Standards and Job Description for EMS Programs

Technical Standards and Functional Job Description for EMS Programs and Professions
[02.11.101]

EMS Programs

Student Learning Outcomes for EMS Programs

- Graduates will be prepared to pass the appropriate National Registry of Emergency Medical Technicians Cognitive Examination and Psychomotor Examination(s).
- Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessments and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed and life-long learning.

Specific Course Parameters

- EMT-B: MID = 20 weeks, MCD = 26 weeks
- EMT-B Accelerated: MID = 15 weeks, MCD = 17 weeks
- Advanced EMT: MID = 33 weeks, MCD = 40 weeks
- Advanced EMT Accelerated: MID = 30 weeks, MCD = 34 weeks
- Paramedic: MID = 60 weeks, MCD = 70 weeks
- Paramedic Accelerated: MID = 48 weeks, MCD=52 weeks
- Paramedic Bridge: MID = 50 weeks, MCD=62 weeks
- Paramedic Bridge Accelerated: MID = 48 weeks, MCD=52 weeks

Program Requirements for EMS Programs

- Complete all courses or be awarded transfer credit for all courses prescribed for the program in the Axon Education Consortium Catalog.
- Complete all course activities prior to the deadline established by applying the Maximum Program Duration to the student's start date.
- Meet the requirements for the completion of all Critical Criteria for the program described in the syllabi for the program course(s).
- Present and defend a portfolio if required by the program. Portfolio requirements, if any, will be detailed in the syllabus for one or more of the program courses. Courses requiring portions of the student's portfolio are often graded on a pass/fail basis and are partially used to determine a student's terminal competency for graduation.
- Achieve a minimum cut score on the appropriate Readiness Examination for the program. Specific cut scores will be prescribed in the syllabus for one or more of the courses in the program.

Program Critical Criteria for All Programs

The programs/courses are a part of EMS Certification programs, which contain several Critical Criteria that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program.

Critical Criterion #1 – Compliance Deadline Criterion
Students must submit all necessary compliance documentation by the Compliance Date, which is 30 days from their enrollment date.

Critical Criterion #2 – Minimum Activity Criterion
During the Instructional Period (or time period for the MID of the course or program), students must log in and complete at least one assignment each week. Minimum activity is evaluated each Monday for the preceding seven days (Monday through Sunday). Students attending a Skills Lab or participating in a Clinical Experience or Field Experience may request an exemption for the actual week in which the student was involved in the face-to-face activity.

Critical Criterion #3 – Student Responsiveness Criterion
The Teaching Team may establish that an individual has failed to achieve the Student Responsiveness Criterion by evaluating their pattern of communication. Students are expected to adequately respond to institutional inquiries in a timely manner. A student's adequate and timely responses to written inquiries, text messages, voicemails, and

other means of communications from institutional representatives are considered mandatory elements of course progress, even when such inquiries are not directly related to academic performance.

Critical Criterion #4 – Positive Affect Criterion
The Teaching Team may establish that an individual has failed to achieve the Positive Affect Criterion if a student exhibits ongoing or acutely disruptive affect or unprofessional behavior toward fellow students, institutional personnel, clinical partner personnel, or other stakeholders. Satisfactory student progress in this regard is established, among other means, by demonstrating a willingness to work as a productive team member with other students, and especially with clinical partners. Satisfactory progress is also measured by dressing, speaking, and acting professionally while in school contexts.

Student Support

Student Support Channel
The Zoho Desk system is the source of authority for all student support transactions. Support requests received through communication channels that are not directly supported by the Desk system should be manually translated into individual tickets. Where possible, students should be encouraged to use support@axoneducation.com as their primary method of support.

Students needing assistance may contact support via:

- Email: support@axoneducation.com
- Voice: 325-218-4444
- SMS/Text: 325-218-4444

All Student Support may be found on the student resources website at https://axoneducation.com/student-resources/

Academic Requirements

Academic Honesty and the Honor Code
[02.03.001]

Satisfactory Academic Progress
[02.03.005]

Student Success Calls
[02.08.005]

Tutoring
[02.08.006]

Grading
[02.03.006]

Momentum
[02.08.004]

Minimum Activity Policy
[02.08.001]

Maximum Course Duration
[02.09.000]

Advanced Placement
[02.01.011]

Advanced Placement – Previous Clinical Field Experiences
[02.01.014]

Transfer Credit
[02.01.012]

Breaks and Furloughs
[02.08.003]

Proctoring
[02.03.002]

Academic Evaluation of Affective Behavior (EMS Programs)
[02.02.003]

Academic Probation
[04.02.013]

Academic Suspension
[04.02.014]

Cancellation Policy
[04.02.004]

Streamlined Readmission
[02.01.005]

Grading

Academic Evaluation of Affective Behavior (EMS Programs)
[02.02.003]

Grading Scale
[02.03.006]

Technology

Technology Requirements
[02.02.010]

Technology Support
[02.08.007]

Proctoring
[02.03.002]

Two-Factor Authentication
[03.20.003]

Student Grievances and Appeals

Student Grievances and Appeals
[02.07.000]

Counseling and Placement Services

Career Counseling and Placement Services
[02.03.003]

Job Placement
The institution does not provide career placement services. However, the institution maintains a job board on its website that identifies possible job opportunities. Students may review the website to see what job opportunities are available.

Psychological Counseling
The institution does not provide licensed counselors or psychotherapists for personal counseling.

Student Health and Safety

Axon Education Exposure Control Plan
Axon Education attempts to provide the safest possible environment for educational experiences as it relates to providing an environment free of infectious diseases that bloodborne pathogens or respiratory pathogens may contract. Students, employees, and visitors should be aware that educational environments, which include contact with live patients, involve the potential for Occupational Exposure. Healthcare curriculum includes significant training as it relates to Body Substance Isolation or the use of Personal Protective Equipment (PPE).

Student Finances

Program Pricing
[04.01.102]

Tuition and Fees

EMT-B & EMTB Accelerated Program/Course Costs

$75.00 Application Fee (Non-Refundable)
$200.00 Registration/Access Fee (Non-Refundable)

$1,595.00 Tuition
$1,870.00 TOTAL TUITION AND FEES

Advanced EMT Program/Course Costs

$75.00 Application Fee (Non-Refundable)
$200.00 Registration/Access Fee (Non-Refundable)
$4,200.00 Tuition
$4,475.00 TOTAL TUITION AND FEES

Paramedic Program/Course Costs

$75.00 Application Fee (Non-Refundable)
$200.00 Registration/Access Fee (Non-Refundable)
$7,500.00 Tuition
$7,775.00 TOTAL TUITION AND FEES

General Payment Policy
[04.01.101]

Payment Options
[04.01.100]

Installment Payments for Students with Previous Adverse Action
[04.01.102]

Withholding a Student Record for Financial Purposes
[04.01.200]

Federal Tax Reporting to Students
[04.02.011]

Financial Assistance
Federal Financial Aid
Axon Education does not accept Federal Student Assistance Title IV funds.

Rebates

Rebate Opportunity Requirements
[04.02.010]

Cancellation, Withdrawal and Refunds

Cancellation
[04.02.004]

Calculating Refund Eligibility
[04.02.000]

Tuition Refund Policy
[04.02.001]

Refund Policy for Non-Tuition or Fee Items
[04.02.002]

Non-Refundable Fees
[04.02.007]

Refund Policy for Expenses from Third Party Vendors
[04.02.003]

Refund Fulfillment
[04.02.060]

Attendance Policies

The courses are competency-based and are presented in online format. There are no mandatory daily or weekly sessions. Instead, students can move through the curriculum as quickly as they are able within a set of parameters (See Maximum Course Duration). There are mandatory face-to-face sessions and/or electronic meetings which must be attended; however, most of these sessions are scheduled by the student. Attendance at skills labs, clinical experiences, field experiences, and scheduled tutoring sessions are tracked, and students failing to appear, or who arrive late participation, will be required to make up all sessions, or missed content.

Flexible Time Formats for Courses

As stated in your Enrollment Agreement, the course/s in the program is/are offered in a Flexible Time Format. The use of the Flexible Time Format makes it possible to complete the course prior to the Maximum Instructional Deadline and prior to the final date of the Maximum Course Duration, which are both explained in the syllabus. Please let Student Support or your instructor know if you have any questions or concerns.
studentsupport@axoneducation.com
325-218-4444

Clinical, Field, and Internship Requirements

Clinical Sites
Students often already work with clinical providers or have relationships with personnel in local emergency rooms or ambulance services and wish to complete their field experiences at these locations. Axon is willing and interested in forming a relationship with any qualified clinical provider. However, in order for a clinical site or field site to be used, the organization must have signed an Affiliation Agreement with Axon. Many organizations are willing to complete the agreement if they have local students who are requesting it. However, it often takes several weeks for an organization to review and sign official documents, so if you are interested in helping arrange such a relationship you should start the process as early as possible to avoid causing delays. Contact support@axoneducation.com to request that a site be considered. You then need to work with Student Support staff to facilitate the dialogue with the potential provider. You will only be able to utilize the facility if a signed agreement is in place.

Clinical, Field, and Internship Requirements for EMS Programs
[02.11.102]

Student Dress and Hygiene
[02.02.004]

Skills Lab Prerequisites
[02.05.005]

Skills Lab Student-to-Faculty Ratio
[02.11.004]

Compliance | Clinical Requirements
[02.04.002]

Clinical Scheduling and Documentation
[02.04.004]

Clinical Cancellation Policy
[02.04.005]

Skills Lab Attendance Policies

Skills Labs are conducted regularly at the Abilene and Houston class locations. **Students must schedule their first Skills Lab within 60 days of their official cohort start date and, when able, based on current offerings, all Skills Labs. Students are encouraged to sign up for the Skills Labs as early in the course as possible to ensure that they are able to attend sessions that are convenient to them in terms of timing.** Finally, students are also encouraged to get away from routine responsibilities such as other schooling, work, family obligations, etc., during Skills Labs due to the need to focus intently on the lab instruction. Students may register online by visiting https://www.axoneducation.com/skills/.

Students should also arrange for travel and sleeping accommodations as soon as possible after they have registered for their desired session dates.

Attendance Policy Specific to Skills Labs for EMT Students

Students are required to attend at least one face-to-face Immersive Skills Labs. Skills Labs generally last two days. During these labs, students will learn and practice hands-on skills and ultimately prepare for the NREMT Psychomotor Examination. Skills Labs are graded on a pass/fail basis. Students may be precluded from proceeding to next steps in this course if they have not demonstrated competency in particular psychomotor skills.

Attendance Policy Specific to Skills Labs for AEMT and Paramedic Students

AEMT and Paramedic students are required to attend at least three face-to-face Immersive Skills Labs. Skills Labs generally last two days. During these labs, students will learn and practice hands-on skills and ultimately prepare for the NREMT Psychomotor Examination. Students may be required to attend an additional Skills Lab if they have not demonstrated competency in the clinical/field setting.

Clinical and Field Internship Sites

Clinical and field internship sites will know with confidence what a student can or cannot do based upon the administration of the Axon Education Preceptor Orientation delivered to at least one on-site member of the clinical and field sites. An effort is made to distribute this to all clinical/field/internship sites, and beyond that, students are instructed to share with each preceptor their current education level and skill needs. Students are not able to sign up for clinical/field opportunities until after they have completed the required skill session(s) for their program. This process allows the instructor to ensure that each individual student is adequately prepared to operate within the scope of the clinical/field experience they are attending.

While the system itself will provide the primary safeguard to avoid allowing students to serve in a capacity for which they are not approved, students will also be coached in how to assist field and clinical site administrators and preceptors in knowing how to review documentation, evaluate student performance, and communicate with Axon Education regarding student progress. The student portfolio made available to all stakeholders will include the current level of training, current skills signed sheets, and training objectives.

Axon Education staff will offer an orientation to field and clinical site personnel to help them understand the components of the clinical/field tracking systems. This should ensure that a site, the preceptor, and all other stakeholders have immediate and accurate access to information regarding a student's capability. Each site will have slightly different requirements regarding how this documentation needs to be provided, and the field/clinical tracking systems will allow both online and paper access to the information in such a way as to meet the requirements of every site.

Attendance Policy Specific to Clinical/Field Experiences

Students must initiate the scheduling of their clinicals within 30 days of completing their first Skills Lab. Late arrival to, or failure to attend, a scheduled clinical experience or field experience without notifying Axon Education in advance will be treated as unprofessional behavior and may result in a breach of Critical Criterion #4 – Positive Affect (see below), and it could result in the student failing the course. It is understood that in rare cases, emergencies happen that could prevent a student from notifying Axon Education of the late arrival or cancellation in advance. Still, pre-notification of late arrival or cancellation is expected in all cases. All missed clinical experiences, or field experiences, must be made up. The Teaching Team may also assign remedial work or additional shifts in cases where shifts, or portions of shifts, were missed.

Clinical Internship

Each student must complete a prescribed number of hours and/or competencies related to clinical internship (interchangeably referred to as clinicals, hospital rotations, and/or clinical experiences). Clinical internships will be conducted in a hospital setting (site).

> Students in the EMTB course will need to complete 24 hours of hospital rotation and 48 hours of EMS. Students in the AEMT/Paramedic courses will need to complete 72 hours of hospital rotation and 72 hours of EMS and the competencies listed in the Appendix of this document.

Clinical internships may only be completed with sites with which Axon Education has obtained a signed affiliate agreement. Axon Education desires to be student-oriented in every regard and will attempt to accommodate the special needs of students who may not be geographically near existing sites. While students should assume upon admission that they will participate at currently existing sites, students may request that Axon Education seek an affiliation with a site that is geographically advantageous to a student or group of students. It is the student's responsibility to request that a site be considered several weeks prior to the time in which the site will actually be needed. If a student does not have a relationship with someone at the proposed site or if the site has overly restrictive requirements, the site may not be considered or contacted. In such a case, the student will be required to complete clinical internship requirements at existing approved sites.

Some hospitals require an onsite orientation before the student can begin clinical rotations. This orientation will not be considered part of the 24 hours of patient clinical contact time and must be completed prior to the time in which patient contact occurs.

The scheduling, attendance, and professional conduct of clinical internships is one of the most important elements upon which students will be evaluated. Students who cannot demonstrate an ability to schedule and attend clinical internships successfully will not succeed. Additionally, students who do not demonstrate respect and professional conduct while participating in clinical internships will be dismissed from the program. Axon Education will attempt to schedule a student's clinical time based on the student's preferred times and locations. Due to the availability of clinic sites, this may not always be possible. It is ultimately the student's responsibility to accommodate scheduling based upon the availability of sites, preceptors, and other factors. Except in the unusual circumstance of an emergency, students are expected to notify Axon Education and the clinical site in advance if they are unable to attend. It is the responsibility of the student to arrive on time and stay the entire scheduled time. Missing any assigned clinical rotation, being excessively late, or leaving early may result in a student's dismissal from the program.

During clinical rotations, an incident may occur that could potentially harm the student's well-being. These can include injury, needle sticks, and blood-borne pathogen exposure. If an incident occurs, students must notify a preceptor immediately and inform the clinical coordinator as soon as possible.

During EMT clinical rotations, students will need to complete the following skills:

1. Perform patient assessments to include:
2. perform a primary assessment to rule out life threats;
3. ascertain the patient's history, including HPI, PMH, medications, and allergies;
4. assess vital signs;
5. perform a secondary assessment;
6. develop a clinical impression and discuss it with the physician or nurse;
7. perform the necessary documentation required by the instructor;
8. auscultate breath sounds in their proper landmarks and provide oxygen therapy as needed for patient treatment;

9. always practice body substance isolation procedures;
10. display the behaviors needed to become a professional EMS provider;
11. be a team player and do whatever tasks are asked by a preceptor (If a student is asked to do something that falls outside his/her scope of training or practice, it is important that he/she share that with his/her preceptor immediately and document this in his/her clinical documentation.); and
12. ensure that the proper documentation of all patient care encounters is documented on the appropriate Axon Education forms and signed by the preceptor.

The same skills are required for AEMT, but the student must also demonstrate proficiency in the following skills:

1. IV Access
2. Medication Administration
3. Endotracheal Intubation

The same skills are required for the Paramedic program but will also include the competencies from the Student Minimum Competency (SMC) Matrix.

Field Internship

The EMS field internship is an exciting time in a student's educational process, which should be enjoyed and treated with respect.

- Students in the EMT Basic program are required to complete 48 hours of field internship and the list of competencies from the Student Minimum Competency (SMC) Matrix.
- Students in the AEMT program are required to complete 72 hours of field internship and the list of competencies from the Student Minimum Competency (SMC) Matrix.
- Students in the Paramedic Program are required to complete 96 hours of field internship and all skills and competencies from the Student Minimum Competency (SMC) Matrix.

Field internships may only be completed at sites with a signed affiliate agreement with Axon Education. Axon Education desires to be student-oriented in every regard and will attempt to accommodate the special needs of students who may not be geographically near existing sites. While students should assume upon admission that they will participate at currently existing sites, students may request that Axon Education seek an affiliation with a site that is geographically advantageous to a student or group of students. It is the student's responsibility to request that a site be considered several weeks prior to the time in which the site will actually be needed. If a student does not have a relationship with someone at the proposed site or if the site has overly restrictive requirements, the site may not be considered or contacted. In such a case, the student will be required to complete field internship requirements at existing approved sites.

Successful completion of the field internship must include the following:

1. Attending the field internship orientation prior to beginning the field rotation, if required by the internship site.
2. Completion of all scheduled hours must be documented prior to course completion. Missed field rotations must be rescheduled as soon as possible. If a student leaves early from his or her field internship, then this will be considered a missed rotation.
3. Arriving at least 15 minutes prior to the start of a field internship start time.
4. Being aware that field internships may need to be completed during various shifts. This may include day, night, overnight, and weekend shifts.
5. Providing preceptors with an Axon Education evaluation sheet at the end of each shift that has been filled out and signed by the student. The preceptor must sign off on the skill sheet at the end of the student's scheduled rotation.
6. Being prepared and having all required equipment during the field internship.

7. Refraining from driving any EMS or fire apparatus during the field rotations.

Capstone Field Internship for Paramedic Students

In addition to the above requirements, Paramedic students will also be expected to complete a Capstone Field Internship. The Capstone Field Internship will serve to allow the student/paramedic candidate to operate in the role of lead paramedic on a working ambulance operating in a 911/emergency setting. Students will continue to demonstrate and document competencies which include skills performed or interpreted across a variety of patient ages, differential diagnoses, or complaints, but as a part of the Capstone Field Internship will focus on completing and documenting a specific number of team leads representing a variety of skills. It is impossible to predict the frequency or mix of live-patient encounters that may occur during a given field internship experience.

As a result, it is impossible to specify in advance the number of hours which may be required to complete the Capstone Field Internship. The requirements for the course presume a nominal face-to-face involvement of at least 120 hours. Students are responsible for scheduling and completing a sufficient number of field internship hours necessary to obtain the minimum number of 120 hours and 20 team leads that are transported to the emergency department.

Participation in Patient Care

The Medical Director has approved the process of not allowing students to begin clinical/field opportunities until they have attended a skills session(s) required by their program. The instructors have been authorized to sign-off on the student's attendance of clinical/field opportunities following this process.

The scheduling and skills tracking software allows all stakeholders, including the physician medical director of the field internship site, to be confident that students are at the appropriate stage in their learning to participate in patient care. There is a specific workflow within the system that allows anyone who interacts directly with students to create, monitor, or alter student approvals.

The Axon Education policies for clinical and field internship requirements and procedures are integrated into its other policies and included in student-facing documents elsewhere.

Specific Program Information

EMT (EMT-Basic or EMTB)

EMTB Student Learning Outcomes

- Graduates will be prepared to pass the National Registry of Emergency Medical
- Technicians Cognitive Examination and Psychomotor Examination(s).
- Graduates will be eligible to seek employment or volunteer opportunities in basic emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessment and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed and life-long learning.

This course includes a minimum of 240 contact hours.

The MAXIMUM INSTRUCTIONAL DEADLINE (MID) for this course is 18 weeks. Students will have 18 weeks from the cohort start date to complete all online assignments and complete at least one attempt at the FISDAP (Field Internship Student Data Acquisition Project) Comprehensive Readiness Exam.

The MAXIMUM COURSE DURATION (MCD) is 26 weeks. This provides eight (8) weeks beyond the Instructional Period for students to participate in a Test Preparation period in which they will be allowed to continue their studies to ensure their readiness to schedule their exam with the National Registry of Emergency Medical Technicians.

Students who remain in the course after the Instructional Period but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon Education courses each have a Maximum Instructional Period and a Maximum Course Duration, the courses employ adaptive learning technologies and are highly personalized for each student. Students may complete the course as rapidly as they are able to meet all requirements.

Because this course is based upon a Flexible Time Schedule, it is possible that a student may be assigned a failing grade for the course prior to the end of the Instructional Period or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug screening, failure to meet compliance deadlines for documentation related to admission requirements, dismissal, and other items articulated in the course syllabus.

TUITION and FEES
EMT-B Program/Course Costs
$75.00 Application Fee (Non-Refundable)
$200.00 Registration/Access Fee (Non-Refundable)
$1,595.00 Tuition

$1,870.00 TOTAL TUITION AND FEES

During EMT clinical rotations, students will need to complete the following skills:

1. Perform patient assessments to include:
2. perform a primary assessment to rule out life threats;
3. ascertain the patient's history, including HPI, PMH, medications, and allergies;
4. assess vital signs;
5. perform a secondary assessment;
6. develop a clinical impression and discuss it with the physician or nurse;
7. perform the necessary documentation required by the instructor;
8. auscultate breath sounds in their proper landmarks and provide oxygen therapy as needed for patient treatment;
9. always practice body substance isolation procedures;
10. display the behaviors needed to become a professional EMS provider;
11. be a team player and do whatever tasks are asked by a preceptor (If a student is asked to do something that falls outside his/her scope of training or practice, it is important that he/she share that with his/her preceptor immediately and document this in his/her clinical documentation.); and
12. ensure that the proper documentation of all patient care encounters is documented on the appropriate Axon Education forms and signed by the preceptor.

Grading

This course is offered to fulfill the requirements of an EMTB Certification course. A final grade will be issued for the course after completion. There are two crucial characteristics of course grades that the student needs to consider:

(1) While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry of Emergency Medical Technicians Psychomotor Examinations and Cognitive Examination. Students may not expect articulation of individual course credits in absence of success in the entire certification program.

(2) There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency based overall, which allows for students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as many times as necessary to achieve a satisfactory grade or as often as desired to improve a grade or enhance competency. In most cases, assignments are considered "open-book," which means that the student is encouraged to use all tools at their disposal to demonstrate success for the task at hand. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed, or limitations on the tools or resources that may be used as a part of the effort.

Affective Grade

The Axon Education Latin Motto **is "Primum Respectum Date" (PREE-mum res-PECT-um DAH-tay)**, which means **"first give respect."** In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read Critical Criterion #4 – Positive Affect Criterion below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Proctored Assignments

Certain assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations which provide student-proctoring. In such a case, the student will be responsible for paying for the proctoring session. The Axon Teaching Team may, at their sole discretion, require that an assignment for a particular student be proctored even if proctoring is not required for the same or similar assignment of all other students.

Standardized Examinations

Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment in which the exam will be conducted.

Unless otherwise indicated, Axon will allow students two attempts at the nationally standardized examinations without additional costs to students on the first four attempts.

Students who are in need of additional attempts beyond the initial four attempts for any reason will be required to pay an additional nominal fee for each pair of attempts.

Final Exam
This course will include a final examination. The exam may or may not require proctoring, and specific requirements will be provided in the Learning Management System. The Teaching Team has the authority to require proctoring on any assignment including final examinations.

Where appropriate, final examinations may be conducted using nationally standardized exams. These exams have been administered to thousands of students each year and may provide a more rigorous experience as well as results that are highly predictive of student success.

"Cut Scores" are often assigned for final examinations that dictate the minimum score a student must achieve to successfully complete the course or program.

Advanced EMT (AEMT)

Advanced EMT Program Goal
To prepare competent entry-level Advanced EMTs in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician and/or Emergency Medical Responder levels.

Advanced EMT Student Learning Outcomes

- Graduates will be prepared to pass the National Registry of Emergency Medical Technicians AEMT Cognitive Examination and Psychomotor Examination(s).
- Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessment and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed and life-long learning.

This program includes a minimum of 1095 contact hours.

The **MAXIMUM INSTRUCTIONAL DEADLINE (MID)** for this course is **33 weeks**. Students will have 33 weeks from the cohort start date to complete all online assignments and complete at least one attempt at the FISDAP (Field Internship Student Data Acquisition Project) Comprehensive Readiness Exam.

The **MAXIMUM COURSE DURATION (MCD)** is **40 weeks**. This provides students approximately seven (7) weeks beyond the Instructional Period to participate in a Test Preparation period in which they will be allowed to continue

their studies to ensure their readiness to schedule their exam with the National Registry of Emergency Medical Technicians. Students who remain in the course after the Instructional Period but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon Education courses each have a Maximum Instructional Period and a Maximum Course Duration, the courses employ adaptive learning technologies and are highly personalized for each student. Students may complete the course as rapidly as they are able to meet all requirements.

Because this course is based upon a Flexible Time Schedule, it is possible that a student may be assigned a failing grade for the course prior to the end of the Instructional Period or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug screening, failure to meet compliance deadlines for documentation related to admission requirements, dismissal, or other items articulated in the course syllabus.

Additional Admission Requirements for the Advanced EMT Program
Candidates for EMT-P must have certification as an EMT-Basic or Advanced EMT.

Grading
This course is offered to fulfill the requirements of an EMTB Certification course. A final grade will be issued for the course after completion. There are two crucial characteristics of course grades that the student needs to consider:

(1) While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry of Emergency Medical Technicians Psychomotor Examinations and Cognitive Examination. Students may not expect articulation of individual course credits in absence of success in the entire certification program.

(2) There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency based overall, which allows for students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as many times as necessary to achieve a satisfactory grade or as often as desired to improve a grade or enhance competency. In most cases, assignments are considered “open-book,” which means that the student is encouraged to use all tools at their disposal to demonstrate success for the task at hand. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed, or limitations on the tools or resources that may be used as a part of the effort.

Affective Grade
The Axon Education Latin Motto is “Primum Respectum Date” (PREE-mum res-PECT-um DAH-tay), which means “first give respect.” In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read Critical Criterion #4 – Positive Affect Criterion below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Proctored Assignments
Certain assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations which provide student-proctoring. In such a case, the student will be responsible for paying for the proctoring session. The Axon Teaching Team may, at their sole discretion, require that an assignment for a particular student be proctored even if proctoring is not required for the same or similar assignment of all other students.

Standardized Examinations
Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment in which the exam will be conducted.

Unless otherwise indicated, Axon will allow students two attempts at the nationally standardized examinations without additional costs to students on the first four attempts.

Students who are in need of additional attempts beyond the initial four attempts for any reason will be required to pay an additional nominal fee for each pair of attempts.

Final Exam
This course will include a final examination. The exam may or may not require proctoring, and specific requirements will be provided in the Learning Management System. The Teaching Team has the authority to require proctoring on any assignment including final examinations.

Where appropriate, final examinations may be conducted using nationally standardized exams. These exams have been administered to thousands of students each year and may provide a more rigorous experience as well as results that are highly predictive of student success.

“Cut Scores” are often assigned for final examinations that dictate the minimum score a student must achieve to successfully complete the course or program.

AEMT Program - Course Sequence & Course Descriptions

BIOL 2401: Anatomy and Physiology
Anatomy and Physiology provides an overview of anatomy and physiology appropriate for individuals entering an allied medical field of study. This course gives students the knowledge needed to conduct emergency medical assessments of illnesses and injuries. Topics include medical terminology, anatomy, physiology, pathophysiology, and life-span development.
Prerequisites: Program Admission, including an existing EMTB certification or greater

EMSP 1310: Introduction to Advanced Practice and Public Health
Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites: BIOL 2401 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class

EMSP 1320: Patient Assessment and Airway Management
Patient Assessment and Airway Management will guide the student through developing critical thinking skills related to the practice of essential and standardized medical and trauma assessment techniques in an ALS prehospital environment. The course emphasizes airway management, advanced clinical decision-making, identification and treatment of life threats, and advanced assessment techniques.
Prerequisites: BIOL 2401, EMSP 1310 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 2355: Clinical & Field Portfolio (EMSP 1325, EMSP 1145, EMSP 2125 for AEMT students)
Clinical & Field Portfolio serves to place Paramedic students and Advanced EMT students into approved clinical and field environments in which they may complete required medical and field experiences related to both medical and trauma cases.

This course is designed to assist the student in completing the electronic portfolio required to document a specific number of successful demonstrations of skills or competencies. While some of these demonstrations may be accomplished in a lab setting, many require successful demonstration of the skill during a live-patient encounter which may only be fulfilled during a clinical/field experience.

It is impossible to predict the frequency or mix of live-patient encounters that may occur during a given clinical/field experience. As a result, it is impossible to specify in advance the number of hours which may be required to complete the electronic portfolio. The requirements for the course presume a nominal face-to-face involvement of at least 96 hours.

EMSP 2325 is functionally equivalent to the combination of EMSP 1125: Clinical Experience 1, EMSP 1145: Clinical Experience 2, and EMSP 2125 Clinical Experience 3. Students exiting after AEMT certification will be issued credit for EMSP 1125 & EMSP 1145, while students in the Paramedic Program will be issued credit for EMSP 2325.
Prerequisite: BIOL 2401, EMSP 1310, EMSP 1320 – May be concurrent with non-prerequisite courses.

EMSP 1330: Pharmacology
Pharmacology provides a base-level understanding of the chemistry, classification, and regulation of pharmaceuticals. Special emphasis is given to the identification and use of medications used in the prehospital setting. Students study the impact of pharmaceuticals on medical and trauma assessment and the clinical decision-making process. The role of medical direction is discussed, as well as the optimal use of medication and the identification of adverse reactions to medications and contraindications.
Prerequisites: BIOL 2401, EMSP 1310, EMSP 1320. This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 1340: Trauma Management and Life Support
Trauma Management and Life Support provides the student with an opportunity to apply ALS assessment and treatment requirements to the management of both simple and complex trauma emergencies. The course emphasizes the understanding of the mechanism of injury, bleeding, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic trauma, and environmental emergencies.

Prerequisites: BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 1145: Clinical Experience 2
See EMSP 2355

EMSP 1350: Special Populations
Special Populations addresses the special medical and trauma assessment techniques needed to best serve pediatric, geriatric, obstetric, and special-needs patients. The course emphasizes physiological differentiation and appropriate treatment strategies.
Prerequisites: BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330, EMSP 1340 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

Grading
This course is offered to fulfill the requirements of an EMTB Certification course. A final grade will be issued for the course after completion. There are two crucial characteristics of course grades that the student needs to consider:

(1) While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry of Emergency Medical Technicians Psychomotor Examinations and Cognitive Examination. Students may not expect articulation of individual course credits in absence of success in the entire certification program.

(2) There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency based overall, which allows students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as many times as necessary to achieve a satisfactory grade or as often as desired to improve a grade or enhance competency. In most cases, assignments are considered “open-book,” which means that the student is encouraged to use all tools at their disposal to demonstrate success for the task at hand. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed, or limitations on the tools or resources that may be used as a part of the effort.

Affective Grade
The Axon Education Latin Motto is **“Primum Respectum Date” (PREE-mum res-PECT-um DAH-tay),** which means **“first give respect.”** In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read Critical Criterion #4 – Positive Affect Criterion below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Proctored Assignments
Certain assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations which provide student-proctoring. In such a case, the student will be responsible for paying for the proctoring session. The Axon Teaching Team may, at their sole discretion, require that an assignment for a particular student be proctored even if proctoring is not required for the same or similar assignment of all other students.

Standardized Examinations
Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment in which the exam will be conducted. Unless otherwise indicated, Axon will allow students one attempt at the nationally standardized examinations without additional costs to students on the fist attempt. They will also be required to show satisfactory progress within this product. The student will have three additional attempts at no cost to the student after they have purchased the study tools. Students who are in need of additional attempts beyond the initial four attempts for any reason will be required to pay an additional nominal fee for each pair of attempts.

Final Exam
This course will include a final examination. The exam may or may not require proctoring, and specific requirements will be provided in the Learning Management System. The Teaching Team has the authority to require proctoring on any assignment including final examinations.

Where appropriate, final examinations may be conducted using nationally standardized exams. These exams have been administered to thousands of students each year and may provide a more rigorous experience as well as results that are highly predictive of student success.

“Cut Scores” are often assigned for final examinations that dictate the minimum score a student must achieve to successfully complete the course or program.

Paramedic (EMT-P)

Paramedic Program Goal
To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician and/or Emergency Medical Responder levels.

Paramedic Student Learning Outcomes

- Graduates will be prepared to pass the National Registry of Emergency Medical Technicians Cognitive Examination and Psychomotor Examination(s).
- Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessment and manage appropriate patient-care interventions for patients of various ages.

- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.

- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed and life-long learning.

This course includes a minimum of 1950 contact hours.

The **MAXIMUM INSTRUCTIONAL DEADLINE (MID) for this course is 70 weeks**. The student will have roughly 16 months from the cohort start date to complete all courses in the EMT-P program except EMSP-2165 and EMSP-2166 and take their first attempt at the FISDAP Comprehensive Readiness Exam.

The **MAXIMUM COURSE DURATION (MCD) is 78 weeks**. This provides students eight (8) weeks beyond the Instructional Period to participate in a Test Preparation period in which they will be allowed to continue their studies to ensure their readiness to schedule their exam with the National Registry of Emergency Medical Technicians while completing EMSP-2165 Capstone Field Internship. Students who remain in the course after the Instructional Period but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon Education courses each have a Maximum Instructional Period and a Maximum Course Duration, the courses employ adaptive learning technologies and are, therefore, highly personalized for each student. Students may complete the course as rapidly as they are able to meet all requirements.

Because this course is based upon a Flexible Time Schedule, it is possible that a student may be assigned a failing grade for the course prior to the end of the Instructional Period or the deadline for the Maximum Course Duration. **Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug screening, failure to meet compliance deadlines for documentation related to admission requirements, dismissal, and other items articulated in the course syllabus.**

Grading

This course is offered to fulfill the requirements of an EMTB Certification course. A final grade will be issued for the course after completion. There are two crucial characteristics of course grades that the student needs to consider:

(1) While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry of Emergency Medical Technicians Psychomotor Examinations and Cognitive Examination. Students may not expect articulation of individual course credits in absence of success in the entire certification program.

(2) There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency based overall, which allows for students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as many times as necessary to achieve a satisfactory grade or as often as desired to improve a grade or enhance competency. In most cases, assignments are considered “open-book,” which means that the student is encouraged to use all tools at their disposal to demonstrate success for the task at hand. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed, or limitations on the tools or resources that may be used as a part of the effort.

Affective Grade
The Axon Education Latin Motto is “Primum Respectum Date” (PREE-mum res-PECT-um DAH-tay), which means “first give respect.” In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read Critical Criterion #4 – Positive Affect Criterion below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Proctored Assignments
Certain assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations which provide student-proctoring. In such a case, the student will be responsible for paying for the proctoring session. The Axon Teaching Team may, at their sole discretion, require that an assignment for a particular student be proctored even if proctoring is not required for the same or similar assignment of all other students.

Standardized Examinations
Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment in which the exam will be conducted.

Unless otherwise indicated, Axon will allow students two attempts at the nationally standardized examinations without additional costs to students on the first four attempts.

Students who are in need of additional attempts beyond the initial four attempts for any reason will be required to pay an additional nominal fee for each pair of attempts.

Final Exam
This course will include a final examination. The exam may or may not require proctoring, and specific requirements will be provided in the Learning Management System. The Teaching Team has the authority to require proctoring on any assignment including final examinations.

Where appropriate, final examinations may be conducted using nationally standardized exams. These exams have been administered to thousands of students each year and may provide a more rigorous experience as well as results that are highly predictive of student success.

“Cut Scores” are often assigned for final examinations that dictate the minimum score a student must achieve to successfully complete the course or program.

Additional Admission Requirements for Paramedic Program
Candidates for EMT-P Must Have EMT-Basic or Advanced EMT Certification.

Paramedic Program – Course Sequence & Course Descriptions

BIOL 2401: Anatomy and Physiology

Anatomy and Physiology provides an overview of anatomy and physiology appropriate for individuals entering an allied medical field of study. This course gives students the knowledge needed to conduct emergency medical assessments of illnesses and injuries. Topics include medical terminology, anatomy, physiology, pathophysiology, and life-span development.
Prerequisites: Program Admission, including an existing EMTB certification or greater

EMSP 1310: Introduction to Advanced Practice and Public Health
Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.
Prerequisites: BIOL 2401 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class

EMSP 1320: Patient Assessment and Airway Management
Patient Assessment and Airway Management will guide the student through the development of critical thinking skills related to the practice of essential and standardized medical and trauma assessment techniques in an ALS prehospital environment. The course emphasizes airway management, advanced clinical decision-making, identification and treatment of life threats, and advanced assessment techniques.
Prerequisites: BIOL 2401, EMSP 1310 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 2355: Clinical & Field Portfolio (EMSP 1325, EMSP 1145, EMSP 2125 for AEMT students)
Clinical & Field Portfolio serves to place Paramedic students into approved clinical and field environments in which they may complete required medical and field experiences related to both medical and trauma cases.

This course is designed to assist the student in completing the Paramedic Portfolio in preparation for approval to enroll in EMSP 2250 Capstone Field Internship. Each student is required to document in an electronic portfolio a specific number of successful demonstrations of skills or competencies. While some of these demonstrations may be accomplished in a lab setting, many require successful demonstration of the skill during a live-patient encounter, which may only be fulfilled during a clinical/field experience.

It is impossible to predict the frequency or mix of live-patient encounters that may occur during a given clinical/field experience. As a result, it is impossible to specify in advance the number of hours that may be required to complete the Paramedic Portfolio. The requirements for the course presume a nominal face-to-face involvement of at least 144 hours for Paramedics and 96 hours for AEMT.

EMSP 2325 is functionally equivalent to the combination of EMSP 1125: Clinical Experience 1, EMSP 1145: Clinical Experience 2, and EMSP 2125 Clinical Experience 3.
Students exiting after AEMT certification will be issued credit for EMSP 1125 & EMSP 1145, while students in the Paramedic Program will be issued credit for EMSP 2325.
Prerequisite: BIOL 2401, EMSP 1310, EMSP 1320 – May be concurrent with non-prerequisite courses.

EMSP 1330: Pharmacology
Pharmacology provides a base-level understanding of the chemistry, classification, and regulation of pharmaceuticals. Special emphasis is given to the identification and use of medications used in the prehospital setting. Students study the impact of pharmaceuticals on medical and trauma assessment and the clinical decision-

making process. The role of medical direction is discussed, as well as the optimal use of medication and the identification of adverse reactions to medications and contraindications.
Prerequisites: BIOL 2401, EMSP 1310, EMSP 1320. This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 1340: Trauma Management and Life Support
Trauma Management and Life Support provides the student with an opportunity to apply ALS assessment and treatment requirements to the management of both simple and complex trauma emergencies. The course emphasizes the understanding of the mechanism of injury, bleeding, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic trauma, and environmental emergencies.
Prerequisites: BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 1350: Special Populations
Special Populations addresses the special medical and trauma assessment techniques needed to best serve pediatric, geriatric, obstetric, and special-needs patients. The course emphasizes physiological differentiation and appropriate treatment strategies.
Prerequisites: BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330, EMSP 1340 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 2410: Medical Emergencies
Medical Emergencies provides a student with an overview of various medical emergencies. The student will be expected to apply ALS assessment and treatment techniques to the management of both simple and complex medical emergencies. Topics include respiratory emergencies, cardiovascular emergencies, neurological emergencies, diseases of the eyes, ears, nose, and throat, abdominal and gastrointestinal, genitourinary and renal emergencies, gynecologic emergencies, endocrine emergencies, hematologic emergencies, immunologic emergencies, infectious diseases, and toxicology.
Prerequisites: BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management which includes lab exercises which may be pertinent to this class.

EMSP 2420: Cardiology
Cardiology is a deep introduction to prehospital cardiac assessment and treatment for ALS providers. Topics include cardiac anatomy and basic physiology, electrophysiology, calculating rates, vectors and the basic beat, 12-lead ECGs, electrocardiography and arrhythmia recognition, rhythm strip interpretation, normal sinus rhythm, sinus bradycardia, sinus tachycardia, sinus arrhythmia, sinus blocks, etc. Emphasis is given to the accurate identification of arrhythmia in a broad variety of contexts.
Prerequisites: BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management, which includes lab exercises that may be pertinent to this class.

EMSP 2330: EMS Operations
This course will serve as a review of the operations side of Emergency Medical Services that the student would have gained at the EMT provider level. Emphasis will include ALS leadership for operational decision-making. Topics include transport operations, incident management and mass-casualty incidents, vehicle extrication and special rescue, hazardous materials, terrorism response, disaster response, and crime-scene awareness.

Prerequisites: BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 - This course requires concurrent continuous enrollment with EMSP 2140 Assessment Based Management which includes lab exercises which may be pertinent to this class.

EMSP 2140: Assessment Based Management
The course is designed to allow the student to demonstrate competency through high-fidelity simulations. Students will maintain enrollment in this course for the duration of the program and may, therefore, be concurrently enrolled in this course and others prior to enrollment in EMSP 2250 *Capstone Field Experience*. Students will engage in increasingly complex scenarios that require them to demonstrate the comprehension of course material, psychomotor skills, and behavior required to manage a successful patient encounter.
Prerequisites: BIOL 2401, EMSP 1310, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 – May be concurrent with non-prerequisite courses.

EMSP 2145: Career Lab
Career Lab provides the student with intensive study opportunities to prepare for and complete the Paramedic Program Readiness Exam, which subsequently prepares the student for the National Registry of Emergency Medical Technicians Paramedic Cognitive Examination. Additionally, students are required to achieve the American Heart Association - Advanced Cardiovascular Life Support card and the American Heart Association - Pediatric Advance Life Support card. Students will attempt the Paramedic Program Readiness Exam multiple times. Remedial exercises may be assigned based on student performance.
Prerequisites: Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher. Corequisites: Concurrent Enrollment in EMSP - 2250. Note: Portions of the requirements for this course (ACLS & PALS) may be completed through third-party American Heart Association providers at the student's expense.

EMSP 2250: Capstone Field Internship
The Capstone Field Internship will serve to allow the student/paramedic candidate to operate in the role of lead paramedic on a working ambulance operating in a 911/emergency setting. Students will continue to demonstrate and document competencies which include skills performed or interpreted across a variety of patient ages, differential diagnoses, or complaints, but as a part of the Capstone Field Internship will focus on completing and documenting a specific number of team leads representing a variety of skills. It is impossible to predict the frequency or mix of live-patient encounters that may occur during a given field internship experience.

As a result, it is impossible to specify in advance the number of hours which may be required to complete the Capstone Field Internship. The requirements for the course presume a nominal face-to-face involvement of at least 120 hours. Students are responsible for scheduling and completing a sufficient number of field internship hours necessary to obtain the minimum number of 120 hours and 20 team leads that are transported to the emergency department.

The Paramedic candidate can only count team leads for our program that are initiated through the 911 system, or as an emergency transfer for higher level of care from a facility to an emergency department.

Definitions
911/Emergency Setting: Any emergency response that is initiated by a call to the emergency dispatch center. They may also include transfers from stand-alone emergency departments, nursing homes, assisted living facilities, or urgent care clinics; so long as the patient is being transported to a higher level of care. These do not include interfacility transfers where the end destination is not an emergency department, unless transport is from a lower level of care to a higher level of care.

Team Lead: The Paramedic student must conduct a comprehensive assessment, establish a field impression, determine patient acuity, formulate a treatment plan, direct the treatment, and direct and participate in the transport of the patient to a medical facility, transfer of care to a higher level of medical authority, or termination of care in the field (cardiac arrest patients only).

Facility: Any health care facility that provides long-term care, specialized nursing services, acute urgent care, primary care, or radiological services.

Emergency Department: Department or room within a hospital as determined by federal or state law for the provision of emergency health care services. This does not include freestanding emergency medical care facilities.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher. Prerequisite: BIOL 2401; EMSP 1310; EMSP 1320; EMSP 1330; EMSP 1340; EMSP 1350; EMSP 2410; EMSP 2420; EMSP 2330; EMSP 2140.

Syllabi for Courses

EMTB Syllabus

Edit

Texas EMS School

EMT Basic Course Syllabus

EMSP 1501 | Introduction to Emergency Medical Services

EMSP 1501 | EMT Education: Introduction to Emergency Medical Services

EMTB Catalog Description

EMT Education: Introduction to Emergency Medical Services provides an introduction to the Emergency Medical Services field. This course also serves to prepare Emergency Medical Technicians for entry into the first responder field.

Prerequisites and Corequisites

Program Admission

Prerequisite: None

Corequisite: None

Credit

Total Credit	**5**
Lecture	3
Lab	1
Clinical Experience	1
Field Experience	0

Total Credit	5
Capstone Internship	0

Getting Help

Email: support@axoneducation.com

Phone/Text: 325-218-4444

- Schedule an audio or videoconference appointment: https://axonedu.as.me (https://axonedu.as.me)
- Register for Skills Lab: https://www.axoneducation.com/skills/ (https://www.axoneducation.com/skills/)
- Student Resource Forms: www.axoneducation.com/student-resources (http://www.axoneducation.com/student-resources)
- Register for Clinical/Field Experiences: https://www.axoneducation.com/forms/clinical/ (https://www.axoneducation.com/forms/clinical/)
- Make a payment or check on a payment:
  - www.tfcstudentinfo.com (http://www.tfcstudentinfo.com) or 800-872-9832

EMTB Required Course Materials | Textbook(s)

Emergency Care and Transportation of the Sick and Injured, 12th Edition (E-Text included in tuition)

EMTB Required Course Materials | Software

Access to electronic patient recording software (provided by enrollment) Access to Canvas Learning Management System (LMS) [provided by enrollment].

Course Outline

While the list included here is intended to be comprehensive, the exact scope and sequence of this course will be dictated by the assignments presented in the LMS. Unless noted otherwise, all prescribed assignments within each chapter are to be completed.

- Helpful Student Resources (https://axoneducation.instructure.com/courses/280/modules/8804)
- Get Started HERE! (https://axoneducation.instructure.com/courses/280/modules/8805)
- Introduction Module (https://axoneducation.instructure.com/courses/280/modules/8806)

- eBook: Emergency Care and Transportation of the Sick and Injured 12th Edition (https://axoneducation.instructure.com/courses/280/modules/8807)
- EMTB11 | EMSP 1501 | Syllabus (https://axoneducation.instructure.com/courses/280/modules/8859)
- Module 1 | Medical Terminology | Chapter 5 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8808)
- Module 2 | The Human Body | Chapter 6 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8809)
- Module 3 | Patient Assessment | Chapter 10 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8811)
- Module 4 | Medical Overview | Chapter 15 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8812)
- Module 4A | Compliance Module | Complete if you intend to fully enroll (https://axoneducation.instructure.com/courses/280/modules/8813)
- Module 5 | Trauma Overview | Chapter 25 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8814)
- Module 6 | EMS Systems | Chapter 1 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8815)
- Module 7 | Workforce Safety and Wellness | Chapter 2 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8816)
- Module 8 | Medical, Legal, and Ethical Issues | Chapter 3 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8817)
- Module 9 | Skills Lab Prep Module- All Elements Required | Complete Before Attending Skills Lab | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8818)
- Module 10 | Communications and Documentation | Chapter 4 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8819)
- Module 11 | Clinical Information Module | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8820)
- Module 12 | HIPAA Compliance in Pre-Hospital Care | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8821)
- Module 13 | Life Span Development | Chapter 7 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8822)
- Module 14 | Lifting and Moving Patients | Chapter 8 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8823)

- Module 15 | The Team Approach to Health Care | Chapter 9 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8824)
- Module 16 | Airway Management | Chapter 11 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8825)
- Module 17 | Principles of Pharmacology | Chapter 12 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8826)
- Module 18 | Shock | Chapter 13 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8827)
- Module 19 | BLS Resuscitation | Chapter 14 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8828)
- Module 20 | Respiratory Emergencies | Chapter 16 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8829)
- Module 21 | Cardiovascular Emergencies | Chapter 17 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8830)
- Module 22 | Neurologic Emergencies | Chapter 18 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8831)
- Module 23 | Gastrointestinal and Urologic Emergencies | Chapter 19 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8832)
- Module 24 | Endocrine and Hematologic Emergencies | Chapter 20 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8833)
- Module 25 | Allergy and Anaphylaxis | Chapter 21 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8834)
- Module 26 | Toxicology | Chapter 22 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8835)
- Module 27 | Behavioral Health Emergencies | Chapter 23 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8836)
- Module 28 | Gynecologic Emergencies | Chapter 24 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8837)
- Module 29 | Bleeding | Chapter 26 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8838)
- Module 30 | Soft-Tissue Injuries | Chapter 27 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8839)
- Module 31 | Face and Neck Injuries | Chapter 28 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8840)

- Module 32 | Head and Spine Injuries | Chapter 29 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8841)
- Module 33 | Chest Injuries | Chapter 30 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8842)
- Module 34 | Abdominal and Genitourinary Injuries | Chapter 31 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8843)
- Module 35 | Orthopaedic Injuries | Chapter 32 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8844)
- Module 36 | Environmental Emergencies | Chapter 33 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8845)
- Module 37 | Obstetrics and Neonatal Care | Chapter 34 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8846)
- Module 38 | Pediatric Emergencies | Chapter 35 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8847)
- Module 39 | Geriatric Emergencies | Chapter 36 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8848)
- Module 40 | Patients With Special Challenges | Chapter 37 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8849)
- Module 41 | Transport Operations | Chapter 38 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8850)
- Module 42 | Vehicle Extrication and Special Rescue | Chapter 39 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8851)
- Module 43 | EMT Jurisprudence Course | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8852)
- Module 44 | Incident Management | Chapter 40 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8853)
- Module 45 | Terrorism Response and Disaster Management | Chapter 41 | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8854)
- Module 46 | EMT Readiness Exam on FISDAP | EMSP 1501 (https://axoneducation.instructure.com/courses/280/modules/8855)
- Module 47 | You have Completed Your Course Work!!! (https://axoneducation.instructure.com/courses/280/modules/8856)
- Soft-Skill Simulations (https://axoneducation.instructure.com/courses/280/modules/8857)
- TestPrep (https://axoneducation.instructure.com/courses/280/modules/8858)

EMTB Grade Calculation

The program-wide Grading Policy and the institution's Grading Scale are included in the EMTB Course Common Syllabus Elements below. Students are encouraged to read these items carefully and should be aware that there are program-wide pass-fail elements referred to as Critical Criteria that, if breached, may cause a student to be issued a failing grade for the entire program.

Grades for this individual course will be calculated as follows:

Description	Percentage
Examinations Final Exams	40%
Homework Chapter Objectives Review Chapter Reading Assignments Test Taking Strategies EMTalk Episodes Interactive Lectures Additional Assignments	30%
Quizzes Chapter Quizzes Test Prep	30%
Affect Skills Lab Readiness Exam Clinical/Field Experiences	Pass/Fail

Pass/Fail Affect

There are several elements that are not used to calculate your grade but must be passed in order to achieve an overall passing grade. These include:

- Critical Criteria Labs
- Field Experiences and Clinical Experiences
- Completion of the NREMT Psychomotor Examination (Conducted at Skills Lab)
- Documentation of achievement of an American Heart Association BLS Card

EMTB Program Common Syllabus Elements | Program Goal

The purpose of the Emergency Medical Technician Basic (EMTB) course is to prepare competent entry-level EMTs in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Emergency Medical Technician and/or Emergency Medical Responder levels.

EMTB Program Common Syllabus Elements | Student Learning Outcomes

- Graduates will be prepared to pass the National Registry of Emergency Medical Technicians Cognitive Examination and Psychomotor Examination(s).
- Graduates will be eligible to seek employment or volunteer opportunities in basic emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessments and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed and life-long learning.

Grading Scale

The program-wide Grading Policy and the institution's Grading Scale are included in the EMTB Course Common Syllabus Elements below. Students are encouraged to read these items carefully and should be aware that there are program-wide pass-fail elements referred to as Critical Criteria that, if breached, may cause a student to be issued a failing grade for the entire program.

When numeric grades or letter grades are required, the institution uses the following scale:

Letter Grade	Numeric Grade	Grade Points
A+	100% or more	4.33/4.00

Letter Grade	Numeric Grade	Grade Points
A	93% - 99%	4.00/4.00
A-	90% - 92%	3.67/4.00
B+	87% - 89%	3.33/4.00
B	83% - 86%	3.00/4.00
B-	80% - 82%	2.67/4.00
C+	77% - 79%	2.33/4.00
C	73% - 76%	2.00/4.00
C-	70% - 72%	1.67/4.00
D+	67% - 69%	1.33/4.00
D	63% - 66%	1.00/4.00
D-	60% - 62%	0.67/4.00
F	0% - 59%	0.00/4.00

Program Critical Criteria

This course contains several Critical Criteria that, if unmet, could result in the issuance of a failing final grade for the course, regardless of the student's success or performance in other aspects of the course.

- **Critical Criterion #1 – Compliance Deadline Criterion**
  - Students must submit all necessary compliance documentation by the Compliance Date, which is 30 days from the date of their enrollment.
- **Critical Criterion #2 – Minimum Activity Criterion**
  - During the Instructional Period (first 20 weeks or as individually assigned by the Teaching Team), students must log in and complete at least one assignment each week; note that this will not allow a student to finish in the expected timeline. Minimum activity

is evaluated each Monday for the preceding seven days (Monday through Sunday). Students attending a Skills Lab or participating in a Clinical Experience or Field Experience may request an exemption for the actual week in which the student was involved in the face-to-face activity.

- **Critical Criterion #3 – Student Responsiveness Criterion**
  - The Teaching Team may establish that an individual has failed to achieve the Student Responsiveness Criterion by evaluating their pattern of communication. Students are expected to adequately respond to institutional inquiries in a timely manner. A student's adequate and timely responses to written inquiries, text messages, voicemails, and other means of communication from institutional representatives are considered mandatory elements of course progress, even when such inquiries are not directly related to academic performance.
- **Critical Criterion #4 – Positive Affect Criterion**
  - The Teaching Team may establish that an individual has failed to achieve the Positive Affect Criterion if a student exhibits ongoing or acutely disruptive affect or unprofessional behavior to fellow students, institutional personnel, clinical partner personnel, or other stakeholders.
  - Satisfactory student progress in this regard is established, among other means, by demonstrating a willingness to work as a productive team member with other students, and especially with clinical partners. This includes dressing, speaking, and acting professionally while in school contexts.

ADA Statement

At times, it may be necessary for students with special needs or disabilities to receive special or reasonable accommodation. Axon Education will make reasonable accommodations to meet the needs of students with disabilities. To request an accommodation, students should contact Student Support at support@axoneducation.com (mailto:support@axoneducation.com) .

Syllabus Affirmation Requirement

Each student will be required to acknowledge his or her receipt and understanding of this entire syllabus in an assignment in the Canvas Learning Management System.

A Note to Our Students

We care about your success! If you need help in the course or the program, please reach out to us by email or phone so that we can understand your need and help you. If you need to schedule time for tutoring or emotional support, please do not hesitate to schedule an appointment.

Clinical Sites

Students often already work with clinical providers or have relationships with personnel in local emergency rooms or ambulance services and wish to complete their field experiences at these locations. Axon is willing and interested in forming a relationship with any qualified clinical provider. However, in order for a clinical site or field site to be used, the organization must have signed an Affiliation Agreement with Axon. Many organizations are willing to complete the agreement if they have local students who are requesting it. However, it often takes several weeks for an organization to review and sign official documents, so if you are interested in helping arrange such a relationship, you should start the process as early as possible to avoid causing delays. Contact support@axoneducation.com to request that a site be considered. You then need to work with Student Support staff to facilitate the dialogue with the potential provider. You will only be able to utilize the facility if a signed agreement is in place.

Furloughs

Students experiencing exceptional life circumstances who wish to complete the course, but require an extended break from course activity, may request a furlough. A student may request a FURLOUGH in order to avoid failing out of the course due to multiple consecutive MAP violations. You may request a furlough by going to www.axoneducation.com/student-resources (https://www.axoneducation.com/student-resources) and filling out the appropriate form. The Teaching Team will determine if the request is approved and for how long. Furloughs must be requested in advance but if approved may include up to seven days prior to the request.

Breaks

Students are able to request a break, by submitting a Flex Request found on the student resource page: www.axoneducation.com/student-resources (https://www.axoneducation.com/student-resources).

Momentum Score

During the Instructional Period, Momentum Scores are calculated and distributed to students on a routine basis. Momentum Scores are expressed as a percentage, and students are awarded badges at various times during the instructional period if they have achieved a Momentum Score above 100%. The Momentum Score is not intended to predict overall student success, nor is it explicitly used in the assignment of any course grade. Momentum Scores are intended to encourage self-evaluation and self- regulation as it relates to your course activity. You are encouraged to monitor your Momentum Score as a means to evaluate your own progress, adjust your activity based upon your own appreciation of your progress, and seek help if you deem it necessary.

Badges

Students experiencing exceptional life circumstances who wish to complete the course, but require an extended break from course activity, may request a furlough. A student may request a FURLOUGH in order to avoid failing out of the course due to multiple consecutive MAP violations. You may request a furlough by going to www.axoneducation.com/student-resources and filling out the appropriate form. The Teaching Team will determine if the request is approved and for how long. Furloughs must be requested in advance but if approved may include up to seven days prior to the request.

Mandatory for All Modules and Chapters

All Required/Mandatory items for Modules and Chapters will be evident. Students are expected to complete every item in this category.

Labs

Lab Assignments (Labs) – Labs are defined as any activity or activities that require you to participate in a face-to-face session with an instructor, preceptor or peer, or may include the completion of specific online lessons, scenarios or workbooks. Most face-to-face labs require that the student complete forms in order to provide documentation that the lab was successfully completed. See "Documenting Field, Lab and Clinical Experiences" below. Labs may be pre-scheduled, requiring you to register for them in advance, or may be student-scheduled based upon your access to the appropriate equipment and partners. In other words, a student may be assigned a lab activity, but be allowed to register for a particular time or session to complete the work.

Learning Activities

Textbook Chapters– Every student has access to the e- books. Students will need to access the e- books through the LMS. Students are encouraged to use the e-books where possible to take advantage of any additional resources that may be presented during your reading.

Formative Tests– Chapter Quiz grades will be averaged together to provide you a "quiz" grade.

Chapter Assessments– The LMS allows you to attempt a Chapter Assessment after you have completed all other components of a chapter. This will be an overall assessment of all critical knowledge within the chapter.

Mastery Quizzes- These quizzes will assess overall mastery of concepts covered related to our course and the curriculum.

EMTalk– An audio or video podcast from your instructors and guest speakers to introduce material, address student questions, and to promote student success. EMTalk will include supplemental material rather than presentation of the material presented in your text(s). These will be available at different times throughout the course. Look out for them and make sure to participate when they become available.

Subjective Assessment by Instructor– Instructors in conjunction with the course coordinator, medical director, or other involved personnel will provide a portion of your grade based upon their own judgment. This grade may reflect your on-time attendance at labs, clinical/field experiences and willingness to assist other students in the learning process, etc.

FISDAP EMT Readiness Exam

The course requires you to successfully pass the FISDAP EMT Readiness Assessment Exam, or a specifically assigned alternative. You must score a 70 or above on at least one of these attempts. At the discretion of the Teaching Team, the requirements for this exam may be altered. Students are allowed a maximum of six (6) attempts at the Readiness Exam or any individual Unit Exam.

Students requiring more than four attempts at the Readiness Exam will be required to purchase additional exam attempts. Students who are unsuccessful after six attempts at any single Unit Exam or the Readiness Exam may not be eligible to complete the course and may be assigned a failing grade of F. Students who are unsuccessful after their first three (3) attempts at passing any single Unit Exam or the Readiness Exam may be placed on Academic Probation. Students placed on Academic Probation as a result of failed attempts at the Unit Exams or the Readiness Exam must purchase the FISDAP Study Tool associated with their program before being allowed to access the remaining attempts on their exam(s).

Career Lab

Career Lab will have additional requirements which will be dependent upon the score you obtain on your initial attempt of the FISDAP exam. All students in Career Lab are required to demonstrate that they have a current account with NREMT and demonstrate that they have applied for an "Authorization to Test" with NREMT. Note that this application requires that the student pay a separate fee to NREMT.

Psychomotor Objectives

These objectives are provided by the National Registry of Emergency Medical Technicians as a part of standardized competencies. These objectives will be evaluated by the NREMT Psychomotor Examination. Students should refer to the appropriate NREMT Skills Sheet for further information.

Patient Assessment/Management – Trauma– All candidates will be required to perform a "hands-on," head- to-toe, physical assessment and voice treatment of a moulaged simulated patient or high-fidelity simulation manikin for a given scenario. This skill includes:

1. Scene Size-up
2. Primary Survey/Resuscitation
3. History Taking/Secondary Assessment
4. Vital Signs/Reassessment

Patient Assessment/Management – Medical– All candidates will be required to perform a "hands-on," head- to-toe, physical assessment and voice treatment of a moulaged simulated patient or high fidelity simulation manikin for a given scenario. This skill includes:

1. Scene Size-up
2. Primary Survey/Resuscitation Vital Signs/Reassessment

Bag-Valve-Mask Ventilation of an Apneic Adult Patient– All candidates will be required to provide ventilatory assistance to an apneic adult patient who has a weak carotid pulse and no other associated injuries. They are required to manually open an airway, suction the mouth and oropharynx, insert an oropharyngeal airway, and ventilate a manikin with a bag-valve-mask device.

Oxygen Administration by Non-rebreather Mask– All candidates will be required to assemble a regulator to a portable oxygen tank and administer oxygen by non-rebreather mask to an adult patient who is short of breath.

Cardiac Arrest Management/AED– All candidates will be required to integrate CPR skills, perform 2 minutes of 1-person adult CPR, attach and use the AED (including shock delivery) given a scenario of an adult patient found in cardiac arrest where no bystanders are present.

Spinal Immobilization (Supine Patient)– All candidates will be required to immobilize an adult patient who is found supine with a suspected unstable spine using a long spine immobilization device. An EMT Assistant will be provided and the NREMT candidate is a ls responsible for the direction and subsequent actions of the EMT Assistant.

Random EMT Skills– All candidates will be evaluated over one (1) of the following EMT skills chosen at random. An EMT Assistant will be provided and the NREMT candidate is also responsible for the direction and subsequent actions of the EMT Assistant:

1. Spinal Immobilization (Seated Patient)
2. Bleeding Control/Shock Management
3. Long Bone Immobilization
4. Joint Immobilization

Cognitive Objectives

These objectives are provided by the National Registry of Emergency Medical Technicians as a part of standardized competencies. These objectives will be evaluated by the NREMT Psychomotor Examination. Students should refer to the appropriate NREMT Skills Sheet for further information.

1. Define the key terms presented in the textbook.
2. Describe the factors that you must consider before lifting any patient.
3. Give examples of common stressors in EMS work.
4. Describe the Scope of Practice as an EMT.
5. Identify situations that would constitute a breach of patient confidentiality.
6. Differentiate between scope of practice and standard of care.
7. Explain the importance of the proper use of medical terminology.
8. Use anatomic terms of position and direction to describe the location of body structures and position of the body.
9. Explain the pathophysiology of shock.
10. Describe the physical and physiological characteristics, including normal vital signs, for individuals in various age groups.
11. Describe common pathophysiologic problems leading to airway obstruction.
12. Explain the physiological relationships between assessing and maintaining an open airway, assessing and ensuring adequate ventilation, and assessing and maintaining adequate circulation.
13. Explain the ongoing nature of scene size-up beyond the initial moments at the scene.
14. Discuss the difference in first steps to assessment if the patient is apparently lifeless (C-A-B approach) or if the patient has signs of life, including a pulse (A-B-C approach).
15. Identify the vital signs used in prehospital patient assessment.
16. List and explain the components of the secondary assessment.
17. Provide a thorough, organized, concise report of pertinent patient information when giving a radio report or requesting orders.
18. Follow principles of medication administration safety, including the five rights of medication.
19. Differentiate between adequate and inadequate breathing based upon the rate, rhythm, and quality of breathing.
20. Discuss the management of a patient with acute coronary syndrome.
21. Consider several possible causes of altered mental status when given scenarios involving patients with alterations in mental status.

22. Differentiate between the signs and symptoms of an allergic reaction and those of anaphylactic reaction.
23. Describe the ways in which poisons can enter the body.
24. Describe the location, structure, and function of the organs in the abdominal cavity.
25. Recognize behavior that are abnormal in a given context.
26. Identify medications that can interfere with blood clotting.
27. Recognize the signs and symptoms of internal and external bleeding.
28. Describe types of closed soft-tissue wounds and the assessment and management of closed soft- tissue sounds.
29. Describe types of open soft-tissue wounds and general assessment and care for open soft-tissue sounds.
30. Describe mechanisms of injury commonly associated with chest injuries.
31. Associate mechanisms of injury with the potential for musculoskeletal injuries.
32. Discuss the assessment and management of spine and spinal cord injuries.
33. Describe the considerations for teamwork, timing, and transport decisions in assessing and managing patients with multisystem trauma or multiple trauma.
34. Discuss the assessment of a patient in labor, including history and physical examination.
35. Discuss special considerations in dealing with non-adult patients.
36. Discuss adaptations that may be required in communicating with and assessing older patients.
37. Describe the types of equipment required to be carried by EMS response units.
38. Describe the responsibilities of the EMT at a hazardous materials incident.
39. Describe the risks to EMS providers during highway emergency operations.
40. Describe the risks to first responders in terrorism incidents.

Affective Objectives

1. Describe the professional value of the Axon mantra "primum respectum date" or "first give respect."
2. Give examples what types of language that might not be professionally appropriate in a clinical experience or field experience context.
3. Give examples of activities that might demonstrate professional affect when participating in a clinical experience or field experience.

Library Resources

A substantial collection of Open Access literature is available to allied health students via the Internet. Students will be encouraged to conduct research using these and other materials.

The institution's LMS system includes direct links to journals, articles, and books that are assigned readings and links to resources that may be used in student research and self-study. These resources are credible and substantial resources, which include peer-reviewed journals, books, and institutional research monographs, among other items. This approach is significant for multiple reasons but is particularly valuable because it will include items published in very recent time frames as well as items published previously. This allows students to see historical changes in thought patterns and medical procedures in a historical context.

Students will be encouraged to engage in critical thinking skills to help identify items such as peer-reviewed content and compare it to popular writing or opinion. The institution believes that developing these skills while in an academic program can encourage graduates to become lifelong learners with the capacity to discriminate among informational options.

The institution will develop corporate accounts with open-access (free) providers, and where corporate accounts do not serve the purpose well, we will encourage students to register with providers for personal access. While the list below is in no way exhaustive, examples of these resources include:

SpringerOpen (https://www.springeropen.com/)

SpringerOpen publishes a wide selection of open-access books across various disciplines but has specific science, technology, and medicine content.

Biomed Central (http://www.biomedcentral.com/)

Biomed Central makes scientific research freely accessible and discoverable through partnerships, innovation, and collaboration with the scientific community. Dedicated to open research, Biomed publishes over 290 quality peer-reviewed journals in Biology, Clinical Medicine, and Health.

MedKnow (http://www.medknow.com/journals.asp)

MedKnow provides open access to the official publications of various societies and associations. Most publications are peer-reviewed.

PubMed Central® (PMC) (https://www.ncbi.nlm.nih.gov/pmc/)

PubMed Central® (PMC) is a free full-text archive of biomedical and life sciences journal literature at the U.S. National Institutes of Health's National Library of Medicine (NIH/NLM).

Highwire (http://highwire.stanford.edu/lists/freeart.dtl/)

Highwire is based out of Stanford University and is a significant resource for open-access full-text science and medical content.

World Health Organization (https://archive.org/details/worldhealthorganization)

The World Health Organization Book Archive provides digital full-text copies of complete books with an exceptional search interface.

Pocket Prep (https://www.pocketprep.com/)

Students are provided with access to Pocket Prep. Information about obtaining a code is provided in the course.

Student learning resources are available and appropriate to the level and scope of educational offerings via the information provided in the syllabi. Students have access to the above-mentioned resources, as well as additional resources we provide within the course, such as Pocket Prep. Pocket Prep is a test prep resource that uses formative competency-based learning to help students ensure their understanding of the required materials and that they are ready for the certification/licensing test.

Edit

Texas EMS School

Advanced EMT Syllabi

Advanced EMT Program Description and Courses

The Advanced EMT Program consists of the following courses:

- **EMSP 1310 | Introduction to Advanced Practice and Public Health**
- **BIOL 2401 | Anatomy and Physiology**
- **EMSP 2355 | Clinical and Field Portfolio**
- **EMSP 1320 | Patient Assessment Airway Management**
- **EMSP 1330 | Pharmacology**
- **EMSP 1340 | Trauma Management and Life Support**
- **EMSP 1350 | Special Populations**

EMSP 1310 | Introduction to Advanced Practice and Public Health

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher

Prerequisite:

Corequisite:

	Credit
Total Credit	**3**

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

BIOL 2401 | Anatomy and Physiology

Anatomy and Physiology provides an overview of anatomy and physiology appropriate for individuals entering an allied-medical field of study. This course gives students the knowledge needed to conduct emergency medical assessments of illnesses and injuries. Topics include medical terminology, anatomy, physiology, pathophysiology, and life-span development.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.
NOTE: If you have submitted proof of completion of a similar or higher-level Anatomy and Physiology Course which you received credit for, you may not be required to complete this course. Please check with the School to ensure you are completing what is required.
Prerequisite: EMSP 1310

Corequisite: None

Credit

Total Credit	4
Lecture	3
Lab	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 2355 | Clinical and Field Portfolio

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

Credit

Total Credit	**3**
Lecture	0
Lab	0
Clinical Experience	1.5
Field Experience	1.5
Capstone Internship	0

EMSP 1320 | Patient Assessment and Airway

Patient Assessment and Airway Management will guide the student through the development of critical thinking skills related to the practice of essential and standardized medical and trauma assessment techniques in an ALS prehospital environment. The course emphasizes airway management, advanced clinical decision-making, identification and treatment of life threats, and advanced assessment techniques.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401

Corequisite: EMSP 2140

This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises that may be pertinent to this class.

Credit

Total Credit	**3**
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 1330 | Pharmacology

Pharmacology provides a base-level understanding of the chemistry, classification, and regulation of pharmaceuticals. Special emphasis is given to identification and use of medications used in the prehospital setting. Students study the impact of pharmaceuticals on medical and trauma assessment and the clinical decision-making process. The role of medical direction is discussed, as well as the optimal use of medication and the identification of adverse reactions to medications and contraindications.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320

Corequisite:

Credit

Total Credit	**3**
Lecture	3

Total Credit	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 1340 | Clinical and Field Portfolio

Trauma Management and Life Support provides the student with an opportunity to apply ALS assessment and treatment requirements to the management of both simple and complex trauma emergencies. The course emphasizes the understanding of mechanism of injury, bleeding, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic trauma, and environmental emergencies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310, EMSP 1320, EMSP 1330, EMSP 2420 (if in Paramedic Program)

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 1350 | Special Populations

Special Populations addresses the special medical and trauma assessment techniques needed to best serve pediatric, geriatric, obstetric and special-needs patients. The course emphasizes physiological differentiation and appropriate treatment strategies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	**3**
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

Getting Help

Email: support@axoneducation.com

Phone/Text: 325-218-4444

Schedule an audio or videoconference appointment: https://axonedu.as.me (https://axonedu.as.me)

Register for Skills Lab: https://www.axoneducation.com/skills/ (https://www.axoneducation.com/skills/)

Student Resource Forms: www.axoneducation.com/student-resources (http://www.axoneducation.com/student-resources)

Register for Clinical/Field Experiences: https://www.axoneducation.com/forms/clinical/ (https://www.axoneducation.com/forms/clinical/)

Make a payment or check on a payment:

www.tfcstudentinfo.com (http://www.tfcstudentinfo.com) or

800-872-9832

Advanced EMTB Required Course Materials | Textbook

Emergency Care and Transportation of the Sick and Injured, 12th Edition (E-Text included in tuition)

Advanced EMT Required Course Materials | Software

Access to electronic patient recording software (provided by enrollment) Access to Canvas Learning Management System (LMS) [provided by enrollment].

Course Outline

While the list included here is intended to be comprehensive, the exact scope and sequence of this course will be dictated by the assignments presented in the LMS. Unless noted otherwise, all prescribed assignments within each chapter are to be completed.

- Helpful Student Resources (https://axoneducation.instructure.com/courses/274/modules/8430)
- Get Started Here! (https://axoneducation.instructure.com/courses/274/modules/8431)
- Introduction Module (https://axoneducation.instructure.com/courses/274/modules/8432)
- Access eBook: Nancy Caroline's Emergency Care in the Streets 9th Edition (https://axoneducation.instructure.com/courses/274/modules/8434)
- Modules 1 - 7 | Syllabus | Introduction to Paramedicine and Public Health Unit | EMSP 1310 (https://axoneducation.instructure.com/courses/274/modules/8435)
- Module 1 | EMS Systems | Chapter 1 | EMSP 1310 (https://axoneducation.instructure.com/courses/274/modules/8436)
- Module 2 | Workforce Safety and Wellness | Chapter 2 | EMSP 1310 (https://axoneducation.instructure.com/courses/274/modules/8438)
- Module 3 | Public Health | Chapter 3 | EMSP 1310 (https://axoneducation.instructure.com/courses/274/modules/8443)
- Module 4 | Medical, Legal, and Ethical Issues | Chapter 4 | EMSP 1310 (https://axoneducation.instructure.com/courses/274/modules/8445)
- Module 5 | Compliance Module (https://axoneducation.instructure.com/courses/274/modules/8446)
- Module 6 | Communications | Chapter 5 | EMSP 1310 (https://axoneducation.instructure.com/courses/274/modules/8447)

- Module 7 | Documentation | Chapter 6 | EMSP 1310 (https://axoneducation.instructure.com/courses/274/modules/8449)
- Modules 8 and 9 | Syllabus | Clinical and Field Portfolio and HIPAA Compliance| EMSP 2355 (https://axoneducation.instructure.com/courses/274/modules/8453)
- Module 9 | HIPAA Compliance in Pre-Hospital Care (https://axoneducation.instructure.com/courses/274/modules/8455)
- Modules 10 - 13 | Syllabus | Anatomy and Physiology Unit | BIOL 2401 (https://axoneducation.instructure.com/courses/274/modules/8456)
- Module 10 | Medical Terminology | Chapter 7 | BIOL 2401 (https://axoneducation.instructure.com/courses/274/modules/8457)
- Module 11 | Anatomy and Physiology | Chapter 8 | BIOL 2401 (https://axoneducation.instructure.com/courses/274/modules/8459)
- Module 12 | Pathophysiology | Chapter 9 | BIOL 2401 (https://axoneducation.instructure.com/courses/274/modules/8462)
- Module 13 | Life Span Development | Chapter 10 | BIOL 2401 (https://axoneducation.instructure.com/courses/274/modules/8464)
- Pocket Prep | Syllabus (https://axoneducation.instructure.com/courses/274/modules/12467)
- Modules 14 - 18 | Syllabus| Patient Assessment and Airway Management Unit | EMSP 1320 (https://axoneducation.instructure.com/courses/274/modules/8466)
- Module 14 | Patient Assessment | Chapter 11 | EMSP 1320 (https://axoneducation.instructure.com/courses/274/modules/8467)
- Module 15 | Critical Thinking and Clinical Decision Making | Chapter 12 | EMSP 1320 (https://axoneducation.instructure.com/courses/274/modules/8470)
- Module 16 | Airway Management | Chapter 16 | EMSP 1320 (https://axoneducation.instructure.com/courses/274/modules/8472)
- Module 17 | Respiratory Emergencies | Chapter 17 | EMSP 1320 (https://axoneducation.instructure.com/courses/274/modules/8475)
- Module 18 | FISDAP Airway and Breathing Unit Exam | EMSP 1320 (https://axoneducation.instructure.com/courses/274/modules/8478)
- Modules 19 - 21 | Syllabus | Pharmacology Unit | EMSP 1330 (https://axoneducation.instructure.com/courses/274/modules/8479)
- Module 19 | Principles of Pharmacology | Chapter 13 | EMSP 1330 (https://axoneducation.instructure.com/courses/274/modules/8480)
- Module 20 | Medication Administration | Chapter 14 | EMSP 1330 (https://axoneducation.instructure.com/courses/274/modules/8483)

- Module 21 | Emergency Medications | Chapter 15 | EMSP 1330 (https://axoneducation.instructure.com/courses/274/modules/8486)
- Modules 22 - 31 | Syllabus | Trauma Management and Life Support Unit | EMSP 1340 (https://axoneducation.instructure.com/courses/274/modules/8488)
- Module 22 | Trauma Systems and Mechanism of Injury | Chapter 30 | EMSP 1340 (https://axoneducation.instructure.com/courses/274/modules/8489)
- Module 23 | Bleeding | Chapter 31| EMSP 1340 (https://axoneducation.instructure.com/courses/274/modules/8491)
- Module 24 | Soft-Tissue Trauma | Chapter 32 | EMSP 1340 (https://axoneducation.instructure.com/courses/274/modules/8498)
- Module 25 | Burns | Chapter 33 | EMSP 1340 (https://axoneducation.instructure.com/courses/274/modules/8499)
- Module 26 | Face and Neck Trauma | Chapter 34 | EMSP 1340 (https://axoneducation.instructure.com/courses/274/modules/8500)
- Module 27 | Head and Spine Trauma | Chapter 35 | EMSP 1340 (https://axoneducation.instructure.com/courses/274/modules/8501)
- Module 28 | Chest Trauma | Chapter 36 | EMSP 1340 (https://axoneducation.instructure.com/courses/274/modules/8502)
- Module 29 | Abdominal and Genitourinary Trauma | Chapter 37 | EMSP 1340 (https://axoneducation.instructure.com/courses/274/modules/8503)
- Module 30 | Orthopaedic Trauma | Chapter 38 | EMSP 1340 (https://axoneducation.instructure.com/courses/274/modules/8504)
- Module 31 | Environmental Emergencies | Chapter 39 | EMSP 1340 (https://axoneducation.instructure.com/courses/274/modules/8505)
- Modules 32 - 37 | Syllabus | Special Populations Unit and End of Course Requirements | EMSP 1350 (https://axoneducation.instructure.com/courses/274/modules/8506)
- Module 32 | Obstetrics | Chapter 42 | EMSP 1350 (https://axoneducation.instructure.com/courses/274/modules/8507)
- Module 33 | Neonatal Care | Chapter 43 | EMSP 1350 (https://axoneducation.instructure.com/courses/274/modules/8508)
- Module 34 | Pediatric Emergencies | Chapter 44 | EMSP 1350 (https://axoneducation.instructure.com/courses/274/modules/8509)
- Module 35 | Geriatric Emergencies | Chapter 45 | EMSP 1350 (https://axoneducation.instructure.com/courses/274/modules/8510)

- Module 36 | Patients With Special Challenges | Chapter 46 | EMSP 1350 (https://axoneducation.instructure.com/courses/274/modules/8511)
- Module 37 | AEMT Readiness Exam and End of Course Documents (https://axoneducation.instructure.com/courses/274/modules/8512)
- Appendix | Career Development (https://axoneducation.instructure.com/courses/274/modules/8513)
- TestPrep (https://axoneducation.instructure.com/courses/274/modules/8514)
- Simulations (https://axoneducation.instructure.com/courses/274/modules/8515)
- Virtual Ride -Alongs (https://axoneducation.instructure.com/courses/274/modules/8516)
- AEMT Discussions (https://axoneducation.instructure.com/courses/274/modules/8517)

Grade Calculation

The program-wide Grading Policy and the institution's Grading Scale are included in the EMTB Course Common Syllabus Elements below. Students are encouraged to read these items carefully and should be aware that there are program-wide pass-fail elements referred to as Critical Criteria that, if breached, may cause a student to be issued a failing grade for the entire program.

Grades for this individual course will be calculated as follows:

Description	Percentage
Examinations	
Final Course Exam	40%
Homework	30%
Syllabus Understanding	
Chapter Objectives Review	
Chapter Reading Assignments	
Test Taking Strategies	

Description	Percentage
EMTalk Episodes Interactive Lectures Additional Assignments	
Quizzes Chapter Quizzes Test Prep	30%
Affect Skills Lab Readiness Exam Clinical/Field Experiences	Pass/Fail

Pass/Fail Affect

There are several elements that are not used to calculate your grade, but must be passed in order to achieve an overall passing grade. These include:

- Critical Criteria Labs
- Field Experiences and Clinical Experiences
- Completion of the NREMT Psychomotor Examination (Conducted at Skills Lab)
- Documentation of achievement of an American Heart Association BLS Card

Paramedic Common Syllabus Elements

The following information pertains to all courses in the Paramedic program.

Paramedic Program Goal

To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician and/or Emergency Medical Responder levels.

Paramedic Program Student Outcomes

- Graduates will be prepared to pass the National Registry of Emergency Medical Technicians Cognitive Examination and Psychomotor Examination(s).
- Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessment and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed and life-long learning.

Course/Program Format and Assignments

This course is presented in an online learning format. A general overview of course assignments is included in this syllabus. Specific and detailed information about all assignments is included in the Learning Management System (LMS). Students who perform poorly on a particular activity may be required to repeat the activity or may be assigned remedial work.

There is no exact schedule for this course. Students are encouraged to move through the course as quickly as they are able; however, the course must be completed by the deadline established by the Maximum Course Duration described below.

Course progress may be judged by 1.) whether the student is meeting the Minimum Activity Policy for the entire program described elsewhere in this syllabus and 2.) whether the Teaching Team believes the student is completing the work in a timeframe which will allow the student to complete the entire program within the Maximum Course Duration described elsewhere in this syllabus. In all cases, if the Teaching Team determines that a student is struggling, then it has the authority to prescribe deadlines for specific assignments or the entire course.

Advanced EMT Maximum Instructional Deadline (MID)

Maximum Instructional Deadline (MID)

The Maximum Instructional Deadline for this course is 33 weeks. Students will have 33 weeks from the cohort start date to complete all online assignments and complete at least one attempt at the Field Internship Student Data Acquisition Project (FISDAP) Comprehensive Readiness Exam.

Students must schedule their Readiness Exam prior to 30 days before their MID. Furthermore, Students must complete an initial attempt at the Readiness Exam prior to their MID.

Advanced EMT Maximum Course Duration

Maximum Course Duration (MCD)

The Maximum Course Duration for this course is **40 weeks**. The MCD may be extended at the sole discretion of the Teaching Team. The decision will be based on the student's demonstration of overall course progress, furloughs awarded due to special life circumstances, scheduled holidays, etc. Students wishing to seek an extension of the Maximum Course Duration should formally request an extension by submitting a FLEX Request through the link on the Student Resources Page. Extensions will only be considered if requested in advance of the MCD deadline.

Students who remain in the course after the Maximum Instructional Deadline but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon courses each have a Maximum Course Duration, the courses employ adaptive learning technologies and are, therefore, highly personalized for each student. Students may complete the course as rapidly as they are able to meet all requirements.

Because this course is based upon a Flexible Time Schedule, it is possible that a student may be assigned a failing grade for the course prior to the end of the Maximum Instructional Deadline or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug- screening, failure to meet compliance deadlines for documentation related to enrollment requirements, dismissal, or other reasons articulated in the course syllabus.

Attendance Policy

This course is competency-based and is presented in an online format. There are no mandatory weekly sessions. Instead, students may move through the curriculum as quickly as they are able within a set of parameters (See Maximum Course Duration). There are mandatory face-to-face sessions or electronic meetings that must be attended; however, most of these sessions will be scheduled by the student. Attendance at skills labs, clinical experiences, field experiences, and scheduled tutoring sessions will be tracked, and students failing to appear or who arrive late for participation will be required to make up all sessions or missed content.

Attendance Policy Specific to Skills Labs

Students are required to attend at least two [2] face-to-face Immersive Skills Labs. Skills Labs generally last two days. During these labs, students will learn and practice hands-on skills and ultimately prepare for the NREMT Psychomotor Examination. Students may be required to attend an additional Skills Lab if they have not demonstrated competency in the clinical/field setting.

Skills Labs are conducted regularly at the Abilene and Houston class locations. Students must schedule their first Skills Lab within 60 days of their official cohort start date and when able, based on current offerings, all Skills Labs. Students are encouraged to sign up for the Skills Labs as early in the course as possible, to ensure that they are able to attend sessions that are convenient to them in terms of timing. Finally, students are also encouraged to get away from routine responsibilities such as other schooling, work, family obligations, etc. during Skills Labs due to the need to focus intently on the lab instruction. Students may register online by visiting: https://www.axoneducation.com/skills/.
Students should also arrange for travel and sleeping accommodations as soon as possible after they have registered for their desired session dates.

Attendance Policy Specific to Clinical/Field Experiences

Students must initiate the scheduling of their clinics **within 30 days of the completion of their final Skills Lab**. Late arrival to, or failure to attend, a scheduled clinical experience or field experience without notifying Axon in advance will be treated as unprofessional behavior and may result in a breach of **Critical Criterion #4** – Positive Affect (see below), and it could result in the student failing the course. It is understood that in rare cases, emergencies happen that could prevent a student from notifying Axon of the late arrival or cancellation in advance, but pre-notification of late arrival or cancellation is expected in all cases. All missed clinical experiences, or field experiences, must be made up. The Teaching Team may also assign remedial work or additional shifts in cases where shifts, or portions of shifts, were missed.

Grading

This course is offered to fulfill the requirements of an Advanced EMT Certification course. A final grade will be issued for the course after completion. There are two crucial characteristics of course grades that the student needs to consider:

1) While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry of Emergency Medical Technicians Psychomotor Examinations and Cognitive Examination. Students may not expect articulation of individual course credits in the absence of success in the entire certification program.
2) There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency based overall, which allows for students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as many times as necessary to achieve a satisfactory grade or as often as desired to improve a grade or enhance competency. In most cases, assignments are considered "open-book," which means that the student is encouraged to use all tools at their disposal to demonstrate success in the task at hand. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed or limitations on the tools or resources that may be used as a part of the effort.

Proctored Assignments

Certain assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations that provide student proctoring. In such a case, the student will be responsible for paying for the proctoring session. The Axon Teaching Team may, at their sole discretion, require that an assignment for a particular student be proctored even if proctoring is not required for the same or similar assignment for all other students.

Standardized Examinations

Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment in which the exam will be conducted. Unless otherwise indicated, Axon will allow students one attempt at the nationally standardized examinations without additional costs to students on the first attempt. They will also be required to show satisfactory progress within this product. The student will have three additional attempts at no cost to the student after they have purchased the study tools. Students who are in need of additional attempts beyond the initial four attempts for any reason will be required to pay an additional nominal fee for each pair of attempts.

Skills Labs

This course will include a final examination. The exam may or may not require proctoring, and specific requirements will be provided in the Learning Management System. The Teaching Team has the authority to require proctoring on any assignment including final examinations.

Where appropriate, final examinations may be conducted using nationally standardized exams. These exams have been administered to thousands of students each year and may provide a more rigorous experience as well as results that are highly predictive of student success.

"Cut Scores" are often assigned for final examinations that dictate the minimum score a student must achieve to successfully complete the course or program.

Simulations and "Ride-Alongs"

These are specific homework assignments within Canvas that will guide students through scenarios giving them direction on how they should respond within the scope of practice of Paramedic in the field. Students will be required to use their critical thinking skills in order to follow along and make decisions as the provider throughout these homework assignments. These assignments are included in the "homework" grade issued within Canvas.

Final Exam

Skills Labs are graded on a pass/fail basis. Students may be precluded from proceeding to next steps in this course if they have not demonstrated competency in particular psychomotor skills.

FISDAP Readiness Exam

Students will be allowed a maximum of six (6) attempts at the Readiness Exam or any individual Unit Exam. Students requiring more than four attempts at the Readiness Exam will be required to purchase additional exam attempts. Students who are unsuccessful after six attempts at any single Unit Exam or the Readiness Exam may not be eligible to complete the course and may be assigned a failing grade of F. Students who are unsuccessful after their first three (3) attempts at passing any single Unit Exam or the Readiness Exam may be placed on Academic Probation. Students placed on Academic Probation as a result of failed attempts at the Unit Exams or the Readiness Exam must purchase the FISDAP Study Tool associated with their program before being allowed to access the remaining attempts on their exam(s).

Portfolio

Every paramedic student must complete the program-required portfolio of skills and patient care experiences prior to graduation. Each of the relevant skills and patient care encounters must be documented throughout the program. Students are encouraged to be vigilant in pursuing opportunities for skills and patient care experiences to achieve their totals. Students must complete 100% of their portfolio to successfully complete the program.

Affective Grade

The Axon Education Latin Motto is **"Primum Respectum Date" (PREE-mum res-PECT-um DAH-tay)**, which means **"first give respect."** In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read **Critical Criterion #4 – Positive Affect Criterion** below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Grading

This course is offered to fulfill the requirements of an EMTB Certification course. A final grade will be issued for the course after completion. There are two crucial characteristics of course grades that the student needs to consider:

1) While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry of Emergency Medical Technicians Psychomotor Examinations and Cognitive Examination. Students may not expect articulation of individual course credits in the absence of success in the entire certification program.

2) There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency based overall, which allows for students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as many times as necessary to achieve a satisfactory grade or as often as desired to improve a grade or enhance competency. In most cases, assignments are considered "open-book," which means that the student is encouraged to use all tools at their disposal to demonstrate success in the task at hand. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed or limitations on the tools or resources that may be used as a part of the effort.

Program Critical Criteria

This course contains several Critical Criteria that, if unmet, could result in the issuance of a failing final grade for the course, regardless of the student's success or performance in other aspects of the course.

- **Critical Criterion #1 – Compliance Deadline Criterion**

- Students **must submit all necessary compliance documentation by the Compliance Date, which is 30 days from the date of their enrollment.**

- **Critical Criterion #2 – Minimum Activity Criterion**
  - During the Instructional Period (first 20 weeks or as individually assigned by the Teaching Team), students must log in and complete at least one assignment each week; note that this will not allow a student to finish in the expected timeline. Minimum activity is evaluated each Monday for the preceding seven days (Monday through Sunday). Students attending a Skills Lab or participating in a Clinical Experience or Field Experience may request an exemption for the actual week in which the student was involved in the face-to-face activity.
- **Critical Criterion #3 – Student Responsiveness Criterion**
  - The Teaching Team may establish that an individual has failed to achieve the Student Responsiveness Criterion by evaluating their pattern of communication. Students are expected to adequately respond to institutional inquiries in a timely manner. A student's adequate and timely responses to written inquiries, text messages, voicemails, and other means of communication from institutional representatives are considered mandatory elements of course progress, even when such inquiries are not directly related to academic performance.
- **Critical Criterion #4 – Positive Affect Criterion**
  - The Teaching Team may establish that an individual has failed to achieve the Positive Affect Criterion if a student exhibits ongoing or acutely disruptive affect or unprofessional behavior to fellow students, institutional personnel, clinical partner personnel, or other stakeholders. Satisfactory student progress in this regard is established, among other means, by demonstrating a willingness to work as a productive team member with other students, and especially with clinical partners. This includes dressing, speaking, and acting professionally while in school contexts.

ADA Statement

At times, it may be necessary for students with special needs or disabilities to receive special or reasonable accommodation. Axon Education will make reasonable accommodations to meet the needs of students with disabilities. To request an accommodation, students should contact Student Support at support@axoneducation.com.

Syllabus Affirmation Requirement

Each student will be required to acknowledge his or her receipt and understanding of this entire syllabus in an assignment in the Canvas Learning Management System.

A Note to Our Students

We care about your success! If you need help in the course or the program, please reach out to us by email or phone so that we can understand your need and help you. If you need to schedule time for tutoring or emotional support, please do not hesitate to schedule an appointment.

Jump to Today Edit

Texas EMS School

Paramedic Syllabi

Paramedic Program Courses

The Paramedic Program consists of the following courses:

- **EMSP 1310 | Introduction to Advanced Practice and Public Health**
- **EMSP 2355 | Clinical and Field Portfolio**
- **BIOL 2401 | Anatomy and Physiology**
- **EMSP 1320 | Patient Assessment Airway Management**
- **EMSP 1330 | Pharmacology**
- **EMSP 2420 | Cardiology**
- **EMSP 1340 | Trauma Management and Life Support**
- **EMSP 1350 | Special Populations**
- **EMSP 2410 | Medical Emergencies**
- **EMSP 2330 | EMS Operations**
- **EMSP 2140 | Assessment Based Management**
- **EMSP 2145 | Career Lab**
- **EMSP 2250 | Capstone Field Internship**

Course information is listed below and the module information is in the section, Program/Course Outline.

Teacher/Admin Only Notice - No Module Detected

This item does not appear in any modules. The Progress Indicator will only be displayed to you and to students when this item is added to a module.

EMSP 1310 | Introduction to Advanced Practice and Public Health

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The

course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher

Prerequisite:

Corequisite:

Credit

Total Credit	**3**
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 2355 | Clinical and Field Portfolio

Introduction to Advanced Practice and Public Health provides a review of foundational Emergency Medical Service concepts to ensure that entering EMTs have an adequate historical, legal, and conceptual foundation to allow them to differentiate between basic and advanced practice. The course provides students an opportunity to evaluate their previous role in EMS in the context of the increased demands of advanced practice in terms of legal and ethical boundaries, scope of practice, and leadership requirements. The student is encouraged to examine their own goals for personal growth and psychological health in the context of advanced practice.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

Credit

Total Credit	**3**
Lecture	0
Lab	0
Clinical Experience	1.5
Field Experience	1.5
Capstone Internship	0

BIOL 2401 | Anatomy and Physiology

Anatomy and Physiology provides an overview of anatomy and physiology appropriate for individuals entering an allied-medical field of study. This course gives students the knowledge needed to conduct emergency medical assessments of illnesses and injuries. Topics include medical terminology, anatomy, physiology, pathophysiology, and life-span development.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.
NOTE: If you have submitted proof of completion of a similar or higher-level Anatomy and Physiology Course which you received credit for, you may not be required to complete this course. Please check with the School to ensure you are completing what is required.
Prerequisite: EMSP 1310

Corequisite: None

Credit

Total Credit	**4**
Lecture	3
Lab	1
Clinical Experience	0

Total Credit	4
Field Experience	0
Capstone Internship	0

EMSP 1320 | Patient Assessment and Airway

Patient Assessment and Airway Management will guide the student through the development of critical thinking skills related to the practice of essential and standardized medical and trauma assessment techniques in an ALS prehospital environment. The course emphasizes airway management, advanced clinical decision-making, identification and treatment of life threats, and advanced assessment techniques.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.
Prerequisite: EMSP 1310, BIOL 2401

Corequisite: EMSP 2140

This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises that may be pertinent to this class.

Credit

Total Credit	3
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 2420 | Cardiology

Cardiology is a deep introduction to prehospital cardiac assessment and treatment for ALS providers. Topics include cardiac anatomy and basic physiology, electrophysiology, calculating

rates, vectors and the basic beat, 12-lead ECGs, electrocardiography and arrhythmia recognition, rhythm strip interpretation, normal sinus rhythm, sinus bradycardia, sinus tachycardia, sinus arrhythmia, sinus blocks, etc. Emphasis is given to accurate identification of arrhythmia in a broad variety of contexts.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.
Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330

Corequisite:

If you are completing the Advanced EMT Program you do not need to complete this course.

Credit

Total Credit	**4**
Lecture	4
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 1340 | Trauma Management and Life Support

Trauma Management and Life Support provides the student with an opportunity to apply ALS assessment and treatment requirements to the management of both simple and complex trauma emergencies. The course emphasizes the understanding of mechanism of injury, bleeding, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic trauma, and environmental emergencies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: BIOL 2401; EMSP 1310, EMSP 1320, EMSP 1330, EMSP 2420 (if in Paramedic Program)

Corequisite: EMSP 2140. This course requires concurrent continuous enrollment with EMSP 2140, which includes lab exercises which may be pertinent to this class.

Credit

Total Credit	**3**
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 1350 | Special Populations

Special Populations addresses the special medical and trauma assessment techniques needed to best serve pediatric, geriatric, obstetric and special-needs patients. The course emphasizes physiological differentiation and appropriate treatment strategies.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	**3**
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 2410 | Medical Emergencies

Medical Emergencies provides a student with an overview of a variety of medical emergencies. The student will be expected to apply ALS assessment and treatment techniques to the management of both simple and complex medical emergencies.
Topics include respiratory emergencies, cardiovascular emergencies, neurological emergencies, diseases of the eyes, ears, nose, and throat, abdominal and gastrointestinal, genitourinary and renal emergencies, gynecologic emergencies, endocrine emergencies, hematologic emergencies, immunologic emergencies, infectious diseases, and toxicology.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.
Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	**4**
Lecture	4
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 2330 | EMS Operations

EMS Operations will serve as a review of the operations side of Emergency Medical Services that the student would have gained at the EMT provider level. Emphasis will include ALS leadership for operational decision-making.
Topics include transport operations, incident management, mass-casualty incidents, vehicle extrication and special rescue, hazardous materials, terrorism response, disaster response, and crime scene awareness.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.
Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program)

Corequisite:

Credit

Total Credit	**3**
Lecture	3
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 2140 | Assessment Based Management

Assessment Based Management is designed to allow the student to demonstrate competency through high-fidelity simulations. Students will maintain enrollment in this course for the duration of the program and may, therefore, be concurrently enrolled in this course and others prior to enrollment in EMSP 2250 Capstone Field Experience. Students will engage in increasingly complex scenarios that require them to demonstrate the comprehension of course material, psychomotor skills, and behavior required to manage a successful patient encounter. **Students will attend a minimum of 3 two-day skills lab sessions culminating in lab experiences that mimic the National Registry of Emergency Medical Technicians (NREMT) - Paramedic Examinations. Because the course is competency-based, students may be required to attend more than the minimum number of skills-lab sessions in order to achieve course success.**

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.
Prerequisite:

Corequisite: This course may require concurrent continuous enrollment with any and possibly all courses.

Credit

Total Credit	**1**
Lecture	0
Lab	1
Clinical Experience	0
Field Experience	0
Capstone Internship	0

EMSP 2145 | Career Lab

Career Lab provides the students with intensive study opportunities to prepare for and complete the Paramedic Program Readiness Exam, which subsequently prepares the student for the National Registry of Emergency Medical Technicians Paramedic Cognitive Examination. Additionally, students are required to achieve the American Heart Association - Advanced Cardiovascular Life Support card, and the American Heart Association - Pediatric Advance Life Support card. Students will attempt the Paramedic Program Readiness Exam multiple times. Remedial exercises may be assigned based on student performance.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.

Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program), EMSP 2330, EMSP 2140

Corequisite: EMSP 2250. This course may be concurrent continuous enrollment with EMSP 2250.

Note: Portions of the requirements for this course (ACLS & PALS) may be completed through third-party American Heart Association providers at the student's expense.

Credit

Total Credit	**1**
Lecture	0
Lab	1
Clinical Experience	0

Total Credit	1
Field Experience	0
Capstone Internship	0

EMSP 2250 | Capstone Field Internship

The Capstone Field Internship will serve to allow the student/paramedic candidate to operate in the role of a lead paramedic on a working ambulance operating in a 911/emergency setting. Students will continue to demonstrate and document competencies, which include skills performed or interpreted across a variety of patient ages, differential diagnoses, or complaints, but as a part of the Capstone Field Internship, will focus on completing and documenting a specific number of team leads representing a variety of skills. It is impossible to predict the frequency or mix of live-patient encounters that may occur during a given field internship experience.

- **As a result, it is impossible to specify in advance the number of hours that may be required to complete the Capstone Field Internship. The requirements for the course presume a nominal face-to-face involvement of at least 120 hours. Students are responsible for scheduling and completing a sufficient number of field internship hours necessary to obtain the minimum number of 120 hours and 20 team leads that are transported to the emergency department.**

- **The Paramedic candidate can only count team leads for our program that are initiated through the 911 System, or as an emergency transfer for higher level of care from a facility to an emergency department**.

Definitions

- **911/Emergency Setting:**
  - Any emergency response that is initiated by a call to the emergency dispatch center. They may also include transfers from stand-alone emergency departments, nursing homes, assisted living facilities, or urgent care clinics; so long as the patient is being transported to a higher level of care. These do not include interfacility transfers where the end destination is not an emergency department, unless transport is from a lower level of care to a higher level of care.
- **Team Lead:**
  - The Paramedic student must conduct a comprehensive assessment, establish a field impression, determine patient acuity, formulate a treatment plan, direct the treatment, and direct and participate in the transport of the patient to a medical facility, transfer of care to a higher level of medical authority, or termination of care in the field (cardiac arrest patients only).
- **Facility:**

- Any health care facility that provides long-term care, specialized nursing services, acute urgent care, primary care, or radiological services.

- **Emergency Department:**
  - Department or room within a hospital as determined by federal or state law for the provision of emergency health care services. This does not include freestanding emergency medical care facilities.

Prerequisites and Corequisites

Program admission, which requires EMTB National Registry or Texas DSHS EMTB certification or higher.
Prerequisite: EMSP 1310, BIOL 2401, EMSP 1320, EMSP 1330, EMSP 1340, EMSP 1350, EMSP 2410, EMSP 2420 (If in the Paramedic Program), EMSP 2330, EMSP 2140

Corequisite:

Credit

Total Credit	**2**
Lecture	0
Lab	0
Clinical Experience	0
Field Experience	0
Capstone Internship	2

Getting Help

Email: support@axoneducation.com
Phone/Text: 325-218-4444
Schedule an audio or videoconference appointment: https://axonedu.as.me (https://axonedu.as.me)
Register for Skills Lab: https://www.axoneducation.com/skills/ (https://www.axoneducation.com/skills/)
Student Resource Forms: www.axoneducation.com/student-resources (http://www.axoneducation.com/student-resources)
Register for Clinical/Field Experiences: https://www.axoneducation.com/forms/clinical/ (https://www.axoneducation.com/forms/clinical/)

Make a payment or check on a payment:

www.tfcstudentinfo.com (http://www.tfcstudentinfo.com) or

800-872-9832

Paramedic Required Course Materials | Textbook(s)

Emergency Care and Transportation of the Sick and Injured, 12th Edition (E-Text included in tuition)

The bundle contains 1) Caroline premier digital (includes FISDAP Scheduler and FISDAP Skills Tracker), 2) FISDAP assessment package Paramedic, and 3) Arrhythmia Recognition book + companion website.

Introduction to Basic Cardiac Dysrhythmias, 5th Edition, ISBN 978-1-284-13968-6 (Atwood, Sandra; Stanton, Cheryl; Storey-Davenport, Jenny (The book is included in tuition and you will receive it during Skills Lab.)

Paramedic Required Course Materials | Software

Access to electronic patient recording software (provided by enrollment) Access to Canvas Learning Management System (LMS) [provided by enrollment].

Program/Course Outline

While the list included here is intended to be comprehensive, the exact scope and sequence of this course will be dictated by the assignments presented in the LMS. Unless noted otherwise, all prescribed assignments within each chapter are to be completed.

- **Helpful Student Resources** (https://axoneducation.instructure.com/courses/260/modules/7309)
- **Get Started Here** (https://axoneducation.instructure.com/courses/260/modules/7310)
- **Module | Introduction** (https://axoneducation.instructure.com/courses/260/modules/7311)
- **Access eBook | Nancy Caroline's Emergency Care in the Streets 9th Edition** (https://axoneducation.instructure.com/courses/260/modules/7458)
- **Modules 1 - 6 | Syllabus | Introduction to Advanced Practice and Public Health Unit | EMSP 1310** (https://axoneducation.instructure.com/courses/260/modules/7312)
- **Module 1 | EMS Systems | Chapter 1 | EMSP 1310** (https://axoneducation.instructure.com/courses/260/modules/7313)
- **Module 2 | Workforce Safety and Wellness | Chapter 2 | EMSP 1310** (https://axoneducation.instructure.com/courses/260/modules/7314)

- Module 3 | Public Health | Chapter 3 | EMSP 1310 (https://axoneducation.instructure.com/courses/260/modules/7316)
- Module 4 | Medical, Legal, and Ethical Issues | Chapter 4 | EMSP 1310 (https://axoneducation.instructure.com/courses/260/modules/7317)
- Module 4A | Compliance Module (https://axoneducation.instructure.com/courses/260/modules/7318)
- Module 5 | Communications | Chapter 5 | EMSP 1310 (https://axoneducation.instructure.com/courses/260/modules/7319)
- Module 6 | Documentation | Chapter 6 | EMSP 1310 (https://axoneducation.instructure.com/courses/260/modules/7320)
- EMSP 1310 | Introduction to Advanced Practice and Public Health | Course Completion Module (https://axoneducation.instructure.com/courses/260/modules/11242)
- Module 7 | Syllabus | Clinical and Field Portfolio Unit | EMSP 2355 (https://axoneducation.instructure.com/courses/260/modules/7321)
- Modules 8 - 12 | Syllabus | Anatomy and Physiology Unit | BIOL 2401 (https://axoneducation.instructure.com/courses/260/modules/7323)
- Module 8 | HIPAA Compliance in Pre-hospital Care (https://axoneducation.instructure.com/courses/260/modules/7322)
- Module 9 | Medical Terminology | Chapter 7 | BIOL 2401 (https://axoneducation.instructure.com/courses/260/modules/7324)
- Module 10 | Anatomy and Physiology | Chapter 8 | BIOL 2401 (https://axoneducation.instructure.com/courses/260/modules/7325)
- Module 11 | Pathophysiology | Chapter 9 | BIOL 2401 (https://axoneducation.instructure.com/courses/260/modules/7326)
- Module 12 | Life Span Development | Chapter 10 | BIOL 2401 (https://axoneducation.instructure.com/courses/260/modules/7327)
- BIOL 2401 | Anatomy and Physiology | Course Completion Module (https://axoneducation.instructure.com/courses/260/modules/11244)
- Pocket Prep | Syllabus (https://axoneducation.instructure.com/courses/260/modules/11936)
- Modules 13 - 16 | Syllabus | Patient Assessment and Airway Management Unit | EMSP 1320 (https://axoneducation.instructure.com/courses/260/modules/7328)
- Module 13 | Patient Assessment | Chapter 11 | EMSP 1320 (https://axoneducation.instructure.com/courses/260/modules/7329)
- Module 14 | Critical Thinking and Clinical Decision Making | Chapter 12 | EMSP 1320 (https://axoneducation.instructure.com/courses/260/modules/7330)

- Module 15 | Airway Management | Chapter 16 | EMSP 1320 (https://axoneducation.instructure.com/courses/260/modules/7331)
- Module 16 | Respiratory Emergencies | Chapter 17 | EMSP 1320 (https://axoneducation.instructure.com/courses/260/modules/7332)
- EMSP 1320 | Patient Assessment and Airway Management | Course Completion Module (https://axoneducation.instructure.com/courses/260/modules/11245)
- Modules 17 - 19 | Syllabus | Pharmacology Unit | EMSP 1330 (https://axoneducation.instructure.com/courses/260/modules/7334)
- Module 17 | Principles of Pharmacology | Chapter 13 | EMSP 1330 (https://axoneducation.instructure.com/courses/260/modules/7335)
- Module 18 | Medication Administration | Chapter 14 | EMSP 1330 (https://axoneducation.instructure.com/courses/260/modules/7336)
- Module 19 | Emergency Medications | Chapter 15 | EMSP 1330 (https://axoneducation.instructure.com/courses/260/modules/7337)
- EMSP 1330 | Pharmacology | Course Completion Module (https://axoneducation.instructure.com/courses/260/modules/11246)
- Modules 20 - 32 | Syllabus | Cardiology Unit | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7338)
- Module 20 | Cardiovascular Emergencies | Chapter 18 | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7370)
- Module 21 | Anatomy and Basic Physiology | Chapter 1 | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7339)
- Module 22 | Monitoring and Telemetry | Cardiology Chapter 2 | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7340)
- Module 23 | Sinus and Atrial Dysrhythmias | Cardiology Chapter 3 | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7341)
- Module 24 | Junctional Dysrhythmias | Cardiology Chapter 4 | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7342)
- Module 25 | Heart Blocks | Cardiology Chapter 5 | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7343)
- Module 26 | Ventricular Dysrhythmias | Cardiology Chapter 6 | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7344)
- Module 27 | Funny Looking Beats and Pacemaker Rhythms | Cardiology Chapter 7 | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7345)

- Module 28 | Dysrhythmia Review | Cardiology Chapter 8 | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7346)
- Module 29 | Medication Review and Adult Treatment Guidelines | Cardiology Chapter 9 | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7347)
- Module 30 | Dysrhythmia Interpretation Practice | Cardiology Chapter 10 | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7348)
- Module 31 | Case Studies | Cardiology Chapter 11 | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7349)
- Module 32 | Introduction to Basic 12-Lead ECG Interpretation | Cardiology Chapter 12 | EMSP 2420 (https://axoneducation.instructure.com/courses/260/modules/7350)
- EMSP 2420 | Cardiology | Course Completion Module (https://axoneducation.instructure.com/courses/260/modules/11249)
- Modules 33 - 42 | Syllabus | Trauma Management and Life Support Unit | EMSP 1340 (https://axoneducation.instructure.com/courses/260/modules/7352)
- Module 33 | Trauma Systems and Mechanism of Injury | Chapter 30 | EMSP 1340 (https://axoneducation.instructure.com/courses/260/modules/7353)
- Module 34 | Bleeding | Chapter 31 | EMSP 1340 (https://axoneducation.instructure.com/courses/260/modules/7354)
- Module 35 | Soft-Tissue Trauma | Chapter 32 | EMSP 1340 (https://axoneducation.instructure.com/courses/260/modules/7355)
- Module 36 | Burns | Chapter 33 | EMSP 1340 (https://axoneducation.instructure.com/courses/260/modules/7356)
- Module 37 | Face and Neck Trauma | Chapter 34 | EMSP 1340 (https://axoneducation.instructure.com/courses/260/modules/7357)
- Module 38 | Head and Spine Trauma | Chapter 35 | EMSP 1340 (https://axoneducation.instructure.com/courses/260/modules/7358)
- Module 39 | Chest Trauma | Chapter 36 | EMSP 1340 (https://axoneducation.instructure.com/courses/260/modules/7359)
- Module 40 | Abdominal and Genitourinary Trauma | Chapter 37 | EMSP 1340 (https://axoneducation.instructure.com/courses/260/modules/7360)
- Module 41 | Orthopaedic Trauma | Chapter 38 | EMSP 1340 (https://axoneducation.instructure.com/courses/260/modules/7361)
- Module 42 | Environmental Emergencies | Chapter 39 | EMSP 1340 (https://axoneducation.instructure.com/courses/260/modules/7362)

- EMSP 1340 | Trauma Management and Life Support | Course Completion Module (https://axoneducation.instructure.com/courses/260/modules/11248)
- Modules 43 - 47 | Syllabus | Special Populations Unit | EMSP 1350 (https://axoneducation.instructure.com/courses/260/modules/7363)
- Module 43 | Obstetrics | Chapter 42 | EMSP 1350 (https://axoneducation.instructure.com/courses/260/modules/7364)
- Module 44 | Neonatal Care | Chapter 43 | EMSP 1350 (https://axoneducation.instructure.com/courses/260/modules/7365)
- Module 45 | Pediatric Emergencies | Chapter 44 | EMSP 1350 (https://axoneducation.instructure.com/courses/260/modules/7366)
- Module 46 | Geriatric Emergencies | Chapter 45| EMSP 1350 (https://axoneducation.instructure.com/courses/260/modules/7367)
- Module 47 | Special Populations | Chapter 46 | EMSP 1350 (https://axoneducation.instructure.com/courses/260/modules/7368)
- EMSP 1350 | Special Populations | Course Completion Module (https://axoneducation.instructure.com/courses/260/modules/11247)
- Modules 48 - 58 | Syllabus | Medical Emergencies Unit | EMSP 2410 (https://axoneducation.instructure.com/courses/260/modules/7369)
- Module 48 | Neurologic Emergencies | Chapter 19 | EMSP 2410 (https://axoneducation.instructure.com/courses/260/modules/7371)
- Module 49 | Diseases of the Eyes, Ears, Nose, and Throat | Chapter 20 | EMSP 2410 (https://axoneducation.instructure.com/courses/260/modules/7372)
- Module 50 | Abdominal and Gastrointestinal Emergencies | Chapter 21 | EMSP 2410 (https://axoneducation.instructure.com/courses/260/modules/7373)
- Module 51 | Genitourinary and Renal Emergencies | Chapter 22 | EMSP 2410 (https://axoneducation.instructure.com/courses/260/modules/7374)
- Module 52 | Gynecologic Emergencies | Chapter 23 | EMSP 2410 (https://axoneducation.instructure.com/courses/260/modules/7375)
- Module 53 | Endocrine Emergencies | Chapter 24 | EMSP 2410 (https://axoneducation.instructure.com/courses/260/modules/7376)
- Module 54 | Hematologic Emergencies | Chapter 25 | EMSP 2410 (https://axoneducation.instructure.com/courses/260/modules/7377)
- Module 55 | Immunologic Emergencies | Chapter 26 | EMSP 2410 (https://axoneducation.instructure.com/courses/260/modules/7378)

- Module 56 | Infectious Diseases | Chapter 27 | EMSP 2410 (https://axoneducation.instructure.com/courses/260/modules/7379)
- Module 57 | Toxicology | Chapter 28 | EMSP 2410 (https://axoneducation.instructure.com/courses/260/modules/7380)
- Module 58 | Psychiatric Emergencies | Chapter 29 | EMSP 2410 (https://axoneducation.instructure.com/courses/260/modules/7381)
- EMSP 2410 | Medical Emergencies| Course Completion Module (https://axoneducation.instructure.com/courses/260/modules/11256)
- Modules 59 - 65 | Syllabus | EMS Operations Unit | EMSP 2330 (https://axoneducation.instructure.com/courses/260/modules/7382)
- Module 59 | Transport Operations | Chapter 47 | EMSP 2330 (https://axoneducation.instructure.com/courses/260/modules/7383)
- Module 60 | Incident Management and Mass-Casualty Incidents | Chapter 48 | EMSP 2330 (https://axoneducation.instructure.com/courses/260/modules/7384)
- Module 61 | Vehicle Extrication and Special Rescue | Chapter 49 | EMSP 2330 (https://axoneducation.instructure.com/courses/260/modules/7385)
- Module 62 | Hazardous Materials | Chapter 50 | EMSP 2330 (https://axoneducation.instructure.com/courses/260/modules/7386)
- Module 63 | Terrorism Response | Chapter 51 | EMSP 2330 (https://axoneducation.instructure.com/courses/260/modules/7387)
- Module 64 | Disaster Response | Chapter 52 | EMSP 2330 (https://axoneducation.instructure.com/courses/260/modules/7388)
- Module 65 | Crime Scene Awareness | Chapter 53 | EMSP 2330 (https://axoneducation.instructure.com/courses/260/modules/7389)
- EMSP 2330 | EMS Operations | Course Completion Module (https://axoneducation.instructure.com/courses/260/modules/11252)
- Modules 66 - 68 | Syllabus | Assessment Based Management Unit | EMSP 2140 (https://axoneducation.instructure.com/courses/260/modules/7390)
- Module 66 | Responding to the Field Code | Chapter 40 | EMSP 2140 (https://axoneducation.instructure.com/courses/260/modules/7391)
- Module 67 | Management and Resuscitation of the Critical Patient | Chapter 41 | EMSP 2140 (https://axoneducation.instructure.com/courses/260/modules/7392)
- Module 68 | Paramedic Readiness Exam on FISDAP (https://axoneducation.instructure.com/courses/260/modules/8802)

- Module 69 | Syllabus | Career Lab Unit | EMSP 2145 (https://axoneducation.instructure.com/courses/260/modules/7393)
- EMSP 2145 | Career Lab | Course Completion Module (https://axoneducation.instructure.com/courses/260/modules/11254)
- Module 70 | Syllabus | Capstone Lead Internship Unit | EMSP 2250 (https://axoneducation.instructure.com/courses/260/modules/7394)
- Paramedic Discussions (https://axoneducation.instructure.com/courses/260/modules/7399)
- Appendix: Career Development (https://axoneducation.instructure.com/courses/260/modules/7457)
- TestPrep (https://axoneducation.instructure.com/courses/260/modules/7401)
- Simulations (https://axoneducation.instructure.com/courses/260/modules/7402)
- Virtual Ride -Alongs (https://axoneducation.instructure.com/courses/260/modules/7403)

Grade Calculation

The program-wide Grading Policy and the institution's Grading Scale are included in the EMTB Course Common Syllabus Elements below. Students are encouraged to read these items carefully and should be aware that there are program-wide pass-fail elements referred to as Critical Criteria that, if breached, may cause a student to be issued a failing grade for the entire program.

Grades for this individual course will be calculated as follows:

Description	Percentage
Examinations	
Final Course Exam	40%
Homework	30%
Syllabus Understanding	
Chapter Objectives Review	
Chapter Reading Assignments	

Description	Percentage
Test Taking Strategies EMTalk Episodes Interactive Lectures Additional Assignments	
Quizzes Chapter Quizzes Test Prep	30%
Affect Skills Lab Readiness Exam Clinical/Field Experiences	Pass/Fail

Pass/Fail Affect

There are several elements that are not used to calculate your grade, but must be passed in order to achieve an overall passing grade. These include:

- Critical Criteria Labs
- Field Experiences and Clinical Experiences
- Completion of the NREMT Psychomotor Examination (Conducted at Skills Lab)
- Documentation of achievement of an American Heart Association BLS Card

Paramedic Common Syllabus Elements

The following information pertains to all courses in the Paramedic program.

Paramedic Program Goal

To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician and/or Emergency Medical Responder levels.

Paramedic Program Student Outcomes

- Graduates will be prepared to pass the National Registry of Emergency Medical Technicians Cognitive Examination and Psychomotor Examination(s).
- Graduates will be eligible to seek employment or volunteer opportunities in advanced emergency care in a variety of contexts.
- Graduates will be able to conduct excellent medical and trauma assessment and manage appropriate patient-care interventions for patients of various ages.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be able to provide professional and compassionate care in a diverse and multicultural society and as a part of a team of healthcare providers.
- Graduates will be prepared to evaluate their own ethical boundaries and create for themselves strategies for self-directed and life-long learning.

Course/Program Format and Assignments

This course is presented in an online learning format. A general overview of course assignments is included in this syllabus. Specific and detailed information about all assignments is included in the Learning Management System (LMS). Students who perform poorly on a particular activity may be required to repeat the activity or may be assigned remedial work.

There is no exact schedule for this course. Students are encouraged to move through the course as quickly as they are able; however, the course must be completed by the deadline established by the Maximum Course Duration described below.

Course progress may be judged by 1.) whether the student is meeting the Minimum Activity Policy for the entire program described elsewhere in this syllabus and 2.) whether the Teaching Team believes the student is completing the work in a timeframe which will allow the student to complete the entire program within the Maximum Course Duration described elsewhere in this syllabus. In all cases, if the Teaching Team determines that a student is struggling, then it has the authority to prescribe deadlines for specific assignments or the entire course.

Paramedic Maximum Instructional Deadline (MID)

Maximum Instructional Deadline (MID)

The Maximum Instructional Deadline for this course is 60 weeks. Students will have 60 weeks from

the cohort start date to complete all online assignments and complete at least one attempt at the Field Internship Student Data Acquisition Project (FISDAP) Comprehensive Readiness Exam.

Students must schedule their Readiness Exam prior to 30 days before their MID. Furthermore, Students must complete an initial attempt at the Readiness Exam prior to their MID.

Paramedic Maximum Course Duration

Maximum Course Duration (MCD)

The Maximum Course Duration for this course is **70 weeks**. The MCD may be extended at the sole discretion of the Teaching Team. The decision will be based on the student's demonstration of overall course progress, furloughs awarded due to special life circumstances, scheduled holidays, etc. Students wishing to seek an extension of the Maximum Course Duration should formally request an extension by submitting a FLEX Request through the link on the Student Resources Page. Extensions will only be considered if requested in advance of the MCD deadline.

Students who remain in the course after the Maximum Instructional Deadline but prior to the end of the Maximum Course Duration may be assigned additional mandatory activities necessary for course completion. While Axon courses each have a Maximum Course Duration, the courses employ adaptive learning technologies and are, therefore, highly personalized for each student. Students may complete the course as rapidly as they are able to meet all requirements.

Because this course is based upon a Flexible Time Schedule, it is possible that a student may be assigned a failing grade for the course prior to the end of the Maximum Instructional Deadline or the deadline for the Maximum Course Duration. Causes for course failure include but are not limited to violations of the Minimum Activity Policy, positive results on the required drug- screening, failure to meet compliance deadlines for documentation related to enrollment requirements, dismissal, or other reasons articulated in the course syllabus.

Attendance Policy

This course is competency-based and is presented in an online format. There are no mandatory weekly sessions. Instead, students may move through the curriculum as quickly as they are able within a set of parameters (See Maximum Course Duration). There are mandatory face-to-face sessions or electronic meetings that must be attended; however, most of these sessions will be scheduled by the student. Attendance at skills labs, clinical experiences, field experiences, and scheduled tutoring sessions will be tracked, and students failing to appear or who arrive late for participation will be required to make up all sessions or missed content.

Attendance Policy Specific to Skills Labs

Students are required to attend at least two [2] face-to-face Immersive Skills Labs. Skills Labs generally last two days. During these labs, students will learn and practice hands-on skills and ultimately prepare for the NREMT Psychomotor Examination. Students may be required to attend an additional Skills Lab if they have not demonstrated competency in the clinical/field setting. Skills Labs are conducted regularly at the Abilene and Houston class locations. Students must schedule their first Skills Lab within 60 days of their official cohort start date and when able, based on current offerings, all Skills Labs. Students are encouraged to sign up for the Skills Labs as early in the course as possible, to ensure that they are able to attend sessions that are convenient to them in terms of timing. Finally, students are also encouraged to get away from routine responsibilities such as other schooling, work, family obligations, etc. during Skills Labs due to the need to focus intently on the lab instruction. Students may register online by visiting: https://www.axoneducation.com/skills/.
Students should also arrange for travel and sleeping accommodations as soon as possible after they have registered for their desired session dates.

Attendance Policy Specific to Clinical/Field Experiences

Students must initiate the scheduling of their clinics **within 30 days of the completion of their final Skills Lab**. Late arrival to, or failure to attend, a scheduled clinical experience or field experience without notifying Axon in advance will be treated as unprofessional behavior and may result in a breach of **Critical Criterion #4** – Positive Affect (see below), and it could result in the student failing the course. It is understood that in rare cases, emergencies happen that could prevent a student from notifying Axon of the late arrival or cancellation in advance, but pre-notification of late arrival or cancellation is expected in all cases. All missed clinical experiences, or field experiences, must be made up. The Teaching Team may also assign remedial work or additional shifts in cases where shifts, or portions of shifts, were missed.

Grading

This course is offered to fulfill the requirements of an Advanced EMT Certification course. A final grade will be issued for the course after completion. There are two crucial characteristics of course grades that the student needs to consider:

1) While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry of Emergency Medical Technicians Psychomotor Examinations and Cognitive Examination. Students may not expect articulation of individual course credits in the absence of success in the entire certification program.
2) There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the

student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency based overall, which allows for students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as many times as necessary to achieve a satisfactory grade or as often as desired to improve a grade or enhance competency. In most cases, assignments are considered "open-book," which means that the student is encouraged to use all tools at their disposal to demonstrate success in the task at hand. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed or limitations on the tools or resources that may be used as a part of the effort.

Proctored Assignments

Certain assignments or evaluations must be proctored. Instructions for proctored activities will be included at the time the assignment is given and may include the use of third-party organizations that provide student proctoring. In such a case, the student will be responsible for paying for the proctoring session. The Axon Teaching Team may, at their sole discretion, require that an assignment for a particular student be proctored even if proctoring is not required for the same or similar assignment for all other students.

Standardized Examinations

Examinations may be conducted using nationally standardized instruments developed and administered by third parties. In these cases, proctoring will be employed, and students may be explicitly restricted in the environment in which the exam will be conducted. Unless otherwise indicated, Axon will allow students one attempt at the nationally standardized examinations without additional costs to students on the first attempt. They will also be required to show satisfactory progress within this product. The student will have three additional attempts at no cost to the student after they have purchased the study tools. Students who are in need of additional attempts beyond the initial four attempts for any reason will be required to pay an additional nominal fee for each pair of attempts.

Skills Labs

This course will include a final examination. The exam may or may not require proctoring, and specific requirements will be provided in the Learning Management System. The Teaching Team has the authority to require proctoring on any assignment including final examinations.

Where appropriate, final examinations may be conducted using nationally standardized exams. These exams have been administered to thousands of students each year and may provide a more rigorous experience as well as results that are highly predictive of student success.

"Cut Scores" are often assigned for final examinations that dictate the minimum score a student must achieve to successfully complete the course or program.

Simulations and "Ride-Alongs"

These are specific homework assignments within Canvas that will guide students through scenarios giving them direction on how they should respond within the scope of practice of Paramedic in the field. Students will be required to use their critical thinking skills in order to follow along and make decisions as the provider throughout these homework assignments. These assignments are included in the "homework" grade issued within Canvas.

Final Exam

Skills Labs are graded on a pass/fail basis. Students may be precluded from proceeding to next steps in this course if they have not demonstrated competency in particular psychomotor skills.

FISDAP Readiness Exam

Students will be allowed a maximum of six (6) attempts at the Readiness Exam or any individual Unit Exam. Students requiring more than four attempts at the Readiness Exam will be required to purchase additional exam attempts. Students who are unsuccessful after six attempts at any single Unit Exam or the Readiness Exam may not be eligible to complete the course and may be assigned a failing grade of F. Students who are unsuccessful after their first three (3) attempts at passing any single Unit Exam or the Readiness Exam may be placed on Academic Probation. Students placed on Academic Probation as a result of failed attempts at the Unit Exams or the Readiness Exam must purchase the FISDAP Study Tool associated with their program before being allowed to access the remaining attempts on their exam(s).

Portfolio

Every paramedic student must complete the program-required portfolio of skills and patient care experiences prior to graduation. Each of the relevant skills and patient care encounters must be documented throughout the program. Students are encouraged to be vigilant in pursuing

opportunities for skills and patient care experiences to achieve their totals. Students must complete 100% of their portfolio to successfully complete the program.

Affective Grade

The Axon Education Latin Motto is **"Primum Respectum Date" (PREE-mum res-PECT-um DAH-tay)**, which means **"first give respect."** In other words, Axon is encouraging its students to offer respect to others, even before they earn it. When students choose to show respect to everyone they come in contact with, they will cause others to respect them and create an atmosphere that is less likely to be clouded with bigotry, racism, and inappropriate judgment. Each student should carefully read **Critical Criterion #4 – Positive Affect Criterion** below. While a student's affect may not directly impact an assignment of a particular numeric or letter grade, inappropriate affect in all educational situations related to the completion of this course has the potential to cause a student to be assigned a failing grade.

Grading

This course is offered to fulfill the requirements of an EMTB Certification course. A final grade will be issued for the course after completion. There are two crucial characteristics of course grades that the student needs to consider:

1) While grades for individual courses may be used to identify areas of competency for the Axon program, these grades will not be articulated to Axon Education partners for inclusion in degree programs unless the student successfully completes the entire program and becomes eligible to participate in the National Registry of Emergency Medical Technicians Psychomotor Examinations and Cognitive Examination. Students may not expect articulation of individual course credits in the absence of success in the entire certification program.

2) There are programmatic Critical Criteria discussed elsewhere in this document that, if unmet, could result in the issuance of a failing final grade for the program, regardless of the student's success or performance in other aspects of the program. Failure to meet these Critical Criteria for the entire program could effectively negate articulated credit for any course included in the program to other institutions.

This course is competency based overall, which allows for students to improve their performance in most areas. Generally, students are allowed and encouraged to attempt completion of assignments as many times as necessary to achieve a satisfactory grade or as often as desired to improve a grade or enhance competency. In most cases, assignments are considered "open-book," which means that the student is encouraged to use all tools at their disposal to demonstrate success in the task at hand. In certain limited cases, assignments or examinations may be proctored and may include specific limitations on the environment in which the activity is completed or limitations on the tools or resources that may be used as a part of the effort.

Program Critical Criteria

This course contains several Critical Criteria that, if unmet, could result in the issuance of a failing final grade for the course, regardless of the student's success or performance in other aspects of the course.

- **Critical Criterion #1 – Compliance Deadline Criterion**
  - Students **must submit all necessary compliance documentation by the Compliance Date, which is 30 days from the date of their enrollment.**
- **Critical Criterion #2 – Minimum Activity Criterion**
  - During the Instructional Period (first 20 weeks or as individually assigned by the Teaching Team), students must log in and complete at least one assignment each week; note that this will not allow a student to finish in the expected timeline. Minimum activity is evaluated each Monday for the preceding seven days (Monday through Sunday). Students attending a Skills Lab or participating in a Clinical Experience or Field Experience may request an exemption for the actual week in which the student was involved in the face-to-face activity.
- **Critical Criterion #3 – Student Responsiveness Criterion**
  - The Teaching Team may establish that an individual has failed to achieve the Student Responsiveness Criterion by evaluating their pattern of communication. Students are expected to adequately respond to institutional inquiries in a timely manner. A student's adequate and timely responses to written inquiries, text messages, voicemails, and other means of communication from institutional representatives are considered mandatory elements of course progress, even when such inquiries are not directly related to academic performance.
- **Critical Criterion #4 – Positive Affect Criterion**
  - The Teaching Team may establish that an individual has failed to achieve the Positive Affect Criterion if a student exhibits ongoing or acutely disruptive affect or unprofessional behavior to fellow students, institutional personnel, clinical partner personnel, or other stakeholders. Satisfactory student progress in this regard is established, among other means, by demonstrating a willingness to work as a productive team member with other students, and especially with clinical partners. This includes dressing, speaking, and acting professionally while in school contexts.

ADA Statement

At times, it may be necessary for students with special needs or disabilities to receive special or reasonable accommodation. Axon Education will make reasonable accommodations to meet the needs of students with disabilities. To request an accommodation, students should contact Student Support at support@axoneducation.com.

Syllabus Affirmation Requirement

Each student will be required to acknowledge his or her receipt and understanding of this entire syllabus in an assignment in the Canvas Learning Management System.

A Note to Our Students

We care about your success! If you need help in the course or the program, please reach out to us by email or phone so that we can understand your need and help you. If you need to schedule time for tutoring or emotional support, please do not hesitate to schedule an appointment.

Course Summary:

Date	Details	Due

QUIZ ONE

Complete before class starts and turn in to take part in a drawing! Answers will be displayed in the pre-class presentation.

Answer the following BEFORE CLASS BEGINS

Your Name:_____

1. Normal Adult Blood Pressure is ___/___.
2. Normal adult pulse or heart rate is between ___ and ___.
3. The "ABC"s of life threats stand for _____, _____ & _____.
4. If the patient is UNRESPONSIVE, instead of ABC the order should be ___ ___ ___.
5. The medical director for Texas EMS School is Dr. Colton_____, MD.

National Registry of Emergency Medical Technicians®
Emergency Medical Technician Psychomotor Examination

BLEEDING CONTROL/SHOCK MANAGEMENT

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Actual Time Started: _____

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Applies direct pressure to the wound	1	
NOTE: The examiner must now inform candidate that the wound continues to bleed.		
Applies tourniquet	1	
NOTE: The examiner must now inform candidate that the patient is exhibiting signs and symptoms of hypoperfusion.		
Properly positions the patient	1	
Administers high concentration oxygen	1	
Initiates steps to prevent heat loss from the patient	1	
Indicates the need for immediate transportation	1	
TOTAL	7	

Actual Time Ended: _____

CRITICAL CRITERIA

____ Failure to take or verbalize appropriate PPE precautions
____ Failure to administer high concentration oxygen
____ Failure to control hemorrhage using correct procedures in a timely manner
____ Failure to indicate the need for immediate transportation
____ Failure to manage the patient as a competent EMT
____ Exhibits unacceptable affect with patient or other personnel
____ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

e213/10-16

National Registry of Emergency Medical Technicians®
Emergency Medical Technician Psychomotor Examination

OXYGEN ADMINISTRATION BY NON-REBREATHER MASK

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Actual Time Started: _____

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Gathers appropriate equipment	1	
Cracks valve on the oxygen tank	1	
Assembles the regulator to the oxygen tank	1	
Opens the oxygen tank valve	1	
Checks oxygen tank pressure	1	
Checks for leaks	1	
Attaches non-rebreather mask to correct port of regulator	1	
Turns on oxygen flow to prefill reservoir bag	1	
Adjusts regulator to assure oxygen flow rate of at least 10 L/minute	1	
Attaches mask to patient's face and adjusts to fit snugly	1	
Actual Time Ended: _____ **TOTAL**	11	

CRITICAL CRITERIA

____ Failure to take or verbalize appropriate PPE precautions
____ Failure to assemble the oxygen tank and regulator without leaks
____ Failure to prefill the reservoir bag
____ Failure to adjust the oxygen flow rate to the non-rebreather mask of at lease 10 L/minute
____ Failure to ensure a tight mask seal to patient's face
____ Failure to manage the patient as a competent EMT
____ Exhibits unacceptable affect with patient or other personnel
____ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

e204/10-16

National Registry of Emergency Medical Technicians®
Emergency Medical Technician Psychomotor Examination

BVM VENTILATION OF AN APNEIC ADULT PATIENT

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Actual Time Started: _____

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Checks responsiveness	1	
Requests additional EMS assistance	1	
Checks breathing and pulse simultaneously	1	
NOTE: After checking responsiveness, then checking breathing and pulse for no more than 10 seconds, examiner informs candidate, "The patient is unresponsive, apneic and has a weak pulse of 60."		
Opens airway properly	1	
NOTE: The examiner must now inform the candidate, "The mouth is full of secretions and vomitus."		
Prepares rigid suction catheter	1	
Turns on power to suction device or retrieves manual suction device	1	
Inserts rigid suction catheter without applying suction	1	
Suctions the mouth and oropharynx	1	
NOTE: The examiner must now inform the candidate, "The mouth and oropharynx are clear."		
Opens the airway manually	1	
Inserts oropharyngeal airway	1	
NOTE: The examiner must now inform the candidate, "No gag reflex is present and the patient accepts the airway adjunct."		
Ventilates the patient immediately using a BVM device unattached to oxygen [Award this point if candidate elects to ventilate initially with BVM attached to reservoir and oxygen so long as first ventilation is delivered within 30 seconds.]	1	
NOTE: The examiner must now inform the candidate that ventilation is being properly performed without difficulty.		
Re-checks pulse for no more than 10 seconds	1	
Attaches the BVM assembly [mask, bag, reservoir] to oxygen [15 L/minute]	1	
Ventilates the patient adequately -Proper volume to cause visible chest rise (1 point) -Proper rate [10 – 12/minute (1 ventilation every 5 – 6 seconds)] (1 point)	2	
Note: The examiner must now ask the candidate, "How would you know if you are delivering appropriate volumes with each ventilation?"		
Actual Time Ended: _____ **TOTAL**	16	

CRITICAL CRITERIA

____ After suctioning the patient, failure to initiate ventilations within 30 seconds or interrupts ventilations for greater than 30 seconds at any time
____ Failure to take or verbalize appropriate PPE precautions
____ Failure to suction airway **before** ventilating the patient
____ Suctions the patient for an excessive and prolonged time
____ Failure to check responsiveness, then check breathing and pulse simultaneously for no more than 10 seconds
____ Failure to voice and ultimately provide high oxygen concentration [at least 85%]
____ Failure to ventilate the patient at a rate of 10 – 12/minute (1 ventilation every 5 – 6 seconds)
____ Failure to provide adequate volumes per breath [maximum 2 errors/minute permissible]
____ Insertion or use of any adjunct in a manner dangerous to the patient
____ Failure to manage the patient as a competent EMT
____ Exhibits unacceptable affect with patient or other personnel
____ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

e203/10-16

National Registry of Emergency Medical Technicians®
Emergency Medical Technician Psychomotor Examination

CARDIAC ARREST MANAGEMENT / AED

Candidate: _____ Examiner: _____
Date: _____ Signature: _____

Actual Time Started: _____

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Determines the scene/situation is safe	1	
Checks patient responsiveness	1	
Direct assistant to retrieve AED	1	
Requests additional EMS assistance	1	
Checks breathing and pulse simultaneously	1	
NOTE: After checking responsiveness, then checking breathing and pulse for no more than 10 seconds, examiner informs candidate, "The patient is unresponsive, apneic and pulseless."		
Immediately begins chest compressions [adequate depth and rate; allows the chest to recoil completely]	1	
Performs 2 minutes of high-quality, 1-rescuer adult CPR -Adequate depth and rate (1 point) -Correct compression-to-ventilation ratio (1 point) -Allows the chest to recoil completely (1 point) -Adequate volumes for each breath (1 point) -Minimal interruptions of no more than 10 seconds throughout (1 point)	5	
NOTE: After 2 minutes (5 cycles), candidate assesses patient and second rescuer resumes compressions while candidate operates AED.		
Turns on power to AED	1	
Follows prompts and correctly attaches AED to patient	1	
Stops CPR and ensures all individuals are clear of the patient during rhythm analysis	1	
Ensures that all individuals are clear of the patient and delivers shock from AED	1	
Immediately directs rescuer to resume chest compressions	1	
Actual Time Ended: _____ TOTAL	17	

Critical Criteria

____Failure to take or verbalize appropriate PPE precautions
____Failure to check responsiveness, then check breathing and pulse simultaneously for no more than 10 seconds
____Failure to immediately begin chest compressions as soon as pulselessness is confirmed
____Failure to demonstrate acceptable high-quality, 1-rescuer adult CPR
____Interrupts CPR for more than 10 seconds at any point
____Failure to correctly attach the AED to the patient
____Failure to operate the AED properly
____Failure to deliver shock in a timely manner
____Failure to ensure that all individuals are clear of patient during rhythm analysis and before delivering shock [verbalizes "All clear" and observes]
____Failure to immediately resume compressions after shock delivered
____Failure to manage the patient as a competent EMT
____Exhibits unacceptable affect with patient or other personnel
____Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

e215/07-17

National Registry of Emergency Medical Technicians®
Emergency Medical Technician Psychomotor Examination

PATIENT ASSESSMENT/MANAGEMENT – TRAUMA

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Scenario # _____

Actual Time Started: _____ **Note: Areas denoted by "**" may be integrated within sequence of Primary Survey/Resuscitation**

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
SCENE SIZE-UP		
Determines the scene/situation is safe	1	
Determines the mechanism of injury/nature of illness	1	
Determines the number of patients	1	
Requests additional EMS assistance if necessary	1	
Considers stabilization of the spine	1	
PRIMARY SURVEY/RESUSCITATION		
Verbalizes general impression of the patient	1	
Determines responsiveness/level of consciousness	1	
Determines chief complaint/apparent life-threats	1	
Airway -Opens and assesses airway (1 point) -Inserts adjunct as indicated (1 point)	2	
Breathing -Assess breathing (1 point) -Assures adequate ventilation (1 point) -Initiates appropriate oxygen therapy (1 point) -Manages any injury which may compromise breathing/ventilation (1 point)	4	
Circulation -Checks pulse (1point) -Assess skin [either skin color, temperature or condition] (1 point) -Assesses for and controls major bleeding if present (1 point) -Initiates shock management [positions patient properly, conserves body heat] (1 point)	4	
Identifies patient priority and makes treatment/transport decision (based upon calculated GCS)	1	
HISTORY TAKING		
Obtains baseline vital signs [must include BP, P and R] (1 point)	1	
Attempts to obtain SAMPLE history	1	
SECONDARY ASSESSMENT		
Head -Inspects and palpates scalp and ears (1 point) ** -Assesses eyes (1 point) -Inspects mouth**, nose** and assesses facial area (1 point)	3	
Neck** -Checks position of trachea (1 point) -Checks jugular veins (1 point) -Palpates cervical spine (1 point)	3	
Chest** -Inspects chest (1 point) -Palpates chest (1 point) -Ausoultates chest (1 point)	3	
Abdomen/pelvis** -Inspects and palpates abdomen (1 point) -Assesses pelvis (1 point) -Verbalizes assessment of genitalia/perineum as needed (1 point)	3	
Lower extremities** -Inspects, palpates and assesses motor, sensory and distal circulatory functions (1 point/leg)	2	
Upper extremities -Inspects, palpates and assesses motor, sensory and distal circulatory functions (1 point/arm)	2	
Posterior thorax, lumbar and buttocks** -Inspects and palpates posterior thorax (1 point) -Inspects and palpates lumbar and buttocks areas (1 point)	2	
Manages secondary injuries and wounds appropriately	1	
REASSESSMENT		
Demonstrates how and when to reassess the patient	1	
Actual Time Ended: _____ **TOTAL**	42	

CRITICAL CRITERIA

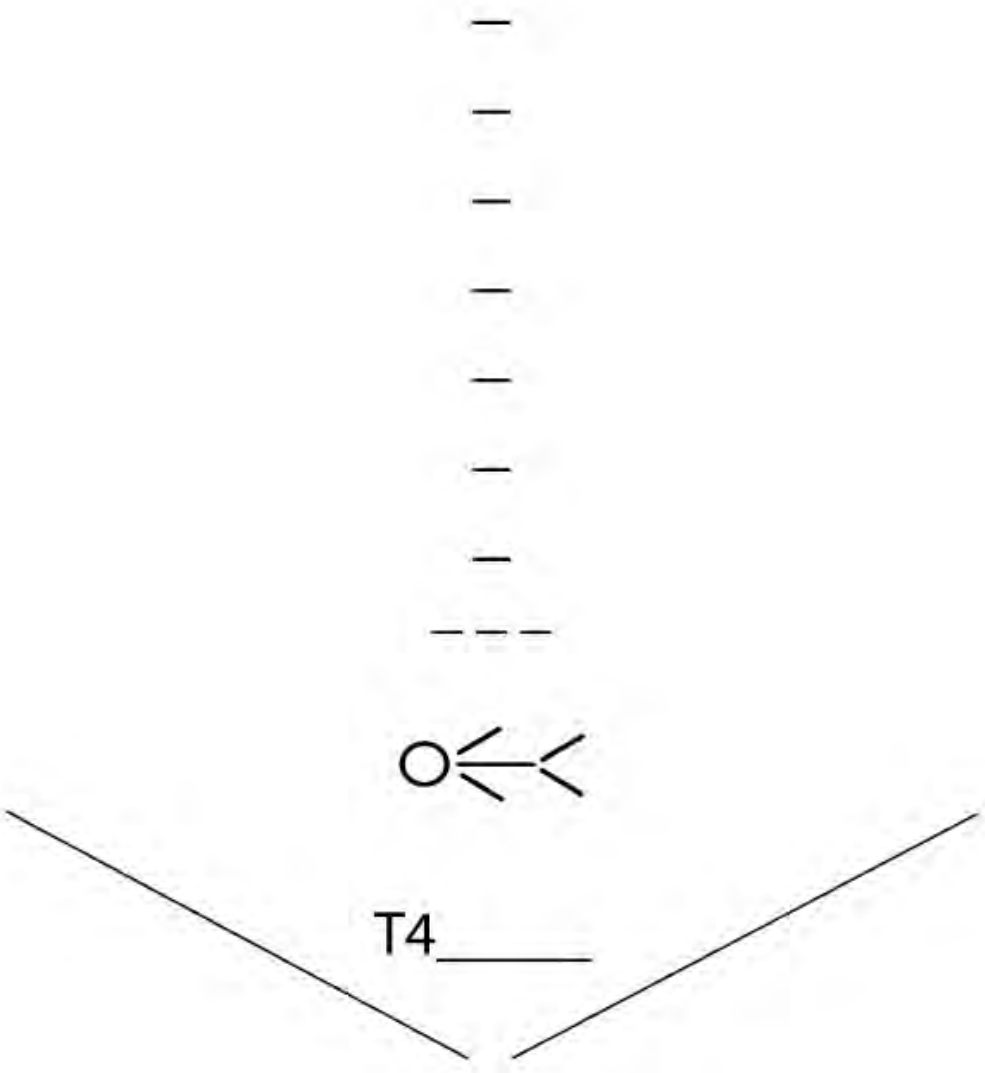
____ Failure to initiate or call for transport of the patient within 10 minute time limit
____ Failure to take or verbalize appropriate PPE precautions
____ Failure to determine soene safety
____ Failure to assess for and provide spinal protection when indicated
____ Failure to voice and ultimately provide high concentration oxygen
____ Failure to assess/provide adequate ventilation
____ Failure to find or appropriately manage problems associated with airway, breathing, hemorrhage or shock
____ Failure to differentiate patient's need for immediate transportation versus continued assessment/treatment at the scene
____ Performs other assessment before assessing/treating threats to airway, breathing and circulation
____ Failure to manage the patient as a competent EMT
____ Exhibits unacceptable affect with patient or other personnel
____ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

e201/10-16

Trauma Assessment Scene Size-Up and Primary Assessment

(Fill in the blanks and label the figure)



Axon Education Consortium

National Registry of Emergency Medical Technicians®
Emergency Medical Technician Psychomotor Examination

PATIENT ASSESSMENT/MANAGEMENT – MEDICAL

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Scenario # _____

Actual Time Started: _____

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
SCENE SIZE-UP		
Determines the scene/situation is safe	1	
Determines the mechanism of injury/nature of illness	1	
Determines the number of patients	1	
Requests additional EMS assistance if necessary	1	
Considers stabilization of the spine	1	
PRIMARY SURVEY/RESUSCITATION		
Verbalizes the general impression of the patient	1	
Determines responsiveness/level of consciousness (AVPU)	1	
Determines chief complaint/apparent life-threats	1	
Assesses airway and breathing -Assessment (1 point) -Assures adequate ventilation (1 point) -Initiates appropriate oxygen therapy (1 point)	3	
Assesses circulation -Assesses/controls major bleeding (1 point) -Checks pulse (1 point) -Assesses skin [either skin color, temperature or condition] (1 point)	3	
Identifies patient priority and makes treatment/transport decision	1	
HISTORY TAKING		
History of the present illness -Onset (1 point) -Quality (1 point) -Severity (1 point) -Provocation (1 point) -Radiation (1 point) -Time (1 point) -Clarifying questions of associated signs and symptoms related to OPQRST (2 points)	8	
Past medical history -Allergies (1 point) -Past pertinent history (1 point) -Events leading to present illness (1 point) -Medications (1 point) -Last oral intake (1 point)	5	
SECONDARY ASSESSMENT		
Assesses affected body part/system -Cardiovascular -Neurological -Integumentary -Reproductive -Pulmonary -Musculoskeletal -GI/GU -Psychological/Social	5	
VITAL SIGNS		
-Blood pressure (1 point) -Pulse (1 point) -Respiratory rate and quality (1 point each)	4	
States field impression of patient	1	
Interventions [verbalizes proper interventions/treatment]	1	
REASSESSMENT		
Demonstrates how and when to reassess the patient to determine changes in condition	1	
Provides accurate verbal report to arriving EMS unit	1	
Actual Time Ended: _____ TOTAL	42	

CRITICAL CRITERIA

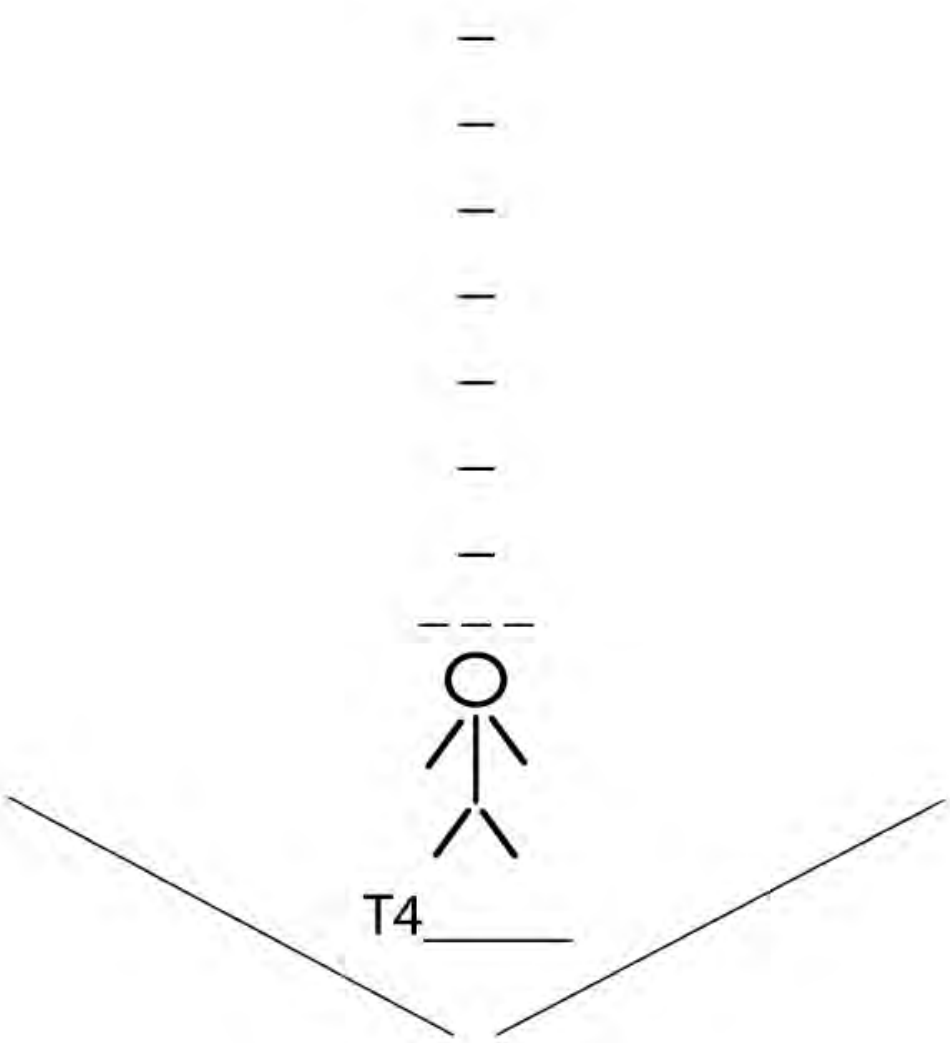
____ Failure to initiate or call for transport of the patient within 15 minute time limit
____ Failure to take or verbalize appropriate PPE precautions
____ Failure to determine scene safety before approaching patient
____ Failure to voice and ultimately provide appropriate oxygen therapy
____ Failure to assess/provide adequate ventilation
____ Failure to find or appropriately manage problems associated with airway, breathing, hemorrhage or shock
____ Failure to differentiate patient's need for immediate transportation versus continued assessment or treatment at the scene
____ Performs secondary examination before assessing and treating threats to airway, breathing and circulation
____ Orders a dangerous or inappropriate intervention
____ Failure to provide accurate report to arriving EMS unit
____ Failure to manage the patient as a competent EMT
____ Exhibits unacceptable affect with patient or other personnel
____ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

e202/10-16

Medical Assessment Scene Size-Up and Primary Assessment

(Fill in the Blanks and Label the Figure)



OPQRST and SAMPLE

O _ _ _ _

P _ _ _ _ _ _ _ _ _ _

Q _ _ _ _ _ _

R _ _ _ _ _ / R _ _ _ _ _ _ _ _

S _ _ _ _ _ _ _

T _ _ _

S _ _ _ _ _ _ _

A _ _ _ _ _ _ _ _

M _ _ _ _ _ _ _ _ _ _

P _ _ _ _ _ _ _ _ M _ _ _ _ _ _ H _ _ _ _ _ _

L _ _ _ O _ _ _ I _ _ _ _ _

E _ _ _ _ _

Axon Education Consortium

PARAMEDIC SKILLS SESSION 1 LAB

Name: _____ Date: _____ City: _____

Observer(s): _____ / _____

Evaluator(s): _____ / _____

BASIC SKILLS PRACTICE

Insert NPA.
Performed 1 _____
Insert OPA.
Performed 1 _____
Perform oral suctioning.
Performed 1 _____
Perform FBAO – adult.
Witness: Performed 1 _____
Perform FBAO – infant.
Performed 1 _____
Administer O2 by NC.
Performed 1 _____
Administer O2 by face mask.
Performed 1 _____
Ventilate an adult with BVM.
Performed 1 _____
Ventilate a pediatric with BVM.
Performed 1 _____
Ventilate a neonate with BVM.
Performed 1 _____
Apply a tourniquet.
Performed 1 _____
Apply a cervical collar.
Performed 1 _____
Perform spine motion restriction.
Performed 1 _____

Lift and transfer a patient to the stretcher.
Performed 1 _____
Splint a suspected long bone injury.
Performed 1 _____
Splint a suspected joint injury.
Performed 1 _____
Stabilize an impaled object.
Performed 1 _____
Dress and bandage a soft tissue injury.
Performed 1 _____
Apply an occlusive dressing to open wound to the thorax.
Performed 1 _____
Perform uncomplicated obstetric delivery.
Performed 1 _____
Assess vital signs.
Performed 1 _____
Perform a Comprehensive Physical Assessment
Performed 1 _____
Perform CPR – adult.
Performed 1 _____
Perform CPR – pediatric.
Performed 1 _____
Perform CPR – neonate.
Performed 1 _____

PARAMEDIC SKILLS SESSION 1 LAB

Name: _____ Date: _____ City: _____

Observer(s): _____ / _____

Evaluator(s): _____ / _____

PARAMEDIC SKILLS PRACTICE

Establish IV access.
Performed 1 _____ Performed 2 _____
Administer IV infusion medication.
Performed 1 _____ Performed 2 _____
Administer IV bolus medication.
Performed 1 _____ Performed 2 _____
Administer IM injection.
Performed 1 _____ Performed 2 _____
Establish IO access.
Performed 1 _____ Performed 2 _____
Performed 3 _____ Performed 4 _____
Perform PPV with BVM.
Performed 1 _____ Performed 2 _____
Performed 3 _____ Performed 4 _____
Perform oral endotracheal intubation.
Performed 1 _____ Performed 2 _____
Perform endotracheal suctioning.
Performed 1 _____ Performed 2 _____
Perform FBAO using Magill forceps.
Performed 1 _____ Performed 2 _____
Perform cricothyrotomy.
Performed 1 _____ Performed 2 _____
Insert supraglottic airway.
Performed 1 _____ Performed 2 _____
Perform needle decompression to the chest.
Performed 1 _____ Performed 2 _____
Perform synchronized cardioversion.
Performed 1 _____ Performed 2 _____
Perform defibrillation.
Performed 1 _____ Performed 2 _____
Perform transcutaneous pacing.
Performed 1 _____ Performed 2 _____
Perform chest compressions.
Performed 1 _____ Performed 2 _____
Pediatric intubation.
Performed 1 _____ Performed 2 _____
Nasotracheal Intubation.
Performed 1 _____ Performed 2 _____

PARAMEDIC SKILLS SESSION 2 LAB

Name: _____ Date: _____

Instructor: _____ Location: _____

FORMATIVE SIMULATED PARAMEDIC SCENARIOS WITH SKILLS

- ☐ Obstetric delivery with normal newborn care
  Scenario # _____ Scenario # _____
- ☐ Complicated delivery – Prolapsed cord.
  Scenario #_____
- ☐ Complicated delivery – Breech Presentation.
  Scenario #_____
- ☐ Distressed neonate.
  Scenario # _____ Scenario # _____
- ☐ Cardiac arrest.
  Scenario #_____ Scenario # _____

- ☐ Administer IV infusion medication.
  Scenario #_____
- ☐ Establish IO Access.
  Scenario #_____
- ☐ Perform PPV with BVM
  Scenario #_____
  Scenario #_____
  Scenario #_____
  Scenario #_____
  Scenario #_____
- ☐ Perform oral endotracheal intubation.
  Scenario #_____
  Scenario #_____
  Scenario #_____
  Scenario #_____
  Scenario #_____
- ☐ Perform endotracheal suctioning.
  Scenario #_____
- ☐ Perform FBAO removal using Magill forceps.
  Scenario #_____
- ☐ Perform cricothyrotomy.
  Scenario #_____
- ☐ Insert supraglottic airway.
  Scenario #_____
  Scenario #_____
  Scenario #_____
  Scenario #_____
  Scenario #_____
- ☐ Perform needle decompression of the chest.
  Scenario #_____
- ☐ Perform synchronized cardioversion.
  Scenario #_____
- ☐ Perform defibrillation.
  Scenario #_____
- ☐ Perform transcutaneous pacing.
  Scenario #_____
- ☐ Perform chest compressions.
  Scenario #_____

PARAMEDIC SKILLS SESSION 3 LAB

Name: _____ Date: _____

Instructor: _____ Location: _____

SUMMATIVE SIMULATED PARAMEDIC SCENARIOS WITH SKILLS

- ☐ Pediatric trauma.
  Scenario #_____
- ☐ Adult trauma.
  Scenario #_____
- ☐ Psychiatric
  Scenario #_____
- ☐ Complicated delivery – Prolapsed cord.
  Scenario #_____
- ☐ Complicated delivery – Breech Presentation.
  Scenario #_____
- ☐ Distressed neonate.
  Scenario #_____
- ☐ Cardiac pathologies or complaints – Cardiac related chest pain.
  Scenario #_____
- ☐ Cardiac arrest.
  Scenario #_____
- ☐ Medical neurological pathologies or complaints – Geriatric stroke.
  Scenario #_____
- ☐ Respiratory pathologies or complaints – Geriatric respiratory distress/failure.
  Scenario #_____
- ☐ Respiratory pathologies or complaints – Pediatric respiratory distress/failure.
  Scenario #_____
- ☐ Other medical conditions or complaints – Geriatric sepsis.
  Scenario #_____

PARAMEDIC SKILLS SESSION 3 LAB

Name: _____ Date: _____

Instructor: _____ Location: _____

SUMMATIVE SIMULATED PARAMEDIC SCENARIOS WITH SKILLS

- ☐ Administer IV infusion medication.
  Scenario #_____
- ☐ Establish IO Access.
  Scenario #_____
- ☐ Perform PPV with BVM
  Scenario #_____
  Scenario #_____
  Scenario #_____
  Scenario #_____
  Scenario #_____
- ☐ Perform oral endotracheal intubation.
  Scenario #_____
  Scenario #_____
  Scenario #_____
  Scenario #_____
  Scenario #_____
- ☐ Perform endotracheal suctioning.
  Scenario #_____
- ☐ Perform FBAO removal using Magill forceps. Scenario #_____
- ☐ Perform cricothyrotomy.
  Scenario #_____
- ☐ Insert supraglottic airway.
  Scenario #_____
  Scenario #_____
  Scenario #_____
  Scenario #_____
  Scenario #_____
- ☐ Perform needle decompression of the chest.
  Scenario #_____
- ☐ Perform synchronized cardioversion.
  Scenario #_____
- ☐ Perform defibrillation.
  Scenario #_____
- ☐ Perform transcutaneous pacing.
  Scenario #_____
- ☐ Perform chest compressions.
  Scenario #_____

National Registry of Emergency Medical Technicians Psychomotor Evaluation: Bleeding Control/Shock Management

National Registry of Emergency Medical Technicians®
Emergency Medical Technician Psychomotor Examination

BLEEDING CONTROL/SHOCK MANAGEMENT

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Actual Time Started: _____

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Applies direct pressure to the wound	1	
NOTE: The examiner must now inform candidate that the wound continues to bleed.		
Applies tourniquet	1	
NOTE: The examiner must now inform candidate that the patient is exhibiting signs and symptoms of hypoperfusion.		
Properly positions the patient	1	
Administers high concentration oxygen	1	
Initiates steps to prevent heat loss from the patient	1	
Indicates the need for immediate transportation	1	
Actual Time Ended: _____ TOTAL	7	

CRITICAL CRITERIA

____ Failure to take or verbalize appropriate PPE precautions
____ Failure to administer high concentration oxygen
____ Failure to control hemorrhage using correct procedures in a timely manner
____ Failure to indicate the need for immediate transportation
____ Failure to manage the patient as a competent EMT
____ Exhibits unacceptable affect with patient or other personnel
____ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

e213/10-16

National Registry of Emergency Medical Technicians Psychomotor Evaluation: Oxygen Administration by Non-Breather Mask

National Registry of Emergency Medical Technicians®
Emergency Medical Technician Psychomotor Examination

OXYGEN ADMINISTRATION BY NON-REBREATHER MASK

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Actual Time Started: _____

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Gathers appropriate equipment	1	
Cracks valve on the oxygen tank	1	
Assembles the regulator to the oxygen tank	1	
Opens the oxygen tank valve	1	
Checks oxygen tank pressure	1	
Checks for leaks	1	
Attaches non-rebreather mask to correct port of regulator	1	
Turns on oxygen flow to prefill reservoir bag	1	
Adjusts regulator to assure oxygen flow rate of at least 10 L/minute	1	
Attaches mask to patient's face and adjusts to fit snugly	1	
Actual Time Ended: _____ **TOTAL**	11	

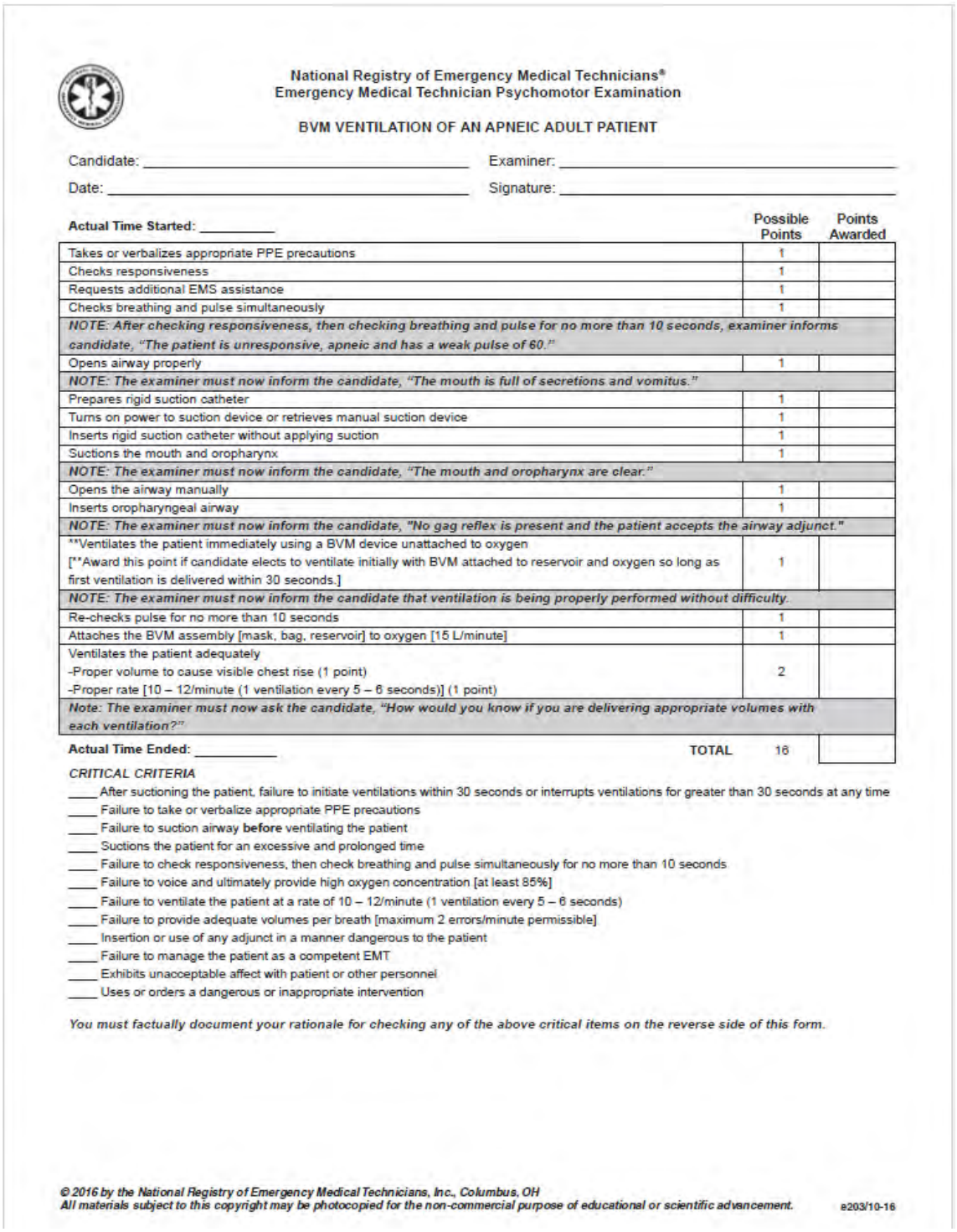
CRITICAL CRITERIA

____ Failure to take or verbalize appropriate PPE precautions
____ Failure to assemble the oxygen tank and regulator without leaks
____ Failure to prefill the reservoir bag
____ Failure to adjust the oxygen flow rate to the non-rebreather mask of at lease 10 L/minute
____ Failure to ensure a tight mask seal to patient's face
____ Failure to manage the patient as a competent EMT
____ Exhibits unacceptable affect with patient or other personnel
____ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

e204/10-16

National Registry of Emergency Medical Technicians Psychomotor Evaluation: BVM Ventilation of an Apneic Adult Patient



National Registry of Emergency Medical Technicians®
Emergency Medical Technician Psychomotor Examination

BVM VENTILATION OF AN APNEIC ADULT PATIENT

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Actual Time Started: _____

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Checks responsiveness	1	
Requests additional EMS assistance	1	
Checks breathing and pulse simultaneously	1	
NOTE: After checking responsiveness, then checking breathing and pulse for no more than 10 seconds, examiner informs candidate, "The patient is unresponsive, apneic and has a weak pulse of 60."		
Opens airway properly	1	
NOTE: The examiner must now inform the candidate, "The mouth is full of secretions and vomitus."		
Prepares rigid suction catheter	1	
Turns on power to suction device or retrieves manual suction device	1	
Inserts rigid suction catheter without applying suction	1	
Suctions the mouth and oropharynx	1	
NOTE: The examiner must now inform the candidate, "The mouth and oropharynx are clear."		
Opens the airway manually	1	
Inserts oropharyngeal airway	1	
NOTE: The examiner must now inform the candidate, "No gag reflex is present and the patient accepts the airway adjunct."		
Ventilates the patient immediately using a BVM device unattached to oxygen [Award this point if candidate elects to ventilate initially with BVM attached to reservoir and oxygen so long as first ventilation is delivered within 30 seconds.]	1	
NOTE: The examiner must now inform the candidate that ventilation is being properly performed without difficulty.		
Re-checks pulse for no more than 10 seconds	1	
Attaches the BVM assembly [mask, bag, reservoir] to oxygen [15 L/minute]	1	
Ventilates the patient adequately -Proper volume to cause visible chest rise (1 point) -Proper rate [10 – 12/minute (1 ventilation every 5 – 6 seconds)] (1 point)	2	
Note: The examiner must now ask the candidate, "How would you know if you are delivering appropriate volumes with each ventilation?"		
Actual Time Ended: _____ **TOTAL**	16	

CRITICAL CRITERIA

____ After suctioning the patient, failure to initiate ventilations within 30 seconds or interrupts ventilations for greater than 30 seconds at any time
____ Failure to take or verbalize appropriate PPE precautions
____ Failure to suction airway **before** ventilating the patient
____ Suctions the patient for an excessive and prolonged time
____ Failure to check responsiveness, then check breathing and pulse simultaneously for no more than 10 seconds
____ Failure to voice and ultimately provide high oxygen concentration [at least 85%]
____ Failure to ventilate the patient at a rate of 10 – 12/minute (1 ventilation every 5 – 6 seconds)
____ Failure to provide adequate volumes per breath [maximum 2 errors/minute permissible]
____ Insertion or use of any adjunct in a manner dangerous to the patient
____ Failure to manage the patient as a competent EMT
____ Exhibits unacceptable affect with patient or other personnel
____ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

e203/10-16

National Registry of Emergency Medical Technicians Psychomotor Evaluation: Cardiac Arrest Management [AED]

National Registry of Emergency Medical Technicians®
Emergency Medical Technician Psychomotor Examination

CARDIAC ARREST MANAGEMENT / AED

Candidate: _____ Examiner: _____
Date: _____ Signature: _____

Actual Time Started: _____

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
Determines the scene/situation is safe	1	
Checks patient responsiveness	1	
Direct assistant to retrieve AED	1	
Requests additional EMS assistance	1	
Checks breathing and pulse simultaneously	1	
NOTE: After checking responsiveness, then checking breathing and pulse for no more than 10 seconds, examiner informs candidate, "The patient is unresponsive, apneic and pulseless."		
Immediately begins chest compressions [adequate depth and rate; allows the chest to recoil completely]	1	
Performs 2 minutes of high-quality, 1-rescuer adult CPR -Adequate depth and rate (1 point) -Correct compression-to-ventilation ratio (1 point) -Allows the chest to recoil completely (1 point) -Adequate volumes for each breath (1 point) -Minimal interruptions of no more than 10 seconds throughout (1 point)	5	
NOTE: After 2 minutes (5 cycles), candidate assesses patient and second rescuer resumes compressions while candidate operates AED.		
Turns on power to AED	1	
Follows prompts and correctly attaches AED to patient	1	
Stops CPR and ensures all individuals are clear of the patient during rhythm analysis	1	
Ensures that all individuals are clear of the patient and delivers shock from AED	1	
Immediately directs rescuer to resume chest compressions	1	
Actual Time Ended: _____ TOTAL	17	

Critical Criteria

____Failure to take or verbalize appropriate PPE precautions
____Failure to check responsiveness, then check breathing and pulse simultaneously for no more than 10 seconds
____Failure to immediately begin chest compressions as soon as pulselessness is confirmed
____Failure to demonstrate acceptable high-quality, 1-rescuer adult CPR
____Interrupts CPR for more than 10 seconds at any point
____Failure to correctly attach the AED to the patient
____Failure to operate the AED properly
____Failure to deliver shock in a timely manner
____Failure to ensure that all individuals are clear of patient during rhythm analysis and before delivering shock [verbalizes "All clear" and observes]
____Failure to immediately resume compressions after shock delivered
____Failure to manage the patient as a competent EMT
____Exhibits unacceptable affect with patient or other personnel
____Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

s215/07-17

National Registry of Emergency Medical Technicians Psychomotor Evaluation: Patient Assessment/Management - Trauma

National Registry of Emergency Medical Technicians®
Emergency Medical Technician Psychomotor Examination

PATIENT ASSESSMENT/MANAGEMENT – TRAUMA

Candidate: _____ Examiner: _____

Date: _____ Signature: _____

Scenario # _____

Actual Time Started: _____ **Note: Areas denoted by "**" may be integrated within sequence of Primary Survey/Resuscitation**

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
SCENE SIZE-UP		
Determines the scene/situation is safe	1	
Determines the mechanism of injury/nature of illness	1	
Determines the number of patients	1	
Requests additional EMS assistance if necessary	1	
Considers stabilization of the spine	1	
PRIMARY SURVEY/RESUSCITATION		
Verbalizes general impression of the patient	1	
Determines responsiveness/level of consciousness	1	
Determines chief complaint/apparent life-threats	1	
Airway -Opens and assesses airway (1 point) -Inserts adjunct as indicated (1 point)	2	
Breathing -Assess breathing (1 point) -Assures adequate ventilation (1 point) -Initiates appropriate oxygen therapy (1 point) -Manages any injury which may compromise breathing/ventilation (1 point)	4	
Circulation -Checks pulse (1point) -Assess skin [either skin color, temperature or condition] (1 point) -Assesses for and controls major bleeding if present (1 point) -Initiates shock management [positions patient properly, conserves body heat] (1 point)	4	
Identifies patient priority and makes treatment/transport decision (based upon calculated GCS)	1	
HISTORY TAKING		
Obtains baseline vital signs [must include BP, P and R] (1 point)	1	
Attempts to obtain SAMPLE history	1	
SECONDARY ASSESSMENT		
Head -Inspects and palpates scalp and ears (1 point) ** -Assesses eyes (1 point) -Inspects mouth**, nose** and assesses facial area (1 point)	3	
Neck** -Checks position of trachea (1 point) -Checks jugular veins (1 point) -Palpates cervical spine (1 point)	3	
Chest** -Inspects chest (1 point) -Palpates chest (1 point) -Auscultates chest (1 point)	3	
Abdomen/pelvis** -Inspects and palpates abdomen (1 point) -Assesses pelvis (1 point) -Verbalizes assessment of genitalia/perineum as needed (1 point)	3	
Lower extremities** -Inspects, palpates and assesses motor, sensory and distal circulatory functions (1 point/leg)	2	
Upper extremities -Inspects, palpates and assesses motor, sensory and distal circulatory functions (1 point/arm)	2	
Posterior thorax, lumbar and buttocks** -Inspects and palpates posterior thorax (1 point) -Inspects and palpates lumbar and buttocks areas (1 point)	2	
Manages secondary injuries and wounds appropriately	1	
REASSESSMENT		
Demonstrates how and when to reassess the patient	1	
Actual Time Ended: _____ **TOTAL**	42	

CRITICAL CRITERIA

____ Failure to initiate or call for transport of the patient within 10 minute time limit
____ Failure to take or verbalize appropriate PPE precautions
____ Failure to determine scene safety
____ Failure to assess for and provide spinal protection when indicated
____ Failure to voice and ultimately provide high concentration oxygen
____ Failure to assess/provide adequate ventilation
____ Failure to find or appropriately manage problems associated with airway, breathing, hemorrhage or shock
____ Failure to differentiate patient's need for immediate transportation versus continued assessment/treatment at the scene
____ Performs other assessment before assessing/treating threats to airway, breathing and circulation
____ Failure to manage the patient as a competent EMT
____ Exhibits unacceptable affect with patient or other personnel
____ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

e201/10-16

National Registry of Emergency Medical Technicians Psychomotor Evaluation: Patient Assessment/Management - Medical

National Registry of Emergency Medical Technicians®
Emergency Medical Technician Psychomotor Examination

PATIENT ASSESSMENT/MANAGEMENT – MEDICAL

Candidate:_____ Examiner: _____

Date: _____ Signature: _____

Scenario # _____

Actual Time Started: _____

	Possible Points	Points Awarded
Takes or verbalizes appropriate PPE precautions	1	
SCENE SIZE-UP		
Determines the scene/situation is safe	1	
Determines the mechanism of injury/nature of illness	1	
Determines the number of patients	1	
Requests additional EMS assistance if necessary	1	
Considers stabilization of the spine	1	
PRIMARY SURVEY/RESUSCITATION		
Verbalizes the general impression of the patient	1	
Determines responsiveness/level of consciousness (AVPU)	1	
Determines chief complaint/apparent life-threats	1	
Assesses airway and breathing -Assessment (1 point) -Assures adequate ventilation (1 point) -Initiates appropriate oxygen therapy (1 point)	3	
Assesses circulation -Assesses/controls major bleeding (1 point) -Checks pulse (1 point) -Assesses skin [either skin color, temperature or condition] (1 point)	3	
Identifies patient priority and makes treatment/transport decision	1	
HISTORY TAKING		
History of the present illness -Onset (1 point) -Quality (1 point) -Severity (1 point) -Provocation (1 point) -Radiation (1 point) -Time (1 point) -Clarifying questions of associated signs and symptoms related to OPQRST (2 points)	8	
Past medical history -Allergies (1 point) -Past pertinent history (1 point) -Events leading to present illness (1 point) -Medications (1 point) -Last oral intake (1 point)	5	
SECONDARY ASSESSMENT		
Assesses affected body part/system -Cardiovascular -Neurological -Integumentary -Reproductive -Pulmonary -Musculoskeletal -GI/GU -Psychological/Social	5	
VITAL SIGNS		
-Blood pressure (1 point) -Pulse (1 point) -Respiratory rate and quality (1 point each)	4	
States field impression of patient	1	
Interventions [verbalizes proper interventions/treatment]	1	
REASSESSMENT		
Demonstrates how and when to reassess the patient to determine changes in condition	1	
Provides accurate verbal report to arriving EMS unit	1	
Actual Time Ended: _____ TOTAL	42	

CRITICAL CRITERIA

____ Failure to initiate or call for transport of the patient within 15 minute time limit
____ Failure to take or verbalize appropriate PPE precautions
____ Failure to determine scene safety before approaching patient
____ Failure to voice and ultimately provide appropriate oxygen therapy
____ Failure to assess/provide adequate ventilation
____ Failure to find or appropriately manage problems associated with airway, breathing, hemorrhage or shock
____ Failure to differentiate patient's need for immediate transportation versus continued assessment or treatment at the scene
____ Performs secondary examination before assessing and treating threats to airway, breathing and circulation
____ Orders a dangerous or inappropriate intervention
____ Failure to provide accurate report to arriving EMS unit
____ Failure to manage the patient as a competent EMT
____ Exhibits unacceptable affect with patient or other personnel
____ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

e202/10-16

Clinical and Field Portfolio for Advanced EMT and Paramedic Students

CoAEMSP Student Minimum Competency (SMC)	Column 1 Formative Exposure in Clinical or Field Experience Conducts patient assessment (primary and secondary assessment), performs motor skills if appropriate and available, and assists with development of a management plan in patient exposures with some assistance for evaluation	Column 2 Exposure in Clinical or Field Experience and Capstone Field Internship Conducts a patient assessment and develops a management plan for evaluation on each patient with minimal to no assistance	Total	Minimum Recommendations by Age* (*included in the total)
Pediatric patients with pathologies or complaints	15	**15**	30	Minimum Exposure / Age 2 — Neonate (birth to 30 days) 2 — Infant (1 mo - 12 mos) 2 — Toddler (1 to 2 years) 2 — Preschool (3 to 5 years) 2 — School-Aged/ Preadolescent (6 to 12 years) 2 — Adolescent (13 to 18 years)
Adult	30	**30**	60	(19 to 65 years of age)
Geriatric	9	**9**	18	(older than 65 years of age)
Totals:	**54**	**54**	**108**	

CoAEMSP Student Minimum Competency by Pathology or Complaint	Simulation	Column 1 Formative Exposure in Clinical or Field Experience Conducts patient assessment (primary and secondary assessment) and performs motor skills if appropriate and available, and assists with development of a management plan on a patient with some assistance for evaluation.	Column 2 Exposure in Clinical or Field Experience/Capstone Field Internship Conducts a patient assessment and develops a management plan for evaluation on each patient with minimal to no assistance	Total Formative & Competency Evaluations by Condition or Complaint
Trauma	**Minimum of one (1) pediatric and one (1) adult trauma simulated scenario must be successfully completed prior to capstone field internship.**	18	**9**	27
Psychiatric/ Behavioral	**Minimum of one (1) psychiatric simulated scenario must be successfully completed prior to capstone field internship.**	12	**6**	18
Obstetric delivery with normal newborn care	**N/A**	2 (simulation permitted)	**2 (simulation permitted)**	6
Complicated obstetric delivery (e.g., breech, prolapsed cord, shoulder dystocia, precipitous delivery, multiple births, meconium staining, premature birth, abnormal presentation, postpartum hemorrhage)	**Minimum of two (2) complicated obstetric delivery simulated scenarios must be successfully completed prior to capstone field internship including a prolapsed cord and a breech delivery.**	2 (simulation permitted)		
Distressed neonate (birth to 30 days)	**Minimum of one (1) distressed neonate following delivery simulated scenario must be successfully completed prior to capstone field internship.**	2 (simulation permitted)	**2 (simulation permitted)**	4

Cardiac pathologies or complaints (e.g., acute coronary syndrome, cardiac chest pain)	**Minimum of one (1) cardiac-related chest pain simulated scenario must be successfully completed prior to capstone field internship.**	12	**6**	18
Cardiac arrest	**Minimum of one (1) cardiac arrest simulated scenario must be successfully completed prior to capstone field internship.**	2 (simulation permitted)	**1** **(simulation permitted)**	3
Cardiac dysrhythmias	N/A	10	**6**	16
Medical neurologic pathologies or complaints (e.g., transient ischemic attack, stroke, syncope, or altered mental status presentation)	**Minimum of one (1) geriatric stroke simulated scenario must be successfully completed prior to capstone field internship.**	8	**4**	12
Respiratory pathologies or complaints (e.g., respiratory distress, respiratory failure, respiratory arrest, acute asthma episode, lower respiratory infection)	**Minimum of one (1) pediatric and one (1) geriatric respiratory distress/failure simulated scenario must be successfully completed prior to capstone field internship.**	8	**4**	12
Other medical conditions or complaints (e.g., gastrointestinal, genitourinary, gynecologic, reproductive pathologies, or abdominal pain complaints, infectious disease, endocrine disorders or complaints [hypoglycemia, DKA, HHNS, thyrotoxic crisis, myxedema, Addison's, Cushing's], overdose or substance abuse, toxicology, hematologic disorders, non-traumatic musculoskeletal disorders, diseases of the eyes, ears, nose, and throat)	**Minimum of one (1) geriatric sepsis simulated scenario must be successfully completed prior to capstone field internship.**	12	**6**	18
	Totals:	**88**	**46**	**134**

CoAEMSP Recommended Motor Skills Assessed and Success	Column 1 Successful Formative Individual *Simulated* Motor Skills Assessed in the Lab	Column 2 Minimum Successful Motor Skills Assessed on a *Patient* in Clinical or Field Experience or Capstone Field Internship *Simulation permitted for skills with asterisk	Totals	Column 4 Cumulative Motor Skill Competency Assessed on *Patients* During Clinical or Field Experience or Capstone Field Internship
Establish IV access	2	25	27	Report Success Rate
Administer IV infusion medication	2	2*	4	
Administer IV bolus medication	2	10	12	Report Success Rate
Administer IM injection	2	2	4	
Establish IO access	4	2*	6	
Perform PPV with BVM	4	10*	14	
Perform oral endotracheal intubation	2	10*	12	Report Success Rate
Perform endotracheal suctioning	2	2*	4	
Perform FBAO removal using Magill Forceps	2	2*	4	
Perform cricothyrotomy	2	2*	4	
Insert supraglottic airway	2	10*	12	
Perform needle decompression of the chest	2	2*	4	
Perform synchronized cardioversion	2	2*	4	
Perform defibrillation	2	2*	4	
Perform transcutaneous pacing	2	2*	4	
Perform chest compressions	2	2*	4	
Totals:	**36**	**87**	**123**	

Student Minimum Competency
Table 4 Field Experience / Capstone Field Internship

Field Experience	Capstone Field Internship
Conducts competent assessment and management of prehospital patients with assistance while TEAM LEADER *or* TEAM MEMBER	Successfully manages the scene, performs patient assessment(s), directs medical care and transport as TEAM LEADER with minimal to no assistance
30	**20**

EMT or Prerequisite Skill Competency (must document reasonable evidence of motor skill competency)	Evidence
Insert NPA	Completion of 2
Insert OPA	Completion of 2
Perform oral suctioning	Completion of 2
Perform FBAO - adult	Completion of 2
Perform FBAO - infant	Completion of 2
Administer oxygen by nasal cannula	Completion of 1
Administer oxygen by face mask	Completion of 1
Ventilate an adult patient with a BVM	Completion of 2
Ventilate a pediatric patient with a BVM	Completion of 2
Ventilate a neonate patient with a BVM	Completion of 2
Apply a tourniquet	Completion of 1
Apply a cervical collar	Completion of 2
Perform spine motion restriction	Completion of 1
Lift and transfer a patient to the stretcher	Completion of 1
Splint a suspected long bone injury	Completion of 1
Splint a suspected joint injury	Completion of 1
Stabilize an impaled object	Completion of 1
Dress and bandage a soft tissue injury	Completion of 1
Apply an occlusive dressing to an open wound to the thorax	Completion of 1
Perform uncomplicated delivery	Completion of 2
Assess vital signs	Completion of 1
Perform a Comprehensive Physical Assessment	Completion of 1
Perform CPR - adult	Completion of 2
Perform CPR - pediatric	Completion of 2
Perform CPR - neonate	Completion of 2