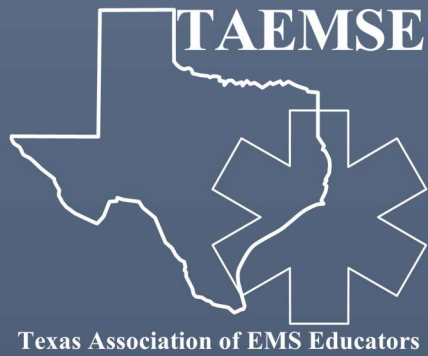


2024



Texas EMS Coordinator's Manual

THE COORDINATOR'S BOOK OF SECRETS: (ALMOST)
EVERYTHING YOU NEED TO KNOW AS A NEW
PROGRAM COORDINATOR

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Preface

How you got here, in charge of an Initial EMS Education Program, may have involved one of multiple pathways. Some good – the last PD got promoted and you've been preparing for this for years; some bad – the last PD passed away unexpectedly. Whatever the circumstances that led to your current situation and position – the bottom line is you are now here. You are now the Program Coordinator / Director. It is now all on you. But remember you are not alone.

Now that you hold the reins of this program you will be inundated with responsibilities and issues. The Dean, Vice President, and President will make sure that you are up to speed on all the necessary computer training, have access to the proper documents, and get piddly little reports submitted on time. None of that is contained here. This book will help you with the non-college and college issues that the administration doesn't understand well enough to be of any assistance to you.

This is now your program and yours to do with as you please. According to your mother, remember that this EMS Program is the best in the Nation. Whether she is right or not remains to be seen, but that is really up to you. That station in life did not come easily, and we did not get here alone. The resources of this area, county and state are vast and dedicated. As you build YOUR program don't forget where we came from and keep an eye on where you're going. Don't be afraid to make mistakes, and don't be afraid to say your wrong when you do. And don't let the College ruin what you've worked for.

As you review this manual, you will undoubtedly find that although it is helpful, there will be holes. The manual won't be all things to all people or to all programs. We're all a little different, and you are different from those that have come before you. But's it should be a good starting point. What this manual doesn't cover, phone calls can. Emails can. Don't be afraid to ask for help. Every coordinator in this state, and in the country even, has been where you are. Most are more than willing to help and will share everything they have. If you find someone who won't, well, move on. They are not worth your time and probably have very little to share that has value anyway. Oh, that is the first lesson. Be the type of coordinator that gives back and shares their time and resources. We're all in this together.

Big Hint. Make this a living document. Feel free to download and make your own based on your programs' needs and timelines. Your administration can give you a heads-up on the dates schedules will be due, budget deadlines, reports that make someone happy (it won't be you). Then you have a "plan ahead guide" so you won't get caught off guard.

Also, another hint, none of this is really hard, it's just slightly time consuming and usually occurs when you are busy with other things. So plan for it. You know there will be reports on student success. Have those ready. You know there will be a budget request. Have an idea of what you need.

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Payroll

First things first, get people paid.

The payroll system will vary by individual programs. Some use time cards, others time sheets. The process may be as simple as a signature and a forward, or require you to enter all information into a requisition process. Some one above you or in the payroll department know how it works, or at least knows what has been given to them in the past. Ask questions of the right people and it won't be that difficult.

Payroll is how larger organizations thrive. A quick meeting with the payroll department will set you off on a good start.

Calendar

Much of what you are going to be doing is preparing for the next few semesters. That is the difference between a faculty member and a coordinator. Faculty thinks a few weeks ahead, coordinators think a few years ahead.

This calendar includes most of the foreseeable dates that will require some action on your part. Take in small chunks and with planning and forethought, this is very manageable. Like eating an elephant. One bite at a time. Keep in mind this is not necessarily specific to your program so you'll need to spend some time making sure it applies to you. In general, DSHS and CoAEMSP dates are pretty spot on. It will be the requirements of the organization that will differ.

| January | | |
|--|---|---|
| Start of Spring Semester | | |
| Review Clinical Agreements | Before the start of classes | Assure upcoming clinical agreements are still active and start the renewal process for any that will expire in the next year. |
| Reset clinical forms to reflect the incoming class | Found on the specific platform utilized. | Need to reset the student's name lists and update clinical sites for the EMT and Paramedic Clinical Evaluations. You will also want to archive the data from the last class and then clear the cache, so you don't mix students from multiple classes. |
| February | | |
| Schedule Graduation | For EMT and Paramedic classes | Work with the college to secure facilities. |
| March | | |
| Spring Break | Marks the 8 th week (usually) of the semester. | |
| April | | |
| Course Notification Forms | Early April | Found on the DSHS website under education programs. Will need one for any classes that will start in the summer semester. |
| Texas EMS Educators Summit | Usually, the weekend before Easter | Networking opportunity and comradery with fellow Texas Educators. State conference is bigger, but not peers. This is just fellow educators. |
| Registration / Acceptance for Summer | Work with the Admissions process to accept students | Review applications, drug screens, and backgrounds. |
| Budgets | Budget process | The administration will provide details |
| Prepare adjunct and part time schedule | Build a schedule for Summer Semester | Individual process will vary by program |
| May | | |
| CoAEMSP Annual Report | May 15 | The report is emailed to PD in late January or early March. We will |

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| | | use information from Resource Assessment Matrix and graduate/employer surveys. |
| Start of Summer Semester | The end of May, maybe the first of June | |
| CoAEMSP Annual Fees | Due July 1 | Expect \$2200 in 2025, with a 3% increase each year. These are mailed in mid-May. CoAEMSP fees and the CAAHEP fees are different. Make sure both are paid. |
| Course Completion Certificates | Create for EMT Students | A template is in Program Materials. Print several versions – all must be signed, and a copy MUST be kept in the student files. 2 to the student and 1 to the file. |
| Grades Due | | |
| Graduation | Completion of EMT and Paramedic programs | Need speakers, certificates, challenge coins, patches |
| Reset clinical forms to reflect the incoming class | Found on the specific platform utilized. | Need to reset the student's name lists and update clinical sites for the EMT and Paramedic Clinical Evaluations. You will also want to archive the data from the last class and then clear the cache, so you don't mix students from multiple classes. |
| June | | |
| Prep for Fall Semester | Prepare Clinical ID Badges | Found in the Program Material on the website. Will require two-sided color printing, lamination, cutting, and folding. |
| Course Completion Certificates | Create for High School EMT Students | A template is in Program Materials. Print several copies – all must be signed, and a copy MUST be kept in the student files. 2 to the student, 1 to the file. |
| July | | |
| Course Notification Forms | Early July | Found on the DSHS website under education programs. Will need one for the August EMT class, as well as high school program(s). All are due 30 days before the start of the semester. These require a FEE. Complete early so Credit Card authorization can be received by the college in time to make the 30-day deadline. |
| Registration / Acceptance for Fall | Work with the Admissions process to accept students | Review applications, drug screens, and backgrounds. |
| CAAHEP Annual Fee | Due by August 1 | \$600 fee, which may be less if multiple CAAHEP program are in the college system. Also expect fees to increase after 2024. Invoices are usually sent each May. CoAEMSP fees and the CAAHEP fees are different. Make sure both are paid. |

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| Prepare adjunct and part time schedule | Build a schedule for Fall Semester | Individual process will vary by program |
| August | | |
| Start of Fall Semester | Mid-August | |
| Grades Due | | |
| NAEMSE Symposium | Usually mid to late August, but has been in Early September or late July | Great networking for the Program Coordinator and Clinical Coordinator. Not a requirement, but helpful. Should be required the year before writing the Self-study. These are educational Peers from across the nation. |
| Reset clinical forms to reflect the incoming class | Found on the specific platform utilized. | Need to reset the student's name lists and update clinical sites for the EMT and Paramedic Clinical Evaluations. You will also want to archive the data from the last class and then clear the cache, so you don't mix students from multiple classes. |
| September | | |
| Schedule Advisory Committee Meeting | Required annually. | Should schedule 6 to 8 weeks out. Plan for meeting in Early November. |
| Schedule Graduation | For EMT and Paramedic classes | Work with the college to secure facilities. |
| Resource Assessment Surveys – Program Personnel | Send out surveys to Adjunct faculty, PD, and MD | Send surveys to REGULAR faculty who teach in the PARAMEDIC classes. DO NOT send to those who don't work, or to those that teach only in or primarily in the EMT – it will taint your results. Forms are on the CoAEMSP website, AND we have them available in JotForm. |
| October | | |
| Schedule NREMT Exam for Paramedics (will not be needed after April of 2023 – probably) | As early as possible. | Contact examiner first. We've used David Allman for the last several events. Once dates are agreed upon, schedule the exam through the NR website. The Good news. After 2024, this will no longer be needed. |
| November | | |
| Course Notification Forms | Early November | Found on the DSHS website under education programs. Will need one for the January EMT class, as well as high school program(s). All are due 30 days before the start of the semester. These require a FEE. Complete early so Credit Card authorization can be received by the college in time to make the 30-day deadline. |
| State EMS Conference | Week of Thanksgiving | LARGE state conference with good exhibit hall. Great for networking and seeing new products. GETAC |

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| | | meetings usually start the Saturday before. |
| Prepare adjunct and part time schedule | Build a schedule for Spring Semester | Individual process will vary by program |
| Schedule Food for National Registry (will not be needed after April of 2023 – probably) | Collect count of students, examiners, volunteers, and examiners. | Arrange for Credit Card or another preferred payment system by the college. |
| Schedule examiners for the National Registry (will not be needed after April of 2023 – probably) | Check the adjunct schedule for all needed slots for the NR exam | May need to reach out to other services to find volunteer examiners if can't be found within the adjunct cadre (usually cannot meet entire needs). |
| Advisory Committee | Annual Process | |
| Resource Assessment Surveys – Program Personnel | Send out surveys to Advisory Committee Members | Send surveys to Advisory Committee members who are NOT adjunct faculty, PD, or MD (don't duplicate data). The student representative will get both the student version and the Program Personnel version. |
| December | | |
| Grades Due | Check the College schedule of important dates for official deadlines. | |
| Course Completion Certificates | Create for EMT and Paramedic Students | The template is in Program Materials. For paramedics, you "can" also use one that is part of the CoAEMSP template. It's much more cumbersome but available. This is one of those forms that is an EXAMPLE of what could be used but is not required. Print several versions – all must be signed and a copy MUST be kept in the student files. |
| Graduation | Completion of EMT and Paramedic programs | Need speakers, certificates, challenge coins, patches |
| Registration / Acceptance for Spring | Work with the Admissions process to accept students | Review applications, drug screens, and backgrounds. |

Accreditation

www.coaemsp.org is the website for the *Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions* – or the CoAEMSP. This is the group that does the work of accreditation. The actual accreditor is the *Commission on Accreditation of Allied Health Educational Programs* or CAAHEP. Make sure all language, written and verbal, refers to the program being **CAAHEP** accredited.

It is important to pay attention to the slogan of the CoAEMSP. **“Accreditation is an everyday occurrence.”** If you keep that in mind and keep it in practice, all the little things of Accreditation just fall into place. If you don’t, things will become overwhelming and daunting when you are required to report them in the Annual Report and the Self-Study. Everyday. Think accreditation Every Day.

The website is very robust and full of helpful tools and documents. All the evaluation tools can be found here, both required and recommended. In addition, webinars and other information can be found to assist in the understanding of the accreditation process.

Change In Personnel

One of the first things that will need to be done is to notify the CoAEMSP that there is a change in program directors. You have 30 days to make this official. This notification will impact the NREMT website and the ability to sign off paramedic graduates to take the National Registry (the Texas Department of State Health Services will also notify NREMT for the same purpose).

Additionally, if there is a change in Dean or Campus President, you will have 30 days to notify the CoAEMSP. There are different forms and different levels of evidence needed for each of these changes. The forms on the website will help you navigate those requirements.

Annual Fees

Two annual fees are paid for accreditation. The first is actually for accreditation and is paid to CAAHEP. This fee is due on August 1 of each year and is \$600, but will depend on the number of CAAHEP programs within the institution. Also expect this to increase in 2025.

The second annual fee is due to the CoAEMSP and is due in April. This fee is usually \$2200, but this could increase if the program decided to do satellite or alternate locations for classes by \$500 per location. Work with the CoAEMSP to assure this process is done correctly.

The process for requesting payment will vary by institution. Check with the purchasing department or business services to assure a timely payment process. Late fees will be applied if not received by the date due.

Annual Reports

Annual Reports are due on May 15 of each year. These reflect all classes that were COMPLETED in a calendar year that is two years earlier. (The 2021 Annual report will be due May 15, 2023; the 2022 Annual Report will be due May 15, 2024; . . .). This gives each program a complete year to gather the required outcomes from that class, which includes Retention, National Registry pass rates, and Employment.

Outcomes must be attached to the program website to reflect those three metrics: Retention, National Registry pass rates, and Employment. The minimum outcome for each of these metrics is 70%. If the area drops below 70%, justification will be required, and in most cases will require an action plan to correct the deficit. Continued deficits over concurrent years may result in the probationary status of the programmatic accreditation, which may lead to the withdrawal of accreditation if not corrected during probation.

Annual Reports are NOT found on the CoAEMSP website but instead are emailed to the PD, the Dean, and the President. These usually arrive in February or March. This will leave several months for the completion of the Annual Report which in reality will only require the entry of data that should have already been collected. More often than not, the entire annual report can be completed in under an hour because all the work has already been completed.

Graduate and Employer Surveys

Approximately 6 to 12 months after graduation, surveys should be sent to graduates and employers. Graduates are difficult to reach sometimes because we think we have their email when all we have is maybe a college email that the graduate never checks (can't blame them). Gathering alternate emails are often beneficial but must be done before they graduate. The surveys can be mailed, emailed, or gathered by phone with a scribe if needed. The forms are on the CoAEMSP website, but they have also been created in our JotForm platform and can easily be emailed to students with results gathered electronically.

Employer surveys need to come as a secondary process since we need the graduate surveys to tell when the graduates are working. At least that is the intuitive approach. Other means of gathering graduate employment can be used as well, such as contact with employers, other graduates, or social media – the latter being one of the most effective. Employer surveys can also be found on the CoAEMSP website but have also been created on the JotForm platform. Periodically, review the actual download from the CoAEMSP website to assure we are still asking the EXACT questions required by the accrediting body.

Results of the Graduate and Employer Surveys are reported in the Annual Report.

Resource Assessment Matrix

The Resource Assessment Matrix may be one of the few difficult areas within the CoAEMSP process, only from the standpoint of collecting and documenting the data. This is where a WELL-DEVELOPED ability to use Excel will come in extremely handy.

The CoAEMSP website has TWO surveys that are to be completed by the appropriate parties. You will find one for students (Program Resource Assessment – Students), and one

for program Personnel (Program Resource Assessment – Program Personnel) which includes faculty, support staff, paramedic adjuncts (don't give them to those that only do EMT, it will unfavorably tilt the scale), medical director, and advisory committee members. It is easiest to use collection forms that can be created in various systems such as Survey Monkey, JotForm, or Google docs.

So here is the tough part and where Excel will be important. The data collected in JotForm, or survey monkey if you want to use that, or any of the Google or Microsoft survey tools will all come in as a Horizontal data field when exported. The CoAEMSP tool that collects this data will be in a vertical data field. To apply the data, you will have to add a couple of blank columns, then copy the data and paste it into the CoAEMSP form using the Paste Special - Transpose feature. This will align it all perfectly to run the data needed for collection. Piece of cake.

After collecting both the Program Resource Assessment – Students and the Program Resource Assessment – Program Personnel data, you will have to analyze the information in the Resource Assessment Matrix (RAM). This has to be done by hand, so don't expect it to run automatically. It is up to you to review the data to determine if there are issues with the resources of the Program. If there are issues, an action plan will be required to explain how these resource deficits will be corrected to assure the best outcomes from the Program.

Self-Study

Don't fear the Self-Study. It will take time. It will take effort. You will hate it. BUT, if you approach it in its intended purpose, you will learn a lot about your program (hey, it's a SELF-STUDY). The self-study is due approximately six months after receiving notification from the CoAEMSP that the renewal process of the accreditation has begun.

Don't fear the Self-Study. Go to the CoAEMSP workshops and learn the ins and outs of the Accreditation process and the new (there is always a new) process for completing the self-study. As with the Annual Report, nothing in the self-study is a surprise. You are collecting all the data anyway.

- You are collecting the information from the Student Minimum Competencies during the clinical aspects. They will ask for data from the graduates of the last COMPLETE class. Don't use a class in progress, or data from a student that didn't graduate. A wrench in the works will make it look like students are not meeting standards.
- You are completing the Resource Assessment Matrix annually for the Annual Report.
- You are completing Graduate and Employer surveys
- You are reviewing clinical and field affiliate agreements
- You are training preceptors (one of the violations of the most cited standards because it's not done – HINT).
- You are holding advisory committee meetings using the CoAEMSP template (follow the agenda. Add to it if you like, but don't take it away).
- You may have heard this before – Accreditation is an Everyday Occurrence.

Advisory Committee

Advisory Committees are required by just about everyone who regulates us, but will vary by that regulation. For colleges this included The Southern Association of College and Schools – Commission on Colleges (SACS – COC) is our institutional Accreditor, the Commission on Accreditation of Allied Health Educational Programs (CAAHEP) is our programmatic accreditor, the Texas Higher Education Coordinating Board (THECB) who regulates the colleges at the state level, and the Texas Department of State Health Service (Tx DSHS) who authorizes us to put on EMS programs, all require an Advisory Committee specific to the EMS field of study.

The problem is that they don't all have the same rules – but the good news is that all do work together overall. THECB says the PD can't be the chair of the committee – neither can any full-time employee of the college. They can't be on the committee but only serve in an ex-official capacity. No other regulation opposes that although they don't specifically say it. It will be important to remember that there has to be a chair, it just can be faculty. Unless they are adjunct faculty who ALSO serve in another role on the committee (hint). The CoAEMSP (operating as the oversight agent of CAAHEP) requires specific representation on the Advisory Committee. The greatest areas of failure here are getting a PUBLIC member (who has no direct affiliation to the school or involvement in the medical profession), and Student and Graduate representation.

The Advisory Committee must meet at least annually, but twice a year is preferred by some of those entities.

During the advisory committee meetings, there are a few things that must be done to meet the standards of accreditation. Again, if you use the CoAEMSP agenda you won't have a problem. Just make sure you do all of the following at least annually (if you have more than one a year, you can change the agenda to meet needs).

- Review and approve the standardized goal. This is pretty simple. “To prepare entry-level Paramedics in the cognitive, psychomotor, and affective domains” (check the CoAEMSP website for the official language. It has altered slightly from year to year). Don't alter it or add to it. You can add additional goals if you want – BUT DON'T. Anything you have you have to measure and exactly what do you want to measure besides Knowledge, Skills, and Attitudes.
- Review and approve the Student Minimum Competencies. This requires the Advisory Committee's approval AND the Medical Director's Sign off.
- Review the results of the RAM and the Graduate and Employer surveys with the Advisory Committee.

Budget

Believe it or not, everything is about money. The money you will need to operate the program is usually determined well in advance of an academic year.

In most cases, the budget will be given to you by those above you, but be sure to ask about it so it is not missed. Follow the plan and it is not that difficult. It will require a little thought as to class loads and the adjuncts needed to teach, the amount of travel for conferences, and GETAC (put in for all of it even though it may get cut – if you have it great, if you don't have it you can't travel). Also, remember that travel includes visits to clinical sites.

Budgets come in many layers and that is not always clear in the budgetary process. There are the:

- Regular operating budget.
- Capital budget – which doesn't exist until they tell you it exists, but plan for it to exist in case it does;
- For community colleges, Perkins budget which does always exist but it's not quick and not consistent, but think of the DREAM things you couldn't get without these federal grant dollars
- Facilities budget which you will more than likely have to ask for specifically. The Facilities Budget is used for improvements and modifications to the buildings, like adding electrical outlets, covered outdoor lab areas, new doors, and working HVAC, . . . This should be used more frequently as there are always areas in disrepair that no one thinks to correct.
- For some programs, payroll is a budgeted item, for current and future personnel.

Course Results

The college will ask for the overall results of classes at some time during a calendar year. It's best to keep a running tally of each class just so you have those results handy when needed. If you don't have one, build an Excel spreadsheet designed just for this purpose. With this, you will need to enter the names of the students for each class at the beginning of the program. As a student drops, fails, or quits – make a note as to why. On the paramedic side, we look for academic versus non-academic reasons for not completing a course. Sometimes state reports want the same information. The more information you have in one place the better.

At the end of each class keep a tally of their National Registry results and their employer if known. This will give you ready information to complete the CoAEMSP Annual Report and any other state reports that come up.

Department of State Health Services

Working with the Department of State Health Services should be one of cooperation, rather than viewing them as a regulator out to catch us doing something wrong. If you find you did something wrong, call them immediately and get them to work with you to solve the problem(s). They are regulatory because someone has to be, but mostly they are here to assure the safe and smooth delivery of EMS education; along with the other ambulance operations staff they oversee.

Course Coordinator Certification

There must be a certified course coordinator attached to the program for any course activity to occur. In the event the current course coordinator leaves the college or is unavailable, the Department of State Health Services will work with the college to appoint a temporary coordinator to keep the program running.

From the paramedic side, there must also be a program director in place. Under the same circumstances, the CoAEMSP should be contacted to assure an appropriate interim program director is named and approved. Interim PDs can be in place for a maximum of 15 months and must meet all qualifications of a PD under the accreditation standards, except for the bachelor's degree requirement. The CoAEMSP executive office will assist with the placement of the interim PD and assure understanding of the accreditation policies for the eventual and timely appointment of a regular, non-interim PD.

Course Notification Forms

Before each semester it will be necessary to complete Course Notification Forms (formerly called the Course Approval Applications and a more appropriate name). These are not paper forms and can't even be submitted on paper. From the DSHS homepage, there is a tab on the left side for EMS Education Programs. Under that tab, you will enter a login which will take you to a page with information about previously and currently approved courses. There will also be a section about entering a new course approval. This is a VERY SLOW page. Don't get antsy and think it isn't working – just be patient. Once you are on the page for Course Notifications just work your way through the next several pages. The information can be transferred but doesn't always do it well or complete, so make sure the questions are answered appropriately and with the correct person. Once you've done one, it will have previously answered information available in the dropdowns, but again, make sure they are appropriate.

When it comes to clinical site information, enter all the necessary information for every site. On the second application, just put "previously submitted". They don't want to read it twice either. Oh, and by the second time, that includes the third time, CNFs were completed three months later for the next semester.

It will ask about an agreement for rented or borrowed space and leased equipment. We don't have any of that (now) so you can just hit next and move on.

The last part, which asks for an uploaded schedule is a beast because you not only have to upload it, but you have to ATTACH it. None of the other areas ask for that, but this one does. If you don't attach it, you will get a deficiency email and you'll have to go back and reupload and try once more to attach it.

Once submitted you will get a receipt that it has been submitted but it won't be approved until payment is received. There will be a line for an Amount Due. Print that page and submit a credit card number so it can be paid. The earlier you do the CNF, the sooner you will get the Credit Card Number and the courses will be approved. Once paid, the approval usually only takes about 2 days. Technically we can't advertise a course without a course approval number – although colleges can have the course in a college catalog.

EMS Education Program Applications

All programs in Texas have to go through a program approval process every few years. This is supposed to include a self-study and site visit similar to the one for Accreditation. Although the CoAEMSP self-study will serve as the self-study for the paramedic program, DSHS does want an additional self-study to explain the EMT, AEMT, or ECA courses offered by the program. The information about the program application and self-study are on the same DSHS webpage as the Course Notification forms.

CE Program Applications

In addition to the Program approval process for educational programs – which deal only with initial course offerings – there is also a CE Program Application for any CE programs offered by the program. Currently, Weatherford College does not do CE courses. However, if the program desires to start offering CE, in any format including card courses and departmental delivery, a CE Program Application would need to be submitted. This application can also be found on the same DSHS website as the Course Notification Forms.

Manuals and Materials

Clinical Manuals

With any luck, somewhere in the program is a master copy of clinical manuals and other important clinical documents. Periodically it's important to review the manual to assure all the current clinical sites are listed, and that clinical sites we are not using are removed. This just reduces confusion and clutter in the minds of the students and the faculty. Also remember that any changes to the clinical process – changes in a WECM course number that affect hours, new or deleted clinical hour requirements, should all be addressed to eliminate problems and confusion.

The clinical manual is part of the contract with the student, along with the course syllabi. Everything that affects the students' requirements to complete the clinical components of the program should be spelled out in the clinical manual. It's best to REFERENCE the clinical manual in the various syllabi, to avoid discrepancies between documents. Students will find every discrepancy and use it to their advantage. Eliminate them as much as possible. This is also true of the Rules and Regulations. REFERENCE clinical requirements in the Rules and Regulations so you can avoid discrepancies and issues.

Policies, Procedures, Rules and Regulations

Whatever you title this document, you should have a master copy of this somewhere. As with the Clinical Manuals, the Policies, Procedures, Rules and Regulations should be receiving an annual review to address issues and changes from the perspective of the EMS community.

Clinical Forms

Depending on the clinical system you are using, paper clinical forms may or may not be used. Whichever is the case, the clinical forms will need review to make sure they are properly formatted to collect the required information. But clinical forms also have a bigger purpose. Be sure to design and utilize clinical forms that enhance proper documentation techniques and reinforce learning.

National Registry

National Registry is much simpler than most think, and it will be getting easier once the ALS redesign is complete. For now, you will have three real responsibilities with the National Registry.

1. Sign off students to take the exam at the end of each semester.
2. Review and record results of the NR exams.
3. Schedule the Paramedic Psychomotor exam – at least through 2024, maybe sooner.

Signing off Students

Once logged on to the NR website as the Program Director, choose the button for Manage Candidates. This will give options to sign off the candidate in a couple of ways (both may be needed). There is a button for Approval, and this is the mechanism to sign off the candidates for course completion. Once this is complete the students can take the written exam.

For paramedic students (until April 2023) you will need to complete their Early Eligibility. This will assign them their PATT. It won't give the PATT number directly and the receipt number is given to you so it doesn't mean anything to us. To find their PATT, go to the Candidate Progress tab and hover over the name; the PATT will show up once it is approved.

Additionally, you will find another tab for the sign-off of the psychomotor domain, right now for the EMTs and ECAs only, but probably for the paramedics and AEMTs as well once the ALS redesign is completed. Students will be able to take the written exam without this section completed, but they won't receive NR Certification until it is.

Review Results

Log onto the NR website and select Program Director. From that site, there will be a tab for Results. You will need to enter the start and end dates you want to review (you can go back over five years if you are curious), pick the level, and if you want first-time or all attempts. Be careful when you do all attempts not to put too much into the number of passes versus failures – it will be misleading. It will have a student on there twice if they failed the first attempt and passed the second, but it doesn't account for that in the math. Your own management system will be more accurate than the National Registry or even state results. Neither the NREMT or DSHS results measure by specific class or cohort. You should have your tracking spread sheet created that will do that accurately.

If the data is properly in a Program Results spreadsheet you will see the First-Time pass rate, as well as changes to the overall pass rate as students, take retests. For some reason, not all EMT students even attempt the exam, and most that fail, never attempt a retest. This is especially true for high school EMT students. This needs a little work to improve outcomes.

Scheduling the Psychomotor Exam

Start by contacting the NR rep to make sure your needed dates are arranged and available. Once you agree on a time, log onto the NR website, and pick Exam Coordinator. Follow the wizard to schedule a new exam. It's from this same tab that you will also enter your roster (about 3 weeks out). You will need the students signed off earlier, so you have their PATTS.

There are a few other things you will occasionally do on the NR website. You may be asked to sign off affiliated personnel for the recertification, and you may have to affiliate those individuals – including yourself. This usually occurs between January and March when the NR certifications come due.

This will be eliminated in 2024, depending on the start of the AEMT or Paramedic Cohort. But, just because the NREMT does not require a psychomotor exam does not mean that you are not required to measure skills. The AEMT and Paramedic SMCs will outline the process of assuring competency of paramedic skills. The weakness is these usually measure the common skills. Consider assessment on the High Acuity / Low frequency skills.

Registration

Every program has a different process in how students are recruited, selected and admitted. The biggest issues are to ensure the process is followed to avoid issues of discrimination and failures in fair practice. Application processes will usually involve some kind of clinical screening process, usually required by the clinical sites as well as by state law. Assuring that EVERY student has pass the required screenings and immunizations prior to the deadline dates (before class starts for immunizations according to state law [Title 25, Texas Administrative Code §97.64]).

Requisitions

Equipment and supplies will need to be purchased regularly. Although the BEST approach is to anticipate the needs well in advance, there will always be times when equipment and supplies just disappear right as you are going to need them. Can't explain it, but you will see it. It's one of those odd anomalies like wormholes and algebra that no one understands but still exists.

The institution may have preexisting relationships with medical suppliers, and they usually have reps and agents that can be very helpful. It will be helpful to order supplies from a vender on a governmental purchasing contract such as the Texas BuyBoard. This reduces the competitive bid process and makes your life much easier.

Request a quote from the vendor for what you need, and once it's received put in the requisition. Make sure you tell purchasing to ORDER the supplies, or they will sit on it for some reason. Administration can help with the process as you start ordering supplies and equipment.

Semester Scheduling

Each semester, you will start to plan for, well, not the next semester, but usually two semesters away, sometimes three. The college will pass on the new start and end dates along with deadlines and instructions on how to build the courses for the upcoming semesters. You'll have to think of room space, laboratory needs, faculty, and if the WECM course hours can fit into the dates we have allowed by the college – and for paramedics, they often don't. That will require either an early start or a late finish (less likely) that will require college approval. Work with the Director and Dean to arrive at the most appropriate means of meeting hours.

Textbook Adoptions

The bookstore emails out textbook adoption information early each semester about needs for the next semester. Enter the information required and consider the possibility that a new edition will be available. The bookstore will stock and recommend an earlier edition if that is what you request even though a new edition will be available. This should also be considered in the program information distributed by the program. The information packets need to be updated to reflect the more accurate information available to prevent students from purchasing the wrong material.

Vender specific clinical packages and ancillary learning platforms from publishers may also part of the bookstore purchase. Make sure the EMTs get the EMT materials and the Paramedics get the Paramedic materials.

Passing the Torch

It's hard to think of now, but you won't be here forever. Plan for your departure and the smooth transition of power to a new coordinator. Keep this manual updated as much as possible so that it can be easily passed on – well if you do. You never know. You put a lot of time and effort into this program, and you would hate to see it flounder just because of an unforeseen event.

It is HIGHLY suggested that all computer files be kept on a shared drive that can be accessed by all essential personnel within the program. This drive should be on a daily or at least weekly back up system that prevents anyone from deleting parts or worse, the entire collection of EMS materials.

Remember simple rules and start with the golden one “do unto others as you would have others do unto you”. Despite the reasons or circumstances – promotion, death, ..., this program, the students, and the community, don't need to suffer because there's a new Coordinator in town. Always work to leave the program in good shape after you are no longer in charge.

Glossary

As with EMS, there are many acronyms that go into the world of EMS Education. These acronyms refer to governmental regulation, certification, and student protection. These are the documents and guidelines that outline everything we do in educating our students.

AHA (American Heart Association): The AHA establishes guidelines for the management of critical cardiac emergencies and strokes. Although EMS usually takes these standards to a higher level, the base of the AHA is the standard for teaching and one of the few standards adopted by the National Registry of EMTs.

CAAHEP (Commission on Accreditation of Allied Health Educational Programs): CAAHEP is the accrediting body that awards the accreditation to paramedic programs that have met the minimum standards. When you hear “our paramedic program is accredited” they are saying it is CAAHEP accredited. CAAHEP only accredits paramedic program at the present time. AEMT accreditation will be available in 2025 (voluntarily). There are no plans to accredit EMT programs in the foreseeable future. Graduation from a CAAHEP accredited program is required for a candidate to sit for the NREMT paramedic certification exam.

CoAEMSP (Committee on Accreditation of Educational Programs for the EMS Professions): In order to become an accredited program, the program must submit a self-study and undergo an onsite review to assure the program meets all requirements known as the “Accreditation Standards”. This review is complete by the CoAEMSP, one of several review committees that works with CAAHEP to assure the attainment of the minimum standards. NEW programs who are not accredited work with the CoAEMSP in order to obtain accreditation under what is known as a Letter of Review. The Letter of Review (LOR) allows program to graduate students eligible to sit for the NREMT paramedic certification exam.

DSHS ((Texas) Department of State Health Services): DSHS is a branch of Texas Health and Human Services and offers over 150 programs that work to improve public health in Texas, including EMS and Trauma Services. It is the DSHS, office of EMS that sets the rules of operation for EMS providers and education, based on legislative direction. Common legislative and administrative laws associated with DSHS rules are found under Chapter 773 (also known as the *Emergency Health Care Act*) of the Health and Safety Code and Chapter 157 of the Texas Administrative Code.

FERPA (Family Educational Rights and Privacy Act): The Family Educational Rights and Privacy Act is to Education what HIPAA (Health Information Portability and Accountability Act) is to health care. FERPA protects student information including personal information, grades, and transcripts. As educators we have access to much of this information but also have an obligation to protect it. In short, any information concerning an individual’s academic performance is confidential and must not be shared. This includes information about a coworker to a chief, asking how they are doing in class. FERPA allies to all programs receiving federal funds.

GIPWE (Guidelines for Instructional Programs in Workforce Education): The GIPWE is a formatting and information document that works with the WECM to establish consistent education in Workforce programs. It is the GIPWE that sets the hour capabilities for college classes when comes to career education programs. You are probably familiar with college courses that are 3 hours in length (3 SCH). The GIPWE sets the foundation that a 3-hour course may be 3 hours each week of lecture, or 2 hours each week of lecture and 2 hours of lab, or 1 hour of lecture and 4 hours of lab. Based on this outline college classes are fixed length offerings, based on 16-hour increments. The GIPWE also sets the hour requirements for clinical, practicum, and internship hours. Because these are state documents tied to funding, college classes must be structured within the guidelines.

NAEMSE (National Association of EMS Educators): The National Association of EMS Educators is a professional organization based outside of Pittsburg, Pennsylvania. The mission is to “inspire educational excellence” and provide a common resource for EMS Education. The NAEMSE worked with the NHTSA to establish the EMS Education Standard which serves as the basis for teaching EMR, EMT, AEMT and Paramedic courses across the county. NAEMSE also offers EMS Instructor courses which meet the 40-hour requirement required for EMS Instructor certification. The NAEMSE holds the *EMS Educator Symposium and Trade Show* annually, usually in late summer.

NAEMT (National Association of EMTs): The National Association of EMTs is based in Clinton, Mississippi and is a professional organization aimed at improving EMS. The NAEMT has lobbying capabilities and works nationally to improve EMS laws and status. NAEMT is the sponsor of many prehospital Continuing Education courses, including AMLS, EPC, GEMS, and PHTLS.

NASEMSO (National Association of State EMS Officials): NASEMSO is the permanent national leadership organization that supports, equips, and advocates for state, territorial, and tribal EMS officials in their work to improve systems of care and the professionals operating in them. NASEMSO publishes a generic protocol called the “*Model Clinical Guidelines*” which is a wonderful tool for education, outlining a variety of acceptable patient care modalities and medication regimens.

NHTSA / DOT (National Highway Traffic Safety Administration / Department of Transportation): The National Highway Traffic Safety Administration is the federal office that oversees EMS Education in the United States. The EMS.gov website contains the lists of many nationally important documents which were established or charted through the NHTSA/DOT process, including the EMS Education Standards, The EMS Agenda for the Future, THE EMS Education Agenda for the Future, and the Scope of Practice. Remember that EMS began following the white paper “Accidental Death and Disability: The Neglected Disease of Modern Society” that got EMS started. It was a way to end traffic deaths, not improve overall health care.

NREMT (National Registry of EMTs): The NREMT is the national single certifying organization, centered on protecting the public and advancing the EMS profession. The National Registry writes and maintains the cognitive examinations for EMR, EMT, AEMT and paramedic certification. Although the National Registry is the certification standard for many states, Texas is NOT a National Registry state. Texas uses the NR only as a certification exam. Certified personnel are not required to maintain NREMT certification in Texas. It is important to remember that the NREMT establishes MINIMUM standards and not gold standards. Their exams set the lowest level of knowledge acceptable in the United States. Our goal is to leave them in the dust.

TAEMSE (Texas Association of EMS Educators): The Texas Association of EMS Educators is a professional organization with a mission of “bringing educators together to advance the EMS profession”. TAEMSE is a non-political organization that works to bring educators together to share ideas and improve the delivery of EMS programs. Although a Texas organization, TAEMSE does not discourage or prevent EMS educators from outside our borders from joining the group. TAEMSE holds the *EMS Educators Summit* annually, in mid-spring.

TxHECB (Texas Higher Education Coordinating Board): The Texas Higher Education Coordinating Board, often referred to as the CoBoard, sets the standards for college classes in Texas. Through the ACGM (Academic Course Guide Manual) and the WECM (Workforce Education Course Manual) the TxHECB creates and maintains an inventory of acceptable college course offerings. These courses are tied to degree plans, transferability, and of course funding. In theory, based on the descriptions and hours associated with the courses in the inventory, every ENGL 1301 should be the same, as should every EMSP 1501. Colleges may add and alter to some degree, but each course must contain the same base content and be taught within the course hours described in the GIPWE.

WECM (Workforce Education Course Manual): The Workforce Education Course Manual describes all workforce classes offered for Credit or Non-credit on college campuses in Texas. The purpose is to provide a guideline for transferability of courses taken at different colleges and universities, keeping in mind that colleges are funded by the state and wants to make sure these tax dollars are spent to provide a consistent education between schools. The courses offered in EMS Education are under the EMSP course name and include the common courses of Introduction to Advanced Practice, Cardiology, Trauma Management, Assessment Based Management, and several more. The same course titles are used at all colleges in Texas. EMS courses not offered through a college do not have to follow the course nomenclature of WECM. As a result, many colleges do not accept transfers from non-college EMS programs.

