



CLINICAL MANUAL FOR EMS EDUCATION PROGRAMS



Clinical Manual
For
EMS Education Programs

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Introduction

An essential component of all EMS training programs is the practical application portion. The student will begin to apply their newly acquired knowledge base which is provided through lectures, practice sessions, and the textbook. These clinical settings allow for practical application provided through separate experiential learning environments called Hospital Clinical Rotations and Ambulance Clinical / Internship Rotations. Please note that clinical rotations will begin toward the latter part of the classroom portion for EMT and EMT-S (AEMT) courses. Clinical hospital rotations for Paramedic students will begin approximately six weeks after course start date and ambulance internship rotations for Paramedic courses will occur at or near successful completion of the classroom portion of the course.

Hospital Clinical Rotations are designed to help EMS students develop their newly acquired skills. In collaboration with area hospitals and under the experienced direction of licensed hospital staff in controlled settings, students will have the opportunity to apply didactic knowledge in a practical healthcare environment. Students will be able to apply their knowledge through supervised observation and task-specific skills application. The Paramedic student ambulance internship is designed to allow the Paramedic student an opportunity to understand the role of caregiver and assert themselves in a team leader role under the supervision of licensed healthcare preceptors.

The Ambulance Clinical / Internship rotation is structured to enable the EMS student an opportunity to experience real-life EMS scenarios under the supervision of state licensed EMS personnel. This environment remains fluid and dynamic as the student is able to sharpen their newly acquired observation and assessment skills. Students will also be able to apply their knowledge through supervised task-specific skills application.

Moving from the classroom to the hospital or ambulance environment can be difficult. This manual will provide the EMS student with helpful information that will ease this learning experience.

Please feel free to contact your instructor, course coordinator or the LSTI business office at 866-FOR-LSTI if you require further assistance. LSTI is committed to your success!



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MDHHS Required Clinical & Ambulance Hours*

Level	Hospital Hours	Ambulance Hours
EMT	8 hours minimum of 32 total	8 hours minimum of 32 total.
EMT-Specialist (AEMT)	minimum of 50 hours Hospital or ambulance	minimum of 50 hours Hospital or ambulance
Paramedic	250 hours (clinical)	250 hours (internship)
EMS I/C	30 Student Teaching hours	

- - *Based on current MDHHS guidelines*

Conduct and Expectations

Clinical experiences are learning opportunities for the student to practice their recently acquired skills in the real world. Students will gain confidence and develop their own technique for applying these skills.

To achieve the maximum benefit from your clinical time, you will have to seek out and appreciate every learning experience possible. Making this happen will require you to be with your preceptor at all times. You will need to motivate yourself. If you don't, your preceptor's evaluations of your performance will reflect it.

In addition to having a high motivation level, LSTI also expects you to be mindful of the fact that you are not employed at the clinical site. You are there as a student in training. All



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appropriate clinical site policies and procedures must be followed at all times. Any unprofessional or inappropriate behavior at these clinical sites will not be allowed.

Please note these additional LSTI guidelines while at clinical sites:

- Absence without notice to the course coordinator, from a scheduled clinical hospital rotation, will be counted as a class absence and will fall under the LSTI student attendance policy. Contact the course coordinator or the LSTI business office if you cannot attend a clinical rotation prior to the rotation date.
- Lateness or tardiness may cause a missed clinical site opportunity. Any missed scheduled clinical hospital or ambulance clinical / internship rotations will be counted as a class absence.
- Transportation and parking are the responsibility of the student.
- Meals and/or other breaks will be coordinated with your preceptor's schedule.
- You are expected to comply with the LSTI Code of Conduct for Course Participants and dress code while at clinical sites.
- For every clinical hospital and ambulance rotation, you must have with you:
 - A watch with second hand or seconds displayed
 - A stethoscope
 - A pen light
 - A black writing ink pen and a pad of paper

Please contact the LSTI business office for further details if needed.

Student Dress Code

- Clinical rotations will be conducted while wearing an LSTI student polo shirt (extra shirts, approved fleece jackets and other approved LSTI garments are available for purchase. Contact the LSTI business office for details).
- Students are expected to wear black pants, black socks, and rubber sole black shoes (non-opened toed). Obtaining this apparel is the responsibility of the student.



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- Denim pants or jackets of any color are not permitted.
- Belts must be black in color and worn at all times.
- A belt pack containing a pair of scissors and/or a penlight is acceptable however certain clinical hospital areas may not allow this equipment. You will be advised if not permitted. Multi-tools (Leatherman, Coleman, etc.) are not permitted (see weapons section of the LSTI Academic Manual). Contact the course coordinator for further details.
- LSTI Student ID badges are to be worn in plain sight at all times during clinical hospital or ambulance rotations.

Scheduling Clinical Hours

The LSTI Course Coordinator or designee coordinates and approves all hospital clinical rotations and ambulance rotations with support from the LSTI business office. Please contact your instructor, Course Coordinator or the LSTI business office to coordinate all clinical and internship rotations. For further information please call 866-FOR-LSTI.

Other scheduling notes:

- **Complete immunization documentation must be submitted to the course instructor for placement into the student file within 30 days of course start date and approval from the course coordinator must be obtained prior to scheduling or conducting any clinical rotations. The LSTI Course Coordinator will coordinate all clinical rotations and validate all required immunization documentation prior to the clinical rotations.**
- No credit will be given for unscheduled or unapproved rotations.
- Poor academic performance and/or outstanding student financial obligations to LSTI may prevent students from completing clinical and internship requirements.
- Students must complete all clinical hospital and ambulance rotation requirements by the required deadline in order to meet course completion requirements. **Failure to complete all clinical hospital and ambulance rotations, and submit all required documentation by the required deadline, constitutes failure from the course and the student will be terminated.**
- Copies of completed student clinical and internship evaluations must be submitted to the course instructor and LSTI Course Coordinator for final audit. It is the



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responsibility of the student to obtain preceptor signatures on the clinical evaluation sheets and it is the responsibility of the student to submit properly completed clinical evaluation forms to their instructor or the LSTI Course Coordinator in a timely fashion. An incomplete clinical evaluation form will not be accepted as proof of clinical time. **All students are encouraged to maintain personal copies of all important course documents including completed clinical evaluation forms.**

- Clinical hospital rotations will be offered during department specific hours and availability of clinical opportunities for Paramedic students. Emergency Department clinical rotations for all levels of students typically occur 24 hours per day during three separate shifts: 7am-3pm, 3pm-11pm or 11pm-7am or 7a -7p and 7p-7a. These times are dependent upon the specific clinical site and may change without notice. All clinical hospital rotation requests must be submitted at least one week prior to rotation date and approved prior to the date of rotation.
- **Clinical ambulance rotations may only be scheduled to occur between 7am and 11pm.** These rotations must be submitted at least one week prior to rotation date and approved prior to the date of rotation.
- Any deviation from these guidelines must be pre-approved by the Director or Course Coordinator on a case by case basis.
- You must meet all content, skills and hour requirements for completion of the clinical and internship program. If you do not meet clinical rotation program requirements you will not receive a course completion certificate.
- Clinical rotation scheduling may be completed utilizing a web-based scheduling program. Please contact your instructor, Course Coordinator or LSTI Business Office for further details and information.
- **All Paramedic Students will be required to schedule hospital sequenced clinical rotations via a web-based scheduling platform.**
- **All Paramedic Students must complete a skills documentation report online after each clinical rotation.**
- **All preceptors will be asked to complete a student evaluation survey after each clinical rotation. This survey will be available on the clinical evaluation form.**

(EMS initial education courses conducted under a service agreement may be exempt from these requirements).



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Hospital Clinical & Ambulance Sites

Beaumont Hospital.....Farmington Hills & Royal Oak

Beaumont Medical Transportation - North.....Troy

Community EMS.....Southfield

DMC Care Express.....Detroit

Beaumont Medical Transportation – South....Taylor

Additional Clinical Hospital and Field Internship Sites may be available.

Please contact your instructor, Course Coordinator, or the LSTI Business Office for further info at: 866 – FOR – LSTI

EMT Objectives-

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

Professional Conduct

Process evaluation

The student will demonstrate:

1. Arrival at clinical site on time.
2. Checking in with clinical coordinator or preceptor.
3. Dressing appropriately for clinical setting, including watch and stethoscope.
4. A professional attitude.
5. Professional conduct.
6. An ability to follow directions.
7. An application of academic knowledge.

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8. Cooperation with staff.

Application

The student will correctly demonstrate:

1. A professional attitude toward tasks.
2. Organization of work.
3. A professional appearance and conduct.

Interaction with Clinical Staff

Process Evaluation

The student will demonstrate:

1. An ability to introduce self to clinical staff.
2. A willingness to assist staff.
3. An ability to verbally communicate with clinical staff
4. An ability to follow directions.
5. A professional attitude toward staff.
6. A willingness to accept constructive criticism.
7. A positive attitude toward all aspects of the clinical experience.

Application

The student will correctly demonstrate:

1. Appropriate communication and interaction with other clinical staff.
2. A willingness to learn and improve.

Patient Care Data Recording

Process Evaluation

The student will demonstrate:

1. Appropriate written communication skills.
2. Knowledge of medical terminology and notation.
3. Completion of all necessary patient records.
4. Following documentation standards of clinical site.
5. The ability to attain clinical/staff signatures as appropriate.

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6. An ability to verbally report findings to appropriate staff.

Application

The student will correctly:

1. Complete written records legibly in black ink.
2. Maintain records in appropriate areas
3. Observe patient confidentiality rules at all times.
4. Paramedic students will be required to maintain timely, current, on-going clinical support documentation via completed clinical evaluation forms and a web-based clinical documentation system after completion of each hospital clinical / ambulance internship rotation. **Failure to maintain clinical documentation via completed clinical evaluation forms and a web-based clinical documentation system in a timely manner may constitute failure of course and student termination may occur.**

Infection Control and Universal Precautions

Process Evaluation

The student will correctly demonstrate:

1. Adequate knowledge of universal precautions.
2. Utilization of properly fitted face mask, safety eye shields and gloves at all times.
3. The adherence to infection control policies of clinical site.
4. Proper hand-washing techniques before and after patient contact.
5. Use of appropriate barriers, gloves, respiratory masks, eye protection, and gowns as necessary.

Application

The student will correctly:

1. Arrive at clinical site properly equipped.
2. Verbalize the rationale for above procedures.
Report any infection control situations to clinical Preceptor or appropriate staff member.

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Patient Assessment

Process evaluation

The student will correctly demonstrate:

1. An ability to identify correct patient / introduce self to patient.
2. The ability to properly complete a medical history by means of questionnaire/interview technique (if possible)
3. The ability to properly record information legibly in black ink.
4. The ability to properly address patient's chief complaint.
5. The ability to properly perform a primary patient survey to rule out life threatening emergencies.
6. The ability to properly perform a secondary survey (head to toe physical exam)
7. The ability to properly verbally report all findings to appropriate staff.

Application

The student will correctly:

1. Identify reasons for taking a detailed medical history.
2. Identify reasons for performing a complete physical exam.
3. Identify patients with life threatening emergencies.

Vital Signs

Process evaluation

The student will correctly

1. Measure a pulse rate.
2. Measure a blood pressure by auscultation or palpation.
3. Measure respirations.
4. Assess pupillary response, capillary refill and skin condition.
5. Record all vital signs legibly in black ink and notify staff immediately of readings outside of acceptable levels.

Application

The student will:

1. Accurately monitor and record patient's vital signs.
2. Demonstrate knowledge of normal vital sign parameters.

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Oxygen Therapy

Process evaluation

The student will correctly:

1. Confirm the order with staff member.
2. Identify the patient.
3. Identify the patient's need for supplemental oxygen.
4. Identify the appropriate delivery device.
5. Attach delivery device to oxygen source.
6. Set oxygen flow to prescribed rate.
7. Recheck flow rate.
8. Remove delivery device from patient before turning off flow rate when discontinuing oxygen therapy

Application

The student will correctly:

1. Identify proper flow rates and oxygen concentrations of all supplemental oxygen delivery devices used.
2. Explain rationale for administration of supplemental oxygen.

Airway Management

Process evaluation

The student will correctly:

1. Assess the quality of the patient's airway.
2. Position patient appropriately for optimal patent airway with consideration of type of patient (trauma vs. medical)
3. Determine the need for airway adjunct (oral or nasal airway). Assess patient for presence of a gag reflex (LOC).
5. Properly measure adjunct device.
6. Properly position airway adjunct.
7. Recognize the need for suctioning.
8. Suction airway using appropriate device and technique.
9. Maintain proper mask seal while ventilating patient using a bag valve mask device, demand valve or pocket-mask.

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Application

The student will demonstrate:

1. Knowledge of airway management skills.
2. Proper infection control technique.
3. A systematic approach to airway management.
4. Knowledge of procedures used to clear an airway obstruction (conscious and unconscious patient)

Cardiopulmonary Resuscitation

Process evaluation

The student will correctly:

1. Identify the need to administer CPR.
2. Follow ABC sequence in performing the procedure.
3. Perform external cardiac compressions at the proper depth and rate.
4. Evaluate and monitor the effectiveness of external cardiac compressions (carotid pulse with each compression).
5. Re-evaluate patient status after each minute of CPR.

Application

The student will demonstrate:

1. Knowledge of cardiac and respiratory system anatomy and physiology.
2. The rationale for performing CPR.
3. Knowledge of when to start and stop CPR.
4. Knowledge of differences between adult, child, and infant CPR procedures.

Intravenous Line Maintenance

Process evaluation

The student will correctly:

1. Monitor that IV is flowing at prescribed rate.
2. Evaluate venipuncture site for signs of infiltration or bleeding.

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3. Monitor patient for signs of fluid overload.
4. Evaluate IV site for stability and proper position
5. Monitor IV lines for occlusions or air in the line.
6. Discontinue IV line as directed by staff.

Application

The student will demonstrate:

1. Knowledge of possible complications with IV therapy.
2. Knowledge of types of IV fluids commonly used.
3. Knowledge of IV preparation.
4. Proper infection control precautions during all procedures.

Lifting and Moving Patients

Process evaluation

The student will correctly:

1. Lift a patient / object or other equipment from the floor, using proper body mechanics and safety techniques.
2. Move a patient lying in a bed to a wheel chair safely.
3. Move a patient from a wheel chair to a bed safely.
4. Move a patient from a bed to an ambulance cot safely.
5. Move a patient from an ambulance cot to a bed safely.
6. Move a patient up and down a flight of stairs using a stair-chair safely.
7. Move a patient from the floor to an ambulance cot safely.
8. Load a patient on an ambulance cot into an ambulance safely.
9. Unload a patient on an ambulance cot from an ambulance safely.

Application

The student will correctly demonstrate:

1. Knowledge of proper lifting techniques used by EMS healthcare personnel.
2. Knowledge of equipment used for lifting and moving patients safely.
3. Knowledge of ways to prevent personal injury while lifting or moving patients.



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Bleeding Control/Care of Soft Tissue Injuries

Process Evaluation

The student will demonstrate:

1. The use of universal precautions as appropriate.
2. The ability to apply a dressing with proper technique.
3. The ability to secure a dressing with appropriate bandage.
4. Evaluation of distal circulation.

Application

The student will correctly demonstrate:

1. The indications for use of a tourniquet.
2. The procedure for use of a tourniquet.
3. The indications for use of an occlusive and/or pressure dressing.
4. The procedure for use of an occlusive and/or pressure dressing.

EMT-Specialist (AEMT) Objectives (Including all EMT-B Objectives)- “To prepare competent entry-level Emergency Medical Technician - Intermediates in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains”, with or without exit points at the Emergency Medical Technician – Basic, and/or First Responder levels.

IV Fluid and Medication Administration

Process Evaluation

The student will demonstrate:

1. The indications and contraindications of IV fluid and medication administration.
2. The procedure for IV fluid and medication administration.
3. IV fluid and medication administration calculations.
4. The indications to discontinue IV fluid administration.
5. The procedure for discontinuing IV fluid administration



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Application

The student will demonstrate:

1. The ability to verify the IV fluid and medication administration order and understand the indication(s) of the IV fluid and medication administration order.
2. An ability to perform the procedure for IV administration or medication administration according to the facilities protocol.
3. An ability to verify the IV fluid and medication administration is working correctly and at the requested order rate and/or dose.
4. An ability to ensure all documentation of the IV fluid and medication administration is according to the facilities protocol.

Advanced Airway Management

Process Evaluation

The student will demonstrate:

1. The indications, complications, and contraindications of using advanced airways.
2. The procedure according to MDHHS guidelines and facilities protocol as applicable.
3. The ability to properly assess the effectiveness of the advanced airway.
4. The indications, complications, and contraindications of removing an advanced airway.

Application

The student will demonstrate:

1. The ability to verify the order for use of an advanced airway.
2. The ability to perform the procedure of an advanced airway according to MDHHS guidelines and facilities protocol as applicable.
3. The ability to verify the effectiveness of the advanced airway.

Paramedic Objectives (Including all EMT & EMT-S (AEMT) Objectives) - “To prepare competent entry-level Emergency Medical Technician – Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains”,



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with or without exit points at the Emergency Medical Technician – Intermediate, and/or Emergency Medical Technician – Basic, and/or First Responder levels.

NOTE:

Paramedic students will be required to maintain timely, current, on-going clinical support documentation via completed clinical evaluation forms and a web-based clinical documentation system after completion of each hospital clinical / ambulance internship rotation. **Failure to maintain clinical documentation via completed clinical evaluation forms and a web-based clinical documentation system in a timely manner may constitute failure of course and student termination may occur.**

Cardiology/Electroshock Therapy

Process Evaluation

The student will demonstrate:

1. An ability to properly assess signs/symptoms of cardiac patients.
2. An ability to provide a treatment plan at the paramedic level for the cardiac patient. (This will vary from pt. to pt. requiring multiple treatment modalities)
3. An ability to recognize and treat life-threatening dysrhythmias.
4. An ability to properly apply and interpret a multi lead EKG.
5. An ability to properly perform defibrillation using paddles.
6. An ability to properly perform defibrillation using hands-free pads.
7. An ability to recognize the need for external cardiac pacing (TCP) and proper use of pacing pads.
8. An ability to perform a “Quick Look” using defibrillator paddles.
9. Recognize the need for Carotid Sinus Massage. (Also the ability to perform-according to protocol only)

Application

The student will demonstrate:

1. Knowledge of current AHA Advanced Cardiac Life Support (ACLS) protocols.
2. Knowledge of AHA ACLS medications (including indications, contraindications and side effects).

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3. Treatments according to the facilities protocols.
4. The ability to evaluate the effectiveness of the medications and interventions being used.

IV Fluid and Medication Administration

Process Evaluation:

The student will correctly:

1. Identify the need for IV fluid therapy or other medication administration.
2. Follow orders regarding IV fluids and medications as allowed by the facility's policy and/or MDHHS protocol.
3. Perform Intramuscular injection, intra-osseous injection / infusion (permitted by policy / protocol only), IV Push medications, subcutaneous injection, and IV medication drip preparation.
4. Start, maintain, and discontinue a peripheral IV line and solution / medication.
5. Draw a medication from a vial or ampule.
6. Calculate a medication amount / dose as ordered.
7. Prepare and administer medication in a pre-filled syringe.

Application

The student will demonstrate:

1. Knowledge of possible complications with IV therapy.
2. Knowledge of types of IV fluids used.
3. Knowledge of IV preparation.
4. Knowledge of complications possible with drug therapy.
5. Knowledge of various medications being administered by Paramedics.
6. An ability to monitor the effectiveness of the IV fluid and medication therapy.
7. Proper infection control precautions during all procedures.

Operating Room Mechanical Intubation

Purpose:

To expose the student to mechanical intubation in a controlled setting. To learn techniques that are used by professionals who have perfected this skill. To visualize the anatomical structures seen upon mechanical intubation of a patient (all students have



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received hands-on training on a simulation manikin).

Goal: To improve the mechanical intubation technique of the paramedic, thus improving the pre-hospital care of patients that require mechanical intubation in the field.

Note: LSTI Paramedic courses includes complete A&P of the respiratory system, use of airway adjuncts used in the ER & field, practical instruction and training using simulation manikins, and a performance evaluation utilizing adult and infant intubation simulation manikins.

LABOR AND DELIVERY

Purpose: To observe the delivery and the care of a newborn baby.

Goal: To have students witness this process within a controlled healthcare environment. It is also the goal of LSTI that Paramedic students will have a better understanding of what to expect when assisting the delivery of a newborn and the immediate care that follows (of both mother and infant). LSTI hopes that this experience will help our paramedics to be more comfortable with this area of practice and to reduce some of the anxiety that they may feel when presented with this situation.

Note: All students that participate in this rotation have completed the didactic curriculum that is required by MDHHS for obstetrics / gynecology. It is the intent of LSTI to have students observe only (unless directed otherwise by staff).

Unless permission is given by L&D staff, only one student is allowed to be present during a delivery.



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Additional Paramedic Hospital Clinical Rotation Areas

Purpose: To expose the student to specific treatment modalities of certain patient populations in a controlled setting. These patient populations may be found in the following hospital clinical areas including, but not limited to, the Pediatric ER, Critical Care Complex, Geriatric Psychiatry, Respiratory Therapy and the Cardiac Catheterization Lab. To learn techniques that are used by professionals who have perfected the skills of patient assessment and treatment. To participate in assessment and treatment of these patient populations under the supervision of licensed health care professionals.

Goal: To have students witness this process within a controlled healthcare environment. It is also the desire of LSTI to enable each paramedic student a better understanding of what to expect when providing care to these diverse patient populations. LSTI hopes that this experience will help our paramedics to be more comfortable with these areas of practice and to reduce some of the anxiety that they may feel when presented with these patient populations.

Note: All Paramedic students that participate in sequenced clinical rotations have completed the didactic curriculum that is required by MDHHS for these patient populations and have been approved to conduct these clinical rotations by their respective instructor coordinators. It is our intent to allow paramedic students to observe while participating in these additional hospital clinical areas unless otherwise directed and supervised by licensed health care professional hospital staff as applicable (i.e., patient assessments, IV starts, medication administration, EKG set-up, etc.).



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LSTI Administration

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