

Critical Care Paramedic Course
Application

August 23, 2010 – January 7, 2011

EMS
EMERGENCY MEDICAL SERVICES

Creighton
UNIVERSITY

Course Description – Critical Care Paramedic Course

As health care continues to evolve at a rapid pace, specialized tertiary care facilities develop sophisticated and highly technical management approaches for critically ill and injured patients. Often this requires that patients be transferred to a facility better equipped to care for their illness or injury.

Creighton University EMS Education has designed this course to prepare paramedics to seamlessly bridge in-hospital critical care and out-of-hospital care during interfacility transports. These types of transports require highly qualified personnel with expertise in assessing and managing complex clinical situations.

Instruction will be delivered on-line as well as required clinical opportunities.

Topics include:

- Critical Care Environment
- Surgical Airways
- Ventilators, CPAP/BiPAP
- Thoracostomy & Chest Drainage Maintenance
- Central Venous Access Devices
- Medication Therapies
- Laboratory Value Interpretation
- 12-Lead ECG Interpretation
- Monitor & Maintain IABP
- Basic Hemodynamic Monitoring

Participants in the Critical Care Paramedic Course must possess current paramedic or registered nurse licensure. It is recommended that registrants possess a minimum of one year of pre-hospital experience. Current Healthcare Provider CPR and ACLS are required. Trauma course completion (PHTLS, BTLS, TNCC or TNATC), pediatric course completion (PALS, PEPP, PPC, or ENPC), and AMLS are strongly recommended.

Note:

Online courses require more self-discipline, dedication and time commitment than traditional face to face courses. To succeed in the online course, students need to commit to 8 to 12 hours of independent online study each week and complete all assigned course tasks by set due dates.

Technology:

Extensive delivery of course content utilizes a learning management system. Students are required to have a high-speed Internet connection, and each student will be expected to establish and maintain this connection for the duration of the program at his/her expense. High-speed/broadband Internet connections through a cable modem or digital subscriber line (DSL) are required. Satellite service in rural areas to obtain a high speed Internet connection is also acceptable. A dial-up Internet connection is not acceptable, as it will not provide the connectivity necessary to view all of the program's learning materials

America Online (AOL) may not be used as an Internet service provider. The use of AOL causes students to experience numerous problems when attempting to access online learning materials.

Each student will be provided with a Creighton University e-mail account while enrolled. All electronic correspondence from the School will be sent to this mailbox and it is the student's responsibility to check his/her mailbox regularly.



Creighton University Emergency Medical Services Education Critical Care Paramedic

Certificate Student

Application Date _____

Gender Male Female

Name _____
first mi last

Address _____
street city state zip

Home Phone () _____
include area code

Work Phone () _____
include area code

Cell Phone () _____
include area code

Email _____

SSN# - - _____

DOB / / _____
mm/dd/yy

Do you have a physical handicap or disability that may require special provisions? Yes No
 Have you ever been convicted of a misdemeanor or felony? Yes No
 Have you ever been addicted to any chemical substance? Yes No
 Have you ever had any disciplinary action brought against you in connection with
 Emergency Medical Services? Yes No

Educational Background

Include high school and any additional education, degree, certificates, etc. Please include when and where trained as a paramedic and any specialty training courses.

	Institution Name	City/State	Attendance Dates To/From	Diploma/Degree Certificate
High School				
College				
Paramedic				
Specialty Training				

Occupational Experience

Number of years of EMS experience _____

Other relevant medical experience _____



Creighton University Emergency Medical Services Education Recommendation and Appraisal

This section to be completed by the applicant:

The Family Educational Rights and Privacy Act of 1974 and its amendments guarantee students access to their educational records. Students may, however, waive their right of access to recommendations. The choice of the applicant regarding this recommendation is to be indicated below. Failure to sign will constitute acceptance of limited access.

I do waive I do not waive my right to inspect the contents of the following recommendation

Signature _____ Date _____

Statement Concerning:

Applicants Name _____
First MI Last

To be completed by person serving as reference:

Name _____ Position _____

Place of Employment _____ Business Phone () _____
include area code

Length of time you have known applicant: From: / To: /
mm/yy mm/yy

Capacity in which you have known applicant (check all that apply):

- As a professional colleague
- As a student
- As an employee
- Only casually
- Other _____

Please check ONE statement in each category that best represents this applicant

1. Learning Skills

- Very slow to grasp subject/work requirements; memorizes with little understanding.
- Needs to exert extra effort to demonstrate minimal understanding or subject/work requirements.
- Is above average in understanding subject/work requirements.
- Quick to grasp subject/work requirements.
- Not able to judge.

2. Intellectual Curiosity and Innovativeness

- A follower; accepts things as they are.
- Rarely asks meaningful questions or generates new ideas.
- Raises some questions & tries to set forth new ideas.
- Intellectually curious; frequently generates new ideas.
- Outstanding ability to generate new ideas, great intellectual curiosity.
- Not able to judge.

3. Written Communications Skills

- Unable to express ideas clearly in writing.
- Has some trouble with logical order & grammar/punctuation.
- Uses correct grammar & punctuation but has trouble with logical order.
- Express ideas logically & succinctly in writing most of the time.
- Outstanding in the written expression of ideas.
- Not able to judge.

4. Oral Communications Skills

- Inarticulate; ideas not presented clearly.
- Weak in oral skills including command of language & articulation.
- Articulates fairly well but order of ideas is not always logical.
- Good in articulating ideas clearly and logically.
- Very articulate; outstanding command of language
- Not able to judge.

<p>5. Sensitivity to Others</p> <input type="checkbox"/> No concern for ideas or needs of others, antagonistic <input type="checkbox"/> Has trouble being respectful of other's ideas or needs; rarely tactful. <input type="checkbox"/> Tends to be respectful of others ideas and needs. <input type="checkbox"/> Usually considerate and tactful. <input type="checkbox"/> Very alert and tactfully responsive to others' needs & ideas. <input type="checkbox"/> Not able to judge.	<p>10. Accountability</p> <input type="checkbox"/> Projects blame on others as reason for own actions. <input type="checkbox"/> Gives excuses for own actions. <input type="checkbox"/> In general accepts responsibility for own actions. <input type="checkbox"/> Nearly always accepts responsibility for own actions. <input type="checkbox"/> Thoroughly accountable for own actions. <input type="checkbox"/> Not able to judge.
<p>6. Group Skills</p> <input type="checkbox"/> Never contributes toward group goals. <input type="checkbox"/> Interferes with attainment of group goals. <input type="checkbox"/> Has some difficulty as a member/leader of group. <input type="checkbox"/> Often regarded as a constructive group member/leader by peers. <input type="checkbox"/> Very effective as a leader/member in assisting group toward constructive goals. <input type="checkbox"/> Not able to judge.	<p>11. Response to Stressful Situations</p> <input type="checkbox"/> Remains withdrawn, angry, confused, unrealistic, or depressed when under pressure. <input type="checkbox"/> Has difficulty proceeding constructively. <input type="checkbox"/> Tries to proceed constructively, occasionally is withdrawn or angry. <input type="checkbox"/> Self-controlled, rarely loses temper or withdrawn. <input type="checkbox"/> Extremely well-balanced. <input type="checkbox"/> Not able to judge.
<p>7. Reliability</p> <input type="checkbox"/> Neglects following through with obligations/appointments. <input type="checkbox"/> Work is incomplete, carelessly done. <input type="checkbox"/> Completes work carefully but with prodding. <input type="checkbox"/> Meets obligations independently most of the time. <input type="checkbox"/> Thoroughly reliable; needs no supervision. <input type="checkbox"/> Not able to judge.	<p>12. Ability to Make Decisions</p> <input type="checkbox"/> Totally indecisive. <input type="checkbox"/> Has difficulty analyzing problems and arriving at decisions. <input type="checkbox"/> Analyzes a situation correctly but has difficulty deciding on a course of action. <input type="checkbox"/> Generally competent in making decisions and taking actions on them. <input type="checkbox"/> Excellent in considering consequences of decisions and taking appropriate action. <input type="checkbox"/> Not able to judge.
<p>8. Physical Abilities</p> <input type="checkbox"/> Low level of energy, easily tires. <input type="checkbox"/> Average capability physically; capable of normal 8-hour demands. <input type="checkbox"/> Can withstand rigors of accelerated program including long hours and strenuous physical demands. <input type="checkbox"/> Not able to judge.	<p>13. Toleration of Ambiguity</p> <input type="checkbox"/> Always requires excessive detail of assignments/exams in order to meet supervisor/instructor assignments. <input type="checkbox"/> Is uncomfortable in less structured situations; seeks guidance inappropriately. <input type="checkbox"/> Attempts to function with less structure and seeks guidance appropriately. <input type="checkbox"/> Usually can function comfortable in less structured situations. <input type="checkbox"/> Functions very effectively and comfortable without a rigidly defined, externally imposed structure. <input type="checkbox"/> Not able to judge.
<p>9. Perseverance</p> <input type="checkbox"/> Gives up without trying. <input type="checkbox"/> Becomes discouraged easily when working towards goals. <input type="checkbox"/> Works on goals which are easily attainable but avoids difficult goals. <input type="checkbox"/> Works towards most goals until achieved. <input type="checkbox"/> Is always persistent in pursuing all goals. <input type="checkbox"/> Not able to judge.	<p>My overall evaluation of this person as an applicant is:</p> <input type="checkbox"/> Strongly Recommend <input type="checkbox"/> Recommend <input type="checkbox"/> Recommend with Reservation <input type="checkbox"/> Do No Recommend <input type="checkbox"/> Undecided <p><i>Additional comments may be appended. Thank you.</i></p>
<p>Briefly explain any decisions other than "Strongly Recommend")</p> <hr/> <p>Signature: _____ Date: _____</p>	

Return to: Creighton University EMS Education, 2514 Cuming Street, Omaha, NE 68131