

**Paramedic Education Program
Application**

August 25, 2010 – July 22, 2011

EMS
EMERGENCY MEDICAL SERVICES

Creighton
UNIVERSITY

Course Description

The Paramedic Course currently consists of approximately 600 classroom and laboratory hours. Clinical/Field internship completion is competency based so hours are variable. The EMT-Paramedic Program adheres to the current U.S. Department of Transportation National Standard curriculum.

Didactic Training

The classroom portion of the Paramedic Course is comprised of lectures, practical skills sessions, case studies, review sessions, as well as written and practical testing including the following topics:

- Anatomy & Physiology
- Preparatory
- Patient Assessment
- Airway Management
- Medical Emergencies
- Trauma
- Patients with Special Considerations
- EMS Operations
- Case Based Management

Certifications Included as part of this Training Program:

1. Advanced Cardiac Life Support Provider Course (ACLS)
2. PreHospital Trauma Life Support (PHTLS)
3. Pediatric Advanced Life Support (PALS)
4. Pediatric Education for Prehospital Professionals (PEPP)
5. Advanced Medical Life Support (AMLS)

Upon successful completion of the program, students are eligible to complete the National Registry Paramedic examination.

The Creighton University EMS Education Program is approved by the Nebraska Department of Health to provide EMS education. Creighton's EMS Education program is the only one in the region accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Education Programs for the Emergency Medical Services Professions.

Creighton University

Emergency Medical Services Education – Paramedic Education

Monday 8:30 a.m. – 3:30 p.m.
Tuesday 8:30 a.m. – 12:30 p.m.
Thursday 8:30 a.m. – 11:30 a.m. OR 12:30 p.m. – 3:30 p.m.
Friday 8:30 a.m. – 11:30 a.m. OR 12:30 p.m. – 3:30 p.m.

Student will be assigned to a 3 hour session Thursday OR Friday

Credit Student – Please contact Mary Beth Bestenlehner (402-280-2730) mbbest@creighton.edu to enroll in Creighton University as a degree seeking student.

Certificate Student – Please contact Mike Miller (402-280-1280) mikemiller@creighton.edu regarding requirements for enrolling as a Certificate Student

Application Date: _____ Male Female

Name: _____

Address: _____
Street City State Zip

Home Phone: _____ **Work Phone:** _____

Cell Phone: _____

Social Security Number: _____ **E-mail:** _____

Date of Birth: _____

EMS Affiliation: _____

EMT Certification:

State: _____ **Number:** _____ **Exp:** _____

National Registry: _____ **Number:** _____ **Exp:** _____
Date(s) Location

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

Have you previously attended a paramedic course? If yes, please provide contact information (program name, phone number/ contact person/date) Yes No

If the answer to any of these questions is “Yes” please attach documentation of the circumstances

Assessment Testing

An EMT Assessment Exam and/or the HOBET Exam may be required. You will be notified via letter if you are required to take one or both exams.

EMT Basic test: Please call Sheryl Oviatt at 402-280-1289 to schedule a time for the test.

HOBET test. Please call Sheryl Oviatt at 402-280-1289 to schedule a time for the test.

Occupational Experience:

Number of Years of EMS Experience: _____

Other relevant medical experience: _____

Work History (please include all – attach additional sheet(s) as needed):

Employer Name	Address	Dates of Employment	Supervisor Name	Supervisor Phone #	Reason for Leaving

Other Requirements:

- Two letters of recommendation (see enclosed forms)
- Copy of the following
 - Current CPR Certification (HealthCare Provider or equivalent)
 - EMT License/Certification/Registration
 - Drivers License or Birth Certificate
 - GED, High School, or College Transcripts
 - Immunizations: TB – (within last year), Tdap (Tetanus) – within last 10 years, Polio, HEP B (including titer), MMR, Varicella-(2 shot series or positive titer)
- Essay – “Why I want to be a Paramedic” Essay should not exceed 1 page and should be double spaced, 10 – 12 pt. font with 1” margins.

I certify that to the best of my knowledge there is no misrepresentation or falsification in any response on this application or its supporting documents.

Signed

Date

Payment Information

\$8,200 Tuition

Payment plans available by contacting Sheryl Oviatt at 402-280-1289.

\$800 non-refundable deposit required with application.

- Check enclosed (make check payable to EMS Education)
- Please bill my credit card (complete below)

Visa _____ Master Card _____ Discover _____

Credit Card Number: _____

Expiration Date: _____

Signature: _____

Mail application to:

Creighton EMS Education
2514 Cuming St
Omaha, NE 68131
E-mail: cuemse@creighton.edu
Website: <http://ems.creighton.edu>
Phone: 402-280-1280 Toll Free: 800-327-7530



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 Only casually
 As a student Other _____
 As an employee

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

<p>1. Learning Skills</p> <p><input type="checkbox"/> Very slow to grasp subject/work requirements; memorizes with little understanding.</p> <p><input type="checkbox"/> Needs to exert extra effort to demonstrate minimal understanding or subject/work requirements.</p> <p><input type="checkbox"/> Is above average in understanding subject/work requirements.</p> <p><input type="checkbox"/> Quick to grasp subject/work requirements.</p> <p><input type="checkbox"/> Not able to judge.</p>	<p>3. Written Communications Skills</p> <p><input type="checkbox"/> Unable to express ideas clearly in writing.</p> <p><input type="checkbox"/> Has some trouble with logical order & grammar/punctuation.</p> <p><input type="checkbox"/> Uses correct grammar & punctuation but has trouble with logical order.</p> <p><input type="checkbox"/> Express ideas logically & succinctly in writing most of the time.</p> <p><input type="checkbox"/> Outstanding in the written expression of ideas.</p> <p><input type="checkbox"/> Not able to judge.</p>
<p>2. Intellectual Curiosity and Innovativeness</p> <p><input type="checkbox"/> A follower; accepts things as they are.</p> <p><input type="checkbox"/> Rarely asks meaningful questions or generates new ideas.</p> <p><input type="checkbox"/> Raises some questions & tries to set forth new ideas.</p> <p><input type="checkbox"/> Intellectually curious; frequently generates new ideas.</p> <p><input type="checkbox"/> Outstanding ability to generate new ideas, great intellectual curiosity.</p> <p><input type="checkbox"/> Not able to judge.</p>	<p>4. Oral Communications Skills</p> <p><input type="checkbox"/> Inarticulate; ideas not presented clearly.</p> <p><input type="checkbox"/> Weak in oral skills including command of language & articulation.</p> <p><input type="checkbox"/> Articulates fairly well but order of ideas is not always logical.</p> <p><input type="checkbox"/> Good in articulating ideas clearly and logically.</p> <p><input type="checkbox"/> Very articulate; outstanding command of language</p> <p><input type="checkbox"/> Not able to judge.</p>
<p>5. Sensitivity to Others</p> <p><input type="checkbox"/> No concern for ideas or needs of others, antagonistic</p> <p><input type="checkbox"/> Has trouble being respectful of other's ideas or needs; rarely tactful.</p>	<p>10. Accountability</p> <p><input type="checkbox"/> Projects blame on others as reason for own actions.</p> <p><input type="checkbox"/> Gives excuses for own actions.</p> <p><input type="checkbox"/> In general accepts responsibility for own actions.</p>

<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.	<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.
6. Group Skills <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.	11. Response to Stressful Situations <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.
7. Reliability <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.	12. Ability to Make Decisions <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.
8. Physical Abilities <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.	13. Toleration of Ambiguity <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.
9. Perseverance <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.	My over all evaluation of this person as an applicant is: <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 <i>Additional comments may be appended. Thank you.</i>
<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