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## GUIDELINES FOR PARAMEDIC TRAINING ENTITIES CLINICAL REQUIREMENTS

### 19 CSR 30-40.331(2) Specific Requirements for EMS Training Entities Offering Initial EMT-P Courses and EMT-I Courses.

- (L) Minimum EMT-P course requirements: one thousand (1,000) hours of instruction to include:
1. Two hundred fifty (250) hours of clinical experience in a clinical setting with a Missouri licensed ambulance service;
  2. Five hundred (500) hours of classroom/practical lab;
  3. Two hundred fifty (250) hours of clinical hours in a health care facility; and
  4. ***Clinical skills as outlined in the most current EMT-P National Standard Curriculum and the National Scope of Practice for EMT-P shall be the established minimums.*** The EMT-P National Standard Curriculum is incorporated by reference in this rule as published in 1998 and the refresher course in 2001 by the U.S. Department of Transportation and is available at the U.S. Department of Transportation, Office of Emergency Medical Services, West Building W44-314, 1200 New Jersey Ave. SE, NTI 140, Washington, DC 20590. ***This rule does not incorporate any subsequent amendments or additions.*** [Emphasis Added].
- It is important to consider that 19 CSR 30-40 directly identifies the National Standard Curriculum, not the National Education Standard.

The National Standard Curriculum for Paramedic is available on NHTSA's (National Highway and Transportation's) EMS web site at [http://www.ems.gov/pdf/education/Emergency-Medical-Technician-Paramedic/Paramedic\\_1998.pdf](http://www.ems.gov/pdf/education/Emergency-Medical-Technician-Paramedic/Paramedic_1998.pdf)

Note: NHTSA recently updated their web site. The National Standard Curriculum for Paramedic can be found by the following navigation on the ems.gov web site:

Select "Education" > Select "Emergency Medical Technician-Paramedic" > Select "National Standard Curriculum-Paramedic 1998 (PFD document).

- It is important to consider that the 500 hours (250 hours with a licensed ambulance service and 250 hours in a health care facility) are minimums calculated to represent a mean time required across the state. Higher volume areas will complete the patient contacts required in the National Standard Curriculum quicker than low volume areas. 500 hours represents the mean and the minimum.

The National Standard Curriculum includes an expectation that the clinical experience will include "professional competence."

"Professional competence includes six subcategories:

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*Conceptual competence* - Understanding the theoretical foundations of the profession  
*Technical competence* - Ability to perform tasks required of the profession  
*Interpersonal competence* - Ability to use written and oral communications effectively  
*Contextual competence* - Understanding the societal context (environment) in which the profession is practiced  
*Integrative competence* - Ability to meld theory and technical skills in actual practice  
*Adaptive competence* - Ability to anticipate and accommodate changes (e.g. technological changes) important to the profession.”

- It is important to consider that the hours identified in the above regulation are established to allow most programs to meet or exceed the essential clinical experiences described by the National Standard Curriculum as listed below:

“The following goals must be successfully accomplished within the context of the learning environment. Clinical experiences should occur after the student has demonstrated competence in skills and knowledge in the didactic and laboratory components of the course. Items in **bold** are essentials and must be completed. Items in *italics* are recommendations to achieve the essential and should be performed on actual patients in a clinical setting. Recommendations are not the only way to achieve the essential. If the program is unable to achieve the recommendations on live patients, alternative learning experiences (simulations, programed patient scenarios, etc.) can be developed. If alternatives to live patient contact are used, the program should increase the number of times the skill must be performed to demonstrate competence. These recommendations are based on survey data from Paramedic Program Directors and expert opinion. Programs are encouraged to adjust these recommendations based on thorough program evaluation. For example, if the program finds that graduates perform poorly in airway management skills, they should increase the number of intubations and ventilations required for graduation and monitor the results.

#### PSYCHOMOTOR SKILLS

**The student must demonstrate the ability to safely administer medications.**

*The student should safely, and while performing all steps of each procedure, properly administer medications at least 15 times to live patients.*

**The student must demonstrate the ability to safely perform endotracheal intubation.**

*The student should safely, and while performing all steps of each procedure, successfully intubate at least 5 live patients.*

**The student must demonstrate the ability to safely gain venous access in all age group patients.**

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*The student should safely, and while performing all steps of each procedure, successfully access the venous circulation at least 25 times on live patients of various age groups.*

**The student must demonstrate the ability to effectively ventilate unintubated patients of all age groups.**

*The student should effectively, and while performing all steps of each procedure, ventilate at least 20 live patients of various age groups.*

**The student must demonstrate the ability to perform a comprehensive assessment on pediatric patients.**

*The student should perform a comprehensive patient assessment on at least 30 (including newborns, infants, toddlers, and school age) pediatric patients.*

**The student must demonstrate the ability to perform a compressive assessment on adult patients.**

*The student should perform a comprehensive patient assessment on at least 50 adult patients.*

**The student must demonstrate the ability to perform a comprehensive assessment on geriatric patients.**

*The student should perform a comprehensive patient assessment on at least 30 geriatric patients.*

#### PATHOLOGIES

**The student must demonstrate the ability to perform a comprehensive assessment on obstetric patients.**

*The student should perform a comprehensive patient assessment on at least 10 obstetric patients.*

**The student must demonstrate the ability to perform a comprehensive assessment on trauma patients.**

*The student should perform a comprehensive patient assessment on at least 40 trauma patients.*

**The student must demonstrate the ability to perform a comprehensive assessment on psychiatric patients.**

*The student should perform a comprehensive patient assessment on at least 20 psychiatric patients.*

#### COMPLAINTS

**The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with chest pain.**

*The student should perform a comprehensive patient assessment, formulate and implement a treatment plan on at least 30 patients with chest pain.*

**The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with dyspnea/respiratory distress.**

*The student should perform a comprehensive patient assessment, formulate and implement a treatment plan on at least 20 adult patients with dyspnea/respiratory distress.*

*The student should perform a comprehensive patient assessment, formulate and implement a treatment plan on at least 8 pediatric patients (including infants, toddlers, and school age) with dyspnea/respiratory distress.*

**The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with syncope.**

*The student should perform a comprehensive patient assessment, formulate and implement a treatment plan on at least 10 patients with syncope.*

**The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with abdominal complaints.**

*The student should perform a comprehensive patient assessment, formulate and implement a treatment plan on at least 20 patients with abdominal complaints (for example: abdominal pain, nausea/vomiting, GI bleeding, gynecological complaint, etc.)*

**The student must demonstrate the ability to perform a comprehensive assessment, formulate and implement a treatment plan for patients with altered mental status.**

*The student should perform a comprehensive patient assessment, formulate and implement a treatment plan on at least 20 patients with altered mental status.*

#### TEAM LEADERSKILLS

**The student must demonstrate the ability to serve as a team leader in variety of prehospital emergency situations.**

*The student should serve as the team leader for at least 50 prehospital emergency responses".*

It is not uncommon among regulated industries to be held to standards by multiple organizations or agencies (Federal, State, County, Municipal, accrediting, etc.). In many cases, requirements may overlap. In these cases, overall compliance *may* be achievable and maintained though compliance of the most stringent requirements. It is also important to identify those requirements imposed by one organization but not another. Obviously, compliance must be maintained with these requirements as well.

Please do not hesitate to contact the Bureau of EMS at (573) 751-6366 with any questions or concerns.