

Iowa EMT-Intermediate to Advanced EMT Documentation

Iowa Department of Public Health
Bureau of Emergency Medical Services
Lucas State Office Building
321 E 12th St
Des Moines, Iowa 50319
(515) 281-0620 or (800) 728-3367

SECTION A: PROVIDER INFORMATION

Certification Number

Last Name

First Name

MI

Home Mailing Address

City

State

Zip Code

Sex

Male

Female

Date of Birth

/

/

Age

Phone Number

 - -

Email Address

SECTION B: TRANSITION INSTRUCTIONS

EMT-Intermediates may transition to the Advanced EMT level. To complete the transition, the EMT-I must complete the training requirements in section E, verify the skills identified under the section C, and successfully complete the National Registry Advanced EMT computer-based examination. Upon completion of the education topics and skill verification, submit pages 1 and 2 of this document with skill verification forms showing successful complete of the skills in section C to the Bureau of EMS at the address at the top of the form. You will then receive instructions concerning the computer-based examination for the AEMT.

Active EMT-Intermediates who have not completed the transition prior to April 1, 2016 will receive certification at the EMT level.

SECTION C: SKILL VERIFICATION

The following skills must be verified through an authorized EMS Training Program using the National Registry of EMT forms.

1. Patient Assessment/Management-Medical
2. Airway, Ventilation and Oxygenation of an Infant/Child in Respiratory Distress/Failure
3. Cardiac Arrest Management/AED
4. Intravenous Bolus Medication
5. Pediatric Intraosseous Infusion

SECTION D: AFFIRMATION STATEMENT

I affirm that I have attained training which includes all the requirements identified in Section E of this document. I completed the training in my initial training, continuing education, on the job training or other educational process.

I hereby affirm that the information provided on this application is true and correct to the best of my knowledge. I understand that providing false and/or misleading information may result in citation and warning, denial, probation, suspension or revocation of my certification. I understand that I am required to update answers or information submitted to the Bureau of EMS if the response of the information changes. I consent to any reasonable inquiry that may be necessary to verify or clarify the information I have provided.

Applicant's Signature

Date

An incomplete application will delay the approval process

SECTION E: TRAINING REQUIREMENTS

I. ANATOMY AND PHYSIOLOGY

Applies fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.

I have obtained initial training, continuing education, on-the-job training or other education which enables me to:

1. State the functions of epinephrine and norepinephrine and explain their relationship to the sympathetic division of the autonomic nervous system.
2. State the function of the hormones of the pancreas.
3. Identify and describe the structures that constitute the reproductive system in both sexes.

II. LIFE-SPAN DEVELOPMENT

Applies fundamental knowledge of life span development to patient assessment and management.

I have obtained initial training, continuing education, on-the-job training or other education which enables me to:

1. Compare the physiological and psychosocial characteristics of an infant with those of an early adult.
2. Compare the physiological and psychosocial characteristics of a toddler with those of an early adult.
3. Compare the physiological and psychosocial characteristics of a pre-school child with those of an early adult.
4. Compare the physiological and psychosocial characteristics of a school-aged child with those of an early adult.
5. Compare the physiological and psychosocial characteristics of an adolescent with those of an early adult.
6. Summarize the physiological and psychosocial characteristics of an early adult.
7. Compare the physiological and psychosocial characteristics of a middle aged adult with those of an early adult.
8. Compare the physiological and psychosocial characteristics of a person in late adulthood with those of an early adult.

III. PHARMACOLOGY

Applies to patient assessment and management fundamental knowledge of the medication carried by AEMTs that may be administered to a patient during an emergency.

I have obtained initial training, continuing education, on-the-job training or other education which enables me to:

1. Review the specific anatomy and physiology pertinent to pharmacology.
2. Discuss the standardization of drugs.
3. Differentiate among the chemical, generic (nonproprietary), and trade (proprietary) names of a drug.
4. List the four main sources of drug products.
5. Describe how drugs are classified.
6. List the authoritative sources for drug information.
7. Discuss AEMT's responsibilities and scope of management pertinent to the administration of medications.

8. List and describe general properties of drugs.
9. List and describe liquid, solid, and gas drug forms.
10. List and differentiate the routes of drug administration used by the AEMT.
11. Describe pharmacokinetics, pharmacodynamics, theories of drug action, drug-response relationship, factors altering drug responses, predictable drug responses, iatrogenic drug responses, and unpredictable adverse drug responses of medications given by the AEMT.
12. Discuss considerations for storing drugs.
13. List and describe drugs which the AEMT may administer in a pharmacological management plan according to local protocol.
14. Review the specific anatomy and physiology pertinent to medication administration.
15. Review mathematical principles.
16. Review mathematical equivalents.
17. Discuss formulas as a basis for performing drug calculations.
18. Calculate oral and parenteral drug dosages for all emergency medications administered to adults, infants and children.
19. Discuss legal aspects affecting medication administration.
20. Discuss the "five rights" of drug administration and correlate these with the principles of medication administration.
21. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of intraosseous needle placement and infusion.
22. Describe the indications, equipment needed, techniques utilized, precautions, and general principles of administering medications by the inhalation route.
23. Differentiate among the different dosage forms of oral medications.
24. Describe the equipment needed and general principles of administering oral medications.
25. List and differentiate the names for all of the emergency medications and intravenous fluids administered by the AEMT.
26. Describe the mechanism of action, indications, contraindications, complications, routes of administration, side effects, interactions, dose, and any specific administration considerations for all of the emergency medications and intravenous fluids administered by the AEMT.
27. Use universal precautions and body substance isolation (BSI) procedures during medication administration.
28. Demonstrate intraosseous needle placement and infusion.
29. Demonstrate clean technique during medication administration.
30. Demonstrate administration of medications given by the AEMT.

IV. AIRWAY MANAGEMENT, RESPIRATION, AND OXYGENATION

Applies knowledge (fundamental depth, foundational breadth) of airway anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation and respiration for patients of all ages.

I have obtained initial training, continuing education, on-the-job training or other education which enables me to:

1. Perform tracheobronchial suctioning in the intubated patient by selecting a suction device, catheter and technique.
2. Demonstrate insertion of advanced airway devices within the AEMT scope-of-practice.

V. MEDICINE

Applies fundamental knowledge to provide basic and selected advanced emergency care and transportation based on assessment findings for an acutely ill patient.

I have obtained initial training, continuing education, on-the-job training or other education which enables me to:

1. Define allergic reaction.
2. Define anaphylaxis.
3. Define allergens.
4. List common antigens most frequently associated with anaphylaxis.
5. Describe physical manifestations in anaphylaxis.
6. Recognize the signs and symptoms related to anaphylaxis.
7. Differentiate among the various treatment and pharmacological interventions used in the management of anaphylaxis.
8. Integrate the pathophysiological principles of the patient with anaphylaxis.
9. Correlate abnormal findings in assessment with the clinical significance in the patient with anaphylaxis.
10. Develop a treatment plan based on field impression in the patient with allergic reaction and anaphylaxis.
11. Describe the pathophysiology of diabetes mellitus.
12. Describe the effects of decreased levels of insulin on the body.
13. Correlate abnormal findings in assessment with clinical significance in the patient with a diabetic emergency.
14. Discuss the management of diabetic emergencies.
15. Describe the effects of decreased levels of insulin on the body.
16. Discuss the pathophysiology of hypoglycemia.
17. Recognize the signs and symptoms of the patient with hypoglycemia.
18. Describe the management of a hypoglycemic patient.
19. Discuss the pathophysiology of hyperglycemia.
20. Recognize the signs and symptoms of the patient with hyperglycemia.
21. Describe the management of the hyperglycemic patient.
22. Differentiate between diabetic emergencies based on assessment and history.
23. Correlate abnormal findings in the assessment with clinical significance in the patient with a diabetic emergencies.
24. Formulate a field impression based on the assessment findings for patients with agitated delirium.
25. Develop a patient management plan based on the field impression for patients with agitated delirium.
26. Describe methods of restraint that may be necessary in managing a patient with a behavioral emergency.
27. Describe the incidence, morbidity, and mortality of cardiovascular disease.
28. Discuss prevention strategies that may reduce morbidity and mortality of cardiovascular disease.
29. Identify and describe the components of assessment as it relates to the patient with cardiovascular compromise.
30. Define angina pectoris and myocardial infarction (MI).
31. List other clinical conditions that may mimic signs and symptoms of angina pectoris and myocardial infarction.
32. List the mechanisms by which an MI may be produced by traumatic and non-traumatic events.
33. List and describe the assessment parameters to be evaluated in a patient with chest pain.
34. List and describe the initial assessment parameters to be evaluated in a patient with chest pain that may be myocardial in origin.
35. Identify the anticipated clinical presentation of a patient with chest pain that may be angina pectoris or myocardial infarction.

36. Describe the pharmacological agents available to the AEMT for use in the management of cardiovascular emergencies.
37. Develop, execute, and evaluate a treatment plan based on the field impression for the patient with chest pain that may be indicative of angina or myocardial infarction.
38. Identify appropriate personal protective equipment and scene safety awareness concerns in dealing with toxicologic emergencies.
39. Review the routes of entry of toxic substances into the body.
40. List the toxic substances that are specific to your region.
41. Identify the need for rapid intervention and transport of the patient with a toxic substance emergency.
42. Review the management of toxic substances.
43. Review poisoning by overdose.
44. Review the signs and symptoms related to the most common poisonings by overdose.
45. Identify common pathological events that affect the pulmonary system.
46. Discuss abnormal assessment findings associated with pulmonary diseases and conditions.
47. Review the pharmacological preparations that AEMT use for management of respiratory diseases and conditions.
48. Review the use of equipment used during the physical examination of patients with complaints associated with respiratory diseases and conditions.
49. Describe the epidemiology, pathophysiology, assessment findings, and management for the following respiratory diseases and conditions:
 - a. Asthma
 - b. Chronic bronchitis
 - c. Emphysema
 - d. Pneumonia
50. Identify and describe the blood-forming organs.
51. Describe normal red blood cell (RBC) production, function and destruction.
52. Describe the pathology and clinical manifestations and prognosis associated with sickle cell disease.

VI. MULTI-SYSTEM TRAUMA

Applies fundamental knowledge to provide basic and selected advanced emergency care and transportation based on assessment findings for an acutely injured patient.

I have obtained initial training, continuing education, on-the-job training or other education which enables me to:

1. Define energy and force as they relate to trauma.
2. Define laws of motion and energy and understand the role that increased speed has on injuries.
3. Describe each type of impact and its effect on unrestrained victims (e.g., frontal impacts, lateral impacts, rear impacts, rotational impacts, rollover).
4. Describe the pathophysiology of the head, spine, thorax, and abdomen that results from the above forces.
5. Describe the organ collisions that occur in blunt trauma and vehicular collisions.
6. Describe the effects that restraint systems (including seat belts, airbags, and child safety seats) have on the injury patterns found in motor vehicle crashes.
7. List specific injuries and their causes as related to interior and exterior vehicle damage.
8. Describe the kinematics of penetrating injuries.
9. List the motion and energy considerations of mechanisms other than motor vehicle crashes.
10. Define the role of kinematics as an additional tool for patient assessment.
11. Describe the kinematics of blast injuries.

12. Discuss the management of multi-system trauma.
13. Identify the need for rapid intervention and transport of the patient with multi-system trauma.
14. Formulate a field impression based on the assessment findings.
15. Develop a patient management plan based on the field impression.

VII. SPECIAL PATIENT POPULATIONS

Applies a fundamental knowledge of growth, development and aging and assessment findings to provide basic and selected advanced emergency care and transportation for a patient with special needs.

I have obtained initial training, continuing education, on-the-job training or other education which enables me to:

1. Describe the various etiologies and types of hearing impairments.
2. Recognize the patient with a hearing impairment.
3. Anticipate accommodations that may be needed in order to properly manage the patient with a hearing impairment.
4. Describe the various etiologies of visual impairments.
5. Recognize the patient with a visual impairment.
6. Anticipate accommodations that may be needed in order to properly manage the patient with a visual impairment.
7. Describe the various etiologies of obesity.
8. Anticipate accommodations that may be needed in order to properly manage the bariatric patient.
9. Describe paraplegia/quadruplegia.
10. Anticipate accommodations that may be needed in order to properly manage the patient with paraplegia/quadruplegia.
11. Identify a patient that is terminally ill.
12. Anticipate accommodations that may be needed in order to properly manage a patient who is terminally ill.
13. Recognize sign(s) of financial impairments.
14. Anticipate accommodations that may be needed in order to properly manage the patient with a financial impairment.
15. Anticipate accommodations that may be needed in order to properly manage the patient assisted or dependent on technology.

VIII. MASS CAUSALITY INCIDENTS DUE TO TERRORISM OR DISASTER

Knowledge of operational roles and responsibilities to ensure safe patient, public and personnel safety.

I have obtained initial training, continuing education, on-the-job training or other education which enables me to:

1. Understand the role of the AEMT on the scene of a natural or man-made disaster.
2. Maintain the safety of the AEMT and patient.