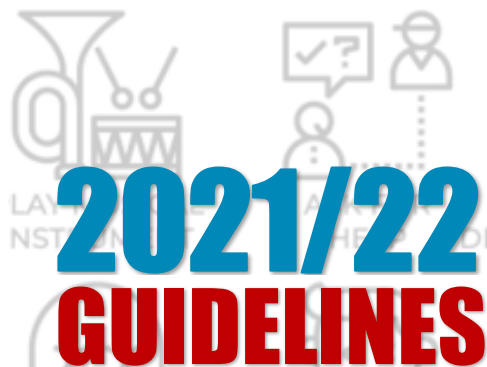
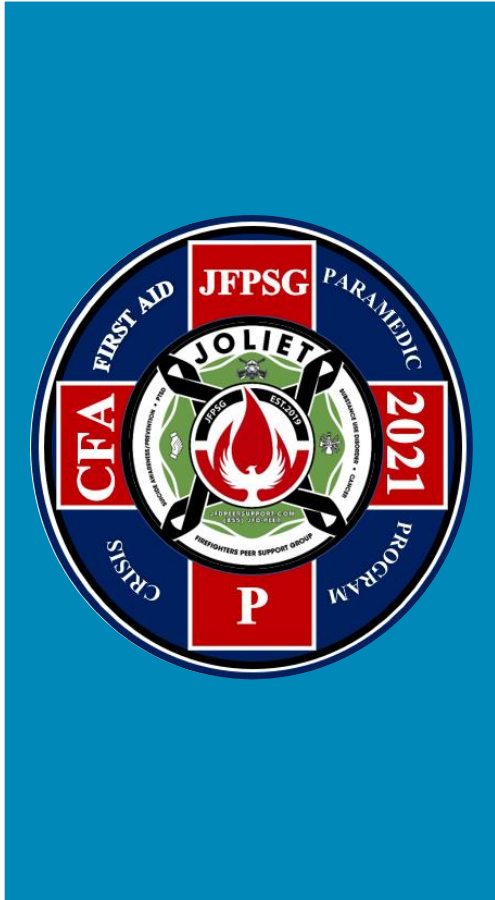
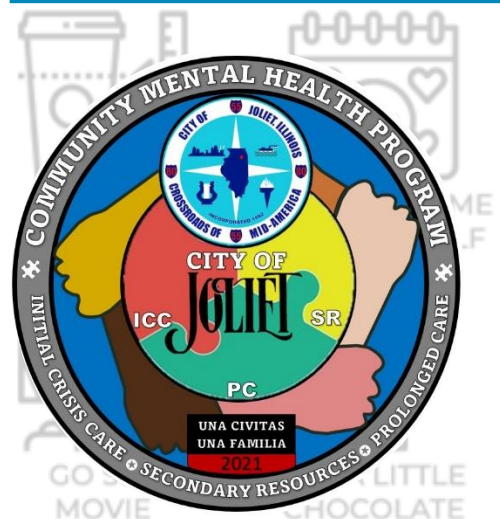


# Crisis First Aid for Paramedics (CFA-P) Course Policy & Procedure Manual



# 2021/22 GUIDELINES



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# **COURSE POLICY AND PROCEDURE MANUAL**

## **CITY OF JOLIET**

### **COMMUNITY MENTAL HEALTH PROGRAM**

#### **CRISIS FIRST AID for PARAMEDICS (CFA-P)**

## **EXECUTIVE SUMMARY**

This document contains the certification policies and procedures for the Crisis First Aid for Paramedics (CFA-P) course in accordance with the Institute for Credentialing Excellence (ICE) Assessment-Based Certificate Programs. The purpose of this document is to ensure that all requirements are met for the program to be accredited as a certificate program through the Joliet Fire Department (JFD) and Joliet Firefighters Peer Support Group (JFPSG).

The JFD consists of over 200 members, most of whom are trained and licensed as Emergency Medical Technician-Paramedic (EMT-P). The JFPSG consists of 30 volunteers who help firefighters in crisis or who are experiencing mental health issues. Specifically, the Group includes firefighters and Paramedics, licensed clinicians, a suicidologist, chaplains, and other stakeholders. The JFPSG is recognized by the legal entity that is the JFD.

The purpose of this course is to better prepare Paramedic level emergency medical service (EMS) practitioners in the City of Joliet, IL to manage traumatic stress and behavioral disorder patients in the field. A clear gap exists in this regard.

The social impact of traumatic stress and mental health disorders is considerable, and Paramedics are in a unique position to help alleviate these issues.

The scope of this course is focused upon the communication skills of the Paramedic. This course seeks to further develop specific knowledge, skills, and competencies of the Paramedic who interacts with those who experience traumatic stress inducing events and those who are experiencing mental issues requiring medical care.

As Paramedics, calls for these types of issues are common. Unfortunately, the management of the presenting problem is not standardized, meaning that Paramedics may not perform the same actions on all traumatic stress and behavioral calls for service.

This course develops evidence-based concepts and practices to ensure a consistent response, focusing on seven steps of interaction (the 7Rs) and establishing the support partnership with the help-seeker.

The three primary goals of this program are:

1. To explain to Paramedics the basic techniques to interact with the person and psychological distress or crisis using already possess skills and newly taught techniques.
2. To integrate CFA – P into the normal routine of Paramedics to provide seamless care.
3. To better manage individual crises in a kind and compassionate manner.

The target audience for this course is narrow, including the members of the Joliet, Illinois Fire Department. This department includes approximately 200 members.

As a condition of employment, employees of the Joliet Fire Department (JFD) are required to become Licensed Emergency Medical Technician-Paramedics (EMT-P). Fewer than 5% of the members of the JFD do not hold the EMT-P License due to seniority.

The course may be expanded to a more general Paramedic program at some point in the future.

Appendix A contains the participant handbook for the course.

## SECTION 1: SCOPE

### **Purpose of the Course**

The purpose of this course is to better prepare Paramedic level emergency medical service (EMS) practitioners in the City of Joliet, IL to manage traumatic stress and behavioral disorder patients in the field. A clear gap exists in this regard.

The social impact of traumatic stress and mental health disorders is considerable, and Paramedics are in a unique position to help alleviate these issues.

In Illinois, where this program will be used, Paramedics are currently educated to the National Register of Emergency Medical Technicians (NREMT) Paramedic level. As such, those with the Paramedic designation have didactic and practical education and experience with many types of traumatic stress and behavioral disorder patients. Additionally, all current and new Paramedics are required to complete continuing education credits concerning mental health care.

NREMT Paramedic Training is outlined in the Emergency Medical Service Educational Standards Manual, produced by the National Highway Traffic Safety Administration (NHTSA).

### **Scope of the Course**

This course seeks to further develop specific knowledge, skills, and competencies of the Paramedic who interacts with those who experience traumatic stress inducing events and those who are experiencing mental issues requiring medical care.

As Paramedics, calls for these types of issues are common. Unfortunately, the management of the presenting problem is not standardized, meaning that Paramedics may not perform the same actions on all traumatic stress and behavioral calls for service.

This course develops evidence-based concepts and practices to ensure a

consistent response, focusing on seven steps of interaction (the 7Rs) and establishing the support partnership with the help-seeker.

## **Evaluation**

This program uses both formative and summative examination principles to determine whether the learning objectives were met. The student will receive immediate feedback on formative learning assessments. The pretest will display the results at the conclusion of the pretest with explanations and the quizzes within the presentation will give immediate feedback.

At the conclusion of the written test and the practical exam, the Paramedic will be advised as to whether they pass the course. This will be documented on a written scoring sheet.

- Formative:
  - Online pretest to be completed prior to the video presentations. The pretest is 12 questions with no time limit.
  - Quizzes within the presentations provide feedback to the student. There is no time limit to complete the course video presentations, however the training division of the JFD may alter this based upon departmental needs.
- Summative:
  - A proctored written examination (multiple choice and true/false) to be completed prior to the student being allowed to challenge the practical exam. The test is 12 questions and has a time limit of 15 minutes.
  - A proctored scenario-based assessment with no time limits .

All types of assessment were designed in the same manner and using these criteria:

1. Item types were selected. It was decided to use multiple choice and true/false item types in the development of both formative and summative assessments described as the pretest and posttest.
2. Learning objectives. The examination questions on both the formative and

summative assessments were selected based on their applicability to the course goals and objectives.

3. The questions written are clear and explicit. They referenced material taken directly from the student manual and video presentations.

4. Students are informed as to the types of exams to be given. The written examination is described, so students would have a preview of exam questions. Additionally, the proctored scenario-based assessment is provided to all students in its entirety prior to the examination.

## **Certificates**

The student will only receive a certificate if the entire course, including pretest, video presentations, posttest, and practical scenario are completed successfully. The pretest and video presentations exist to measure the effectiveness of the course and identify areas for improvement and have graded elements. While these elements are graded, they do not factor into the score for passing the course.

Conversely, the written posttest must be passed with a score of 80% in order for the student to be permitted to participate in the practical evaluation. This practical evaluation is also graded using a points scale. The student must achieve a passing score (16) in order to pass.

## **Resources**

Since the program is primarily offered in an electronic format, the resources needed to effectively manage the program are primarily based in the written and practical assessment. The volunteers of the JFPSG can fulfill these positions at no cost. The facility to house the practical and written examinations will be provided by the JFD Training Division.

## **Employees and/or Volunteers: Development & SME**

The original development of the course was completed by a doctoral counseling: traumatology student as a component of a doctoral dissertation. This student is also the coordinator of the Joliet Firefighters Peer Support Group (JFPSG). Additional development help was offered by subject matter experts (SME) from several disciplines. Contributors are listed below.

**John Lukancic, MA, CCISM, IPEM**

MA, CCISM, Doctoral Candidate (Doctor of Education, Counseling: Traumatology, Liberty University), Coordinator JFPSG, IL Licensed Lead EMS Instructor, IL Licensed Paramedic, Retired Firefighter, Certified Fire Service Instructor. Certified IL Professional Emergency Manager (IPEM)

SME: Traumatic stress, psychological first aid (PFA), critical incident stress management (CISM), firefighting, Paramedicine, emergency and disaster management.

**Jeff Carey**

Deputy Chief and IL Licensed Paramedic, Joliet Fire Department

SME: Department administration and policy, incident command/management, firefighting, Paramedicine.

**Aaron Kozlowski, MS, RN, IPEM**

Battalion Chief of Training and IL Licensed Paramedic, Joliet Fire Department, Certified Fire Instructor, Registered Nurse, Certified Peer Supporter, Certified IL Professional Emergency Manager (IPEM)

SME: Firefighting, Paramedicine, training techniques, nursing practice, emergency and disaster management

Sr. Mary Frances Seeley, PhD

President, the Upper Room Crisis Hotline

SME: Mental health, crisis counseling, policy manual creation

Terry Smith, PsyD

Executive Director, the Upper Room Crisis Hotline

SME: Clinical psychology, crisis counseling

Nancy Nelson, MS, LCSW

SME: Mental health, crisis counseling

Br. Ed Arambasich, OFM, Joliet Fire Department Chaplain

SME: Pastoral care, trauma, crisis counseling

Jan Quillman, RN, Joliet City Councilwoman

SME: Nursing practice, City administration

**Employees and/or Volunteers: Delivery**

Since the course is delivered on an online educational platform, there is no planned in-person delivery at this time. However, testing for certification will be done in-person.

The required qualifications to be an examiner are as follows:

1. Must be one of the subject matter experts listed above, or
2. Must hold a certificate in CFA-P and
3. Must hold a Fire Instructor I or II designation from the Illinois State Fire Marshal or comparable designation.

**Employees and/or Volunteers: Maintenance**

Maintenance and monitoring of the course content and assessments will be done jointly between the Joliet Fire Department Battalion Chief of Training and the Coordinator of the JFPSG. The Battalion Chief of Training will maintain training records through the Joliet Fire Department Training Division.

The course will be reviewed and updated annually in June beginning in 2023.

## SECTION 2: ORGANIZATIONAL STRUCTURE, RESPONSIBILITIES, AND RESOURCES

The program was developed and is presented by the Joliet Firefighters Peer Support Group (JFPSG). This group is recognized by the Joliet Fire Department (JFD), a legal entity located in Joliet, Illinois, who provided subject matter experts (SMEs). To contact the Joliet Fire Department:

Deputy Chief Jeff Carey  
101 E. Clinton St.  
Joliet, IL 60432  
(815) 724-3500  
[Jcarey@joliet.gov](mailto:jcarey@joliet.gov)

The Joliet Firefighters Peer Support Group is solely responsible for:

- Defining purpose and scope
- Defining prerequisites
- Defining criteria for successful completion of the program
- Issuing certificates

John Lukancic, Coordinator  
(855) JFD-PEER  
(815) 530-2196  
[info@jfdpeersupport.com](mailto:info@jfdpeersupport.com)

While the JFPSG is responsible for the above information, input and feedback are gathered from multiple sources to ensure a valid and effective course.

As you will see later in this document, the program requirements are confined specifically to matters related to the purpose and scope of the course. Additionally, the facilities, instructors, and evaluators to carry out course operations are numerous and available. These instructors and evaluators are qualified to teach due to minimum certification as a Fire Instructor I through the Office of the State Fire Marshal in Illinois or its equivalent..

The development this course was done using qualified subject matter experts (SMEs) who had input to content and assessment design, delivery, and maintenance. This document will describe their qualifications, competencies and responsibilities.

The course instructors and developers continually monitor, assess, and assure the quality of all activities performed in accordance with documented procedures in this manual.

Further, periodic evaluations to assess quality the program and inform future developments are described later in the manual.

This course is designed as a community service, to be provided by the JFD through the JFPSG to address the increasing need for mental health resources in the community. It is not a money-making venture. The printed materials and training facility are the two items required. The Joliet Firefighters Peer Support Group is a volunteer organization in place for the active and retired members of the Joliet Fire Department. The Group has 30 members, including firefighters, retirees, license clinicians, chaplains, a suicidologist and other stakeholders.

The only required positions needed to complete the class are volunteer instructors trained to the Illinois State Fire marshal Office Fire Instructor I level. The program creator is a licensed EMS Lead Instructor through the Illinois Department of Public Health (IDPH), a certified Fire Instructor II, and has experience teaching college level courses in emergency medical services and fire science, courses in CPR, active shooter response, AED use, first-aid, bleeding control, and other fire service courses.

Other subject matter experts' qualifications are discussed later in this document.

The course material will be located on the JFPSG website, [jfdpeersupport.com](http://jfdpeersupport.com). It is here that program requirements will be publicly available.

## SECTION 3: POLICIES & PROCEDURES

### **Procedures for Development**

#### **Need**

The need for this level of training was determined by the Deputy Chief of the Joliet Fire Department and the Coordinator of the Joliet Firefighters Peer Support Group. The need for effective and rapid crisis intervention for both traumatic stress event witnesses and behavioral patients is a critical component of successful resolution of issues related to them. This crisis first-aid program is part of a larger city of Joliet Community Mental Health Program which establishes various levels of mental health care for all residents of the City of Joliet.

A method for managing these types of events is critically needed in the City of Joliet and nation-wide, where plans to provide crisis resolution are still being developed.

Paramedics already have much of the education and many of the skills required to enhance outcomes in this area, and thus make for an obvious choice to manage these issues.

#### **Development**

The SME group was formed with stakeholders and SMEs from the Joliet Fire Department, the Joliet Firefighters Peer Support Group, the Upper Room Crisis Hotline, and City of Joliet government.

The course was developed through stakeholder and SME meetings and test classes. The SMEs added their expertise in their fields to ensure a well-rounded course was developed. Separate meetings were held on:

- October 14, 2021
- October 27, 2021
- November 19, 2021
- December 10, 2021
- December 28, 2021

The group director is a Licensed EMS Lead Instructor in the State of Illinois and

several of the SMEs have experience in the educational environment as instructors, counselors, and clinical care experts.

### **Methods of Delivery**

Multiple platforms for delivery were investigated and tested. To reach the required number of Paramedics in the most effective manner, the online platform Edpuzzle is used. This included video training in three parts.

### **Method of Development**

#### **Needs Analysis**

The process to recognize the need for this course and manage its development was derived from the 10-Step Problem Solving Cycle (Turner, 2016). The steps of this process are:

- ❖ Recognizing a problem:
  - Citizens demand mental health care.
  - JFD responds to both traumatic stress and behavioral calls for service.
  - Service is not adequate for these customers.
- ❖ Gather data
  - Calls for service estimated at 2,500 behavioral annually.
  - Calls for service estimated at 100s-1000s traumatic stress (definition and situation dependent).
- ❖ Define the problem
  - The public demand mental health crisis services, a service in which the JFD Paramedics are educated. There is not existing program in Joliet to manage care for these people.
  - National guidelines are under development and police are largely and purposely excluded and fire and ambulance are largely absent in the plan. The national plan will not be implemented anytime soon.
- ❖ Generate solutions
  - Instruct firefighter/Paramedics in Joliet in psychological first aid (PFA)

- techniques.
- Espouse the use of clinicians on police or fire apparatus.
  - Follow the upcoming federal 988 system guidelines.
  - Create a Crisis First Aid for Paramedics to take previous training and education into account and instruct Joliet Paramedics on needed information to help them become more effective.
- ❖ Evaluate solutions
- Firefighter/Paramedics learning traditional PFA is not practical. Most courses in PFA are 6 or more hours in length, repeat much of the information licensed Paramedics already know, and require many scenario-based lessons. Joliet Paramedics already have full training schedules and should not be required to re-learn material they already know.
  - The Federally mandated 988 system that is in development recommends that police be largely removed from mental health settings. While most citizens support the police, the status of police in some communities may be tenuous.
  - The concept of clinician field work is rife with potential issues, some extremely dangerous to the clinicians themselves.
  - The Federally mandated 988 system is in the planning stages and will most likely not be ready for use for some time.
  - Licensed Paramedics in the State of Illinois already possess knowledge and education on a myriad of mental health disorders. In addition, Paramedics already have policies and procedures in place to respond to behavioral patients in the field and will already be present at traumatic stress inducing events. By creating and instructing Paramedics on the basics of Crisis First Aid, it is possible to prepare them to better manage crises in the field and provide local resources for follow up.
- ❖ Select solution
- The creation of a Crisis First Aid for Paramedics is the solution makes the most sense of the ideas presented. Paramedics need very little training time to prepare them for crisis intervention in the field.
- ❖ Communicate solution
- The members of the Joliet Fire Department were informed of the

solution in October 2021 and invited to be participants of the pilot program to train 10 members of the department as a test class.

- ❖ Plan implementation
  - The CFA-P program was completed in December 2021, tested, and updated.
- ❖ Implement the solution
  - The solution is to be implemented in Q1 of 2022 as part of a community-wide mental health initiative within the City of Joliet.
- ❖ Monitor performance
  - The performance of the program will be monitored by the addition of both a patient care survey regarding the program's use and a Paramedic survey asking their opinions of the program. The program will be monitored at 3, 6, and 12 months to ascertain its effectiveness.

## Evaluations

This program uses both formative and summative examination principles to determine whether the learning objectives were met. The student will receive immediate feedback on formative learning assessments. The pretest will display the results at the conclusion of the test with explanations and the quizzes within the presentation will give immediate feedback.

At the conclusion of the written test and the practical exam, the Paramedic will be advised as to whether they pass the course. This will be documented on a written scoring sheet.

- Formative:
  - Online pretest to be completed prior to the video presentations. The pretest is 12 questions with no time limit.
  - Quizzes within the presentations provide feedback to the student. There's no time limit to complete the course video presentations
- Summative:
  - A proctored written examination (multiple choice and true/false) to be completed prior to the student being allowed to challenge the

practical exam. The test is 12 questions and has a time limit of 15 minutes.

- A proctored scenario-based assessment with no time limit.

All types of assessment were designed in the same manner and using these criteria:

1. Item types were selected. It was decided to use multiple choice and true/false item types in the development of both formative and summative assessments described as the pretest and posttest.
2. Learning objectives. The examination questions on both the formative and summative assessments were selected based on their applicability to the course goals and objectives.
3. The questions written are clear and explicit. They referenced material taken directly from the student manual and video presentations.
4. Students are informed as to the types of exams to be given. The written examination was described, so students would have a preview of exam questions. Additionally, the proctored scenario-based assessment is provided to all students in its entirety prior to the examination.

### **Documented Quality Assurance Procedures**

Each student will have the ability to perform an assessment ranking various aspects of the course. This will be done via a training evaluation form that will be distributed at the end of the course. This will allow the developer, instructors, and the JFD to ascertain areas in which improvement or maintenance should occur.

### **Public Availability**

The JFPSG maintains a group website, [www.jfdpeersupport.com](http://www.jfdpeersupport.com). The purpose and scope of the program, the target audience for the program, eligibility requirements and prerequisites, the description of the education and training provided and learning outcomes, a brief description of the assessment, and qualifications of the total facilitators and instructors will be listed in a tab unique to the CFA-P program.

Additionally, changes in program requirements and the effective date of such

changes will be listed, a statement explaining inferences that can properly be made regarding individuals who hold the assessment, and policies and procedures for the resolution of complaints or appeals received from participants will be available as well.

These procedures shall identify incidents such as students who misrepresent their identity, gives or receives on authorized assistance, claims or implies that the certificate is a professional certification, and engages in other violations of these established policies.

These policies and procedures are fair and equitable to eligible applicants and participants in both substance and implementation and complies to all applicable legal requirements.

### **Target Audience**

The target audience for this course is narrow, including the members of the Joliet, Illinois Fire Department. This department includes approximately 200 members.

As a condition of employment, employees of the Joliet Fire Department (JFD) are required to become Licensed Emergency Medical Technician-Paramedic (EMT-P). Fewer than 5% of the members of the JFD do not hold the EMP-P License.

The course may be expanded to a more general Paramedic program at some point in the future.

### **Eligibility for the Course**

Requirements: Participants must:

- Be employees of the JFD
- Hold or have held a valid EMT-P License, or
- Be enrolled in an approved Paramedic Program

## SECTION 4: MANAGEMENT OF PROGRAM RECORDS, DOCUMENTS, AND MATERIALS

The JFPSG and the JFD agree that the Joliet Fire Department Battalion Chief of Training shall be responsible for maintaining and disposing of program records, documents, and/or materials.

The records will be stored with the Battalion Chief of Training. These records include:

- A listing of all individuals who are currently participating in but have not yet successfully completed the education/training and/or assessment, including status and requirements meant to date.
- a listing of all participants who have been issued a certificate and the date the certificate was issued.
- the individual performance of participants on the assessments and the related performance, proficiency, or passing standard for the assessment; and
- the effectiveness of the assessment describing key measurement techniques

the JFPSG will rely upon the Battalion Chief of Training for the Joliet Fire Department for reviewing, approving, updating, and ensuring the accuracy and currency of records, documents and or other materials.

The procedures for reviewing, approving, updating, and ensuring the accuracy and currency records, documents, and/or other materials will follow the standard operating seizures of the Joliet Fire Department. This includes identifying, managing, and disposing of records, documents, and/or other materials in a manner which ensures the integrity of the program. The records, documents, and/or other materials shall be kept for a period of time delineated by the training division of the Joliet Fire Department.

Confidentiality and security of records, documents, data and/or other materials

As per Joliet Fire Department policy, all personal and financial information pertaining to participants is held in strict confidentiality. As JFD policy dictates, all learning and assessments materials, data, and results will be held in a secure manner throughout their useful life. This system has been in place for decades and has been secured by the city of Joliet information technology department. Should a data breach occurred, the city of Joliet standard operating procedures, policies, and response plan will be used. The confidentiality of information will be determined by the city of Joliet and the Joliet Fire Department. The regulations regarding confidentiality are part of standard operating procedures and Illinois state law. All information regarding the course, participants, grading, and completion will be held in strict confidence.

## SECTION 5: DEVELOPMENT, DELIVERY, AND MAINTENANCE OF EDUCATION/TRAINING

The Joliet Fire Department (JFD) serves the citizens and visitors to the City of Joliet. The population of Joliet nears 150,000, and the Joliet Fire Department responds to over 21,000 calls for service annually from nine strategically located fire stations. Of the 21,000 calls for service, approximately 18,000 are for emergency medical services (EMS), of which approximately 2,500 calls are for behavioral issues. These behavioral issues can take many forms, from suicidal patients to anxiety and from loneliness and isolation to depression. Joliet maintains nine advanced life support (ALS) ambulances that are staffed 24 hours a day, seven days a week. In most cases, these ambulances are staffed with firefighters trained to the EMT-P level. Additionally, the JFD operates fire apparatus at each station, including fire engines and trucks.

### **Current Emergency Medical Services (EMS) System**

The JFD operates within Region 7 of the State of Illinois EMS system. Each region within the state has unique policies, procedures, and standing medical orders (SMO) that they maintain and to which EMS personnel within their regions must adhere. There are 11 hospitals (some with resource and some with associate designations) and six EMS systems affiliated with Region 7. The JFD currently operates within the Silver Cross EMS system and uses Silver Cross Hospital located in New Lenox, Illinois as its resource hospital.

### **Level of Behavioral Training for JFD Paramedics**

As Paramedics, the members of the Joliet Fire Department have acquired certain competencies through training, education, and experience. Most of the Paramedics of the Joliet Fire Department are trained by the Silver Cross Emergency Medical Services (SCEMS) System Paramedic Program and must complete continuing education credits to maintain licensure. The SCEMS Paramedic program follows National Registry of Emergency Medical Technicians (NREMT) standards for licensure within the State of Illinois. The NREMT uses the National Emergency Medical Services Education Standards Manual (NEMSESM),

published by the National Highway Traffic Safety Administration (NHTSA) to compile their educational materials.

Within the NEMSESM are guidelines for behavioral health education for EMTs. Included are several areas related to behavioral health, including: Anatomy, physiology, epidemiology, pathophysiology, presentations, prognosis, acute psychosis, agitated delirium, cognitive disorders, thought disorders, mood disorders, neurotic disorders, substance-related disorders, addictive behavior, somatoform disorders, personality disorders, and patterns of violence. The Paramedics of the JFD are well-versed in behavioral health through this initial training and must undergo regular continuing education (CE) training regarding behavioral disorders.

While Paramedics do not possess the training, skills, or licensure to operate at the clinical level, it is possible for these Paramedics, with appropriate training, to manage the initial care of a patient who has been party to a traumatic stress inducing event or behavioral issues. This training may be referred to as psychological first aid (PFA), Mental Health First Aid (MHFA), or crisis first aid (CFA) and can be likened to physical first aid that is commonly used by the general public.

Paramedics already possess many of the skills and abilities that are necessary to perform psychological first aid in the field. They are experienced at eliciting information from patients, calming anxious patients, and managing complex scenes. Further, they respond at all times of the day and night, in hostile environmental conditions, and other adverse settings. Additionally, firefighters are well respected in the community and are seen by the general public as desiring to help.

### **Current Level of Care (Behavioral and Traumatic Stress)**

The typical method of care for behavioral patients within the City of Joliet usually includes initial care, assessment, and transport to the hospital. With only some variations, Paramedics do not generally speak in an in-depth manner with the patient regarding their behavioral issues. This is not due to lack of education, but

a combination of factors such as culture, the perception that they cannot effectively care for those with behavioral issues, and challenges in communication. In short, Paramedics may have been culturized to believe they are unable to help and may not be trained to ask the correct questions to help their patients in the best way possible. This course will improve both.

The method of care for traumatic stress reaction is an area of even more weakness for the Paramedics of the JFD. All members of the JFD understand that responses which may cause traumatic stress reactions are quite common. The current method of care for affected people is largely nonexistent and if any care is provided, it is highly variable. This program will help the Paramedic to be better prepared to comfort those who are experiencing traumatic stress.

### **Needs Analysis**

The process to recognize the need for this course and manage its development was derived from the 10-Step Problem Solving Cycle (Turner, 2016). The steps of this process are:

- ❖ Recognizing a problem:
  - Citizens demand mental health care.
  - JFD responds to both traumatic stress and behavioral calls for service
  - Service is not adequate for these customers.
- ❖ Gather data
  - Calls for service estimated at 2,500 behavioral
  - Calls for service estimated at 100s-1000s traumatic stress (definition and situation dependent).
- ❖ Define the problem
  - The public demand mental health crisis services, a service in which the JFD Paramedics are educated. There is not an existing program in Joliet to manage care for these people.
  - National guidelines are under development and police are largely and purposely excluded and fire and ambulance are barely mentioned in the plan. The national plan will not be implemented anytime soon.

- ❖ Generate solutions
  - Instruct firefighter/Paramedics in Joliet in psychological first aid (PFA) techniques.
  - Espouse the use of clinicians on police or fire apparatus.
  - Follow the upcoming federal 988 system guidelines.
  - Create a Crisis First Aid for Paramedics to take previous training and education into account and instruct Joliet Paramedics on needed information to help them become more effective.
- ❖ Evaluate solutions
  - Firefighter/Paramedics learning traditional PFA is not practical. Most courses in PFA are 6 or more hours in length, repeat much of the information licensed Paramedics already know, and require many scenario-based lessons. Joliet Paramedics already have full training schedules and should not be required to re-learn material they already know.
  - The Federally mandated 988 system that is in development recommends that police be largely removed from mental health settings. While most citizens support the police, the status of police in some communities may be tenuous.
  - The concept of clinician field work is rife with potential issues, some extremely dangerous to the clinicians themselves.
  - The Federally mandated 988 system is in the planning stages and will most likely not be ready for use for some time.
  - Licensed Paramedics in the State of Illinois already possess knowledge and education on a myriad of mental health disorders. In addition, Paramedics already have policies and procedures in place to respond to behavioral patients in the field and will already be present at traumatic stress inducing events. By creating and instructing Paramedics on the basics of Crisis First Aid, it is possible to prepare them to better manage crises in the field and provide local resources for follow up.
- ❖ Select solution
  - The creation of a Crisis First Aid for Paramedics is the solution which makes the most sense of the ideas presented. Paramedics need very little training time to prepare them for minor crisis intervention in the

field.

- ❖ Communicate solution
  - The members of the Joliet Fire Department were informed of the solution in October 2021 and invited to be participants of the pilot program to train 10 members of the department as a test class.
- ❖ Plan implementation
  - The CFA-P program was completed in December 2021, tested, and updated.
- ❖ Implement the solution
  - The solution is to be implemented in Q1 of 2022 as part of a community-wide mental health initiative within the City of Joliet.
- ❖ Monitor performance
  - The performance of the program will be monitored by the addition of both a patient care survey regarding the program's use and a Paramedic survey asking their opinions of the program. The program will be monitored at 3, 6, and 12 months to ascertain its effectiveness.

## **Development**

The SME group was formed with stakeholders and SMEs from the Joliet Fire Department, the Joliet Firefighters Peer Support Group, the Upper Room Crisis Hotline, and City of Joliet government.

The course was developed through stakeholder and SME meetings and test classes. The SMEs added their expertise in their fields to ensure a well-rounded course was developed. Separate meetings were held on:

- October 14, 2021
- October 27, 2021
- November 19, 2021
- December 10, 2021

The group director is a Licensed EMS Lead Instructor in the State of Illinois and several of the SMEs have experience in the educational environment as

instructors, counselors, and clinical care experts.

### **Description of the Course**

Crisis First Aid for Paramedics (CFA-P) is an advanced-level EMS course intended for Paramedics, previous Paramedics, and those studying to be Paramedics in the City of Joliet Fire Department.

This program is intended to prepare the Paramedic to manage those who have experienced traumatic stress (e.g., death of a loved one), and better manage behavioral emergencies in the field by providing a guide for communication to the Paramedic.

### **Intended Learning Outcomes**

There are learning outcomes in two of the three of the domains of learning (cognitive and affective), addressing Bloom's Taxonomy. These domains are dependent on one another for successful completion of the course.

### **Cognitive Domain (Facts/Knowledge): Attain Level 5**

#### **Level 1: Knowledge**

- The student will learn the reason for the CFA-P program, components of the Support Partnership, and the 7 Rs.

#### **Level 2: Comprehension**

- The student will understand the meanings behind the Support Partnership and the 7 Rs and their relationship to the larger CFA-P program.

#### **Level 3: Application**

- The student will begin to apply these concepts to real-world events in a training environment.

#### **Level 4: Analysis**

- The student will separate the 7Rs into their constituent parts and understand how the concepts tie together.

#### Level 5: Synthesis

- The student will be able to incorporate the skills into their normal patient interactions, making decisions of how to apply the programs.

#### **Affective Domain (Attitudes/Values): Attain Level 3**

##### Level 1: Receiving

- The student will become aware of the need for CFA-P in the community.

##### Level 2: Responding

- The student actively participates in learning CFA-P by practicing in-station and reviewing documents and videos.

##### Level 3: Valuing

- The student begins to perceive the value in CFA-P.

#### **Methods of Delivery**

Multiple platforms for delivery were investigated and tested. To reach the required number of Paramedics in the most effective manner, the online platform Edpuzzle was used. This included video training in three parts.

#### **Implementation**

The final presentation and materials output delivers the education/training is designed. The delivery enables the participants to accomplish intended learning objectives and is consistent with the purpose and scope of the program.

Since this is an online-based program, there is not an instructor led component.

#### **Evaluation**

Beginning in June 2023 the content of the education/training shall be reviewed by SMEs to ensure the remains current and accurate. The intended learning outcomes and content shall be modified as needed to ensure that any changes in purpose, scope, or content are incorporated. The procedures used for updating

the content will be as follows:

- Following the annual assessment and the decision by SMEs to update the course, meetings will be held to discuss and plan. Updating of the program shall be done if either of the following events occur:
  - A substantial discovery, research development, or technique that alters the fundamental characteristics of the program
  - The change of 10% or more of the content material of the program.
- Changes will be deliberated by the SMEs and put in practice in January the following year.

A portion of this evaluation will be to discuss content, learning methods, and other issues and concerns voiced by facilitators.

## SECTION 6: DEVELOPMENT, CONDUCT, AND EVALUATION OF ASSESSMENTS

### Evaluation/Assessment

This program uses both formative and summative examination principles to determine whether the learning objectives were met. The student will receive immediate feedback on formative learning assessments. The pretest will display the results at the conclusion of the test with explanations and the quizzes within the presentation will give immediate feedback.

At the conclusion of the written test and the practical exam, the Paramedic will be advised as to whether they pass the course. This will be documented on a written scoring sheet.

- Formative:
  - Online pretest to be completed prior to the video presentations. The pretest is 12 questions with no time limit.
  - Quizzes within the presentations provide feedback to the student. There's no time limit to complete the course video presentations
- Summative:
  - A proctored written examination (multiple choice and true/false) to be completed prior to the student being allowed to challenge the practical exam. The test is 12 questions and has a time limit of 20 minutes.
  - A proctored scenario-based assessment with no time limits .

All types of assessment were designed in the same manner and using these criteria:

1. Item types were selected. It was decided to use multiple choice and true/false item types in the development of both formative and summative assessments described as the pretest and posttest.
2. Learning objectives. The examination questions on both the formative and summative assessments were selected based on their applicability to the

course goals and objectives.

3. The questions written are clear and explicit. They referenced material taken directly from the student manual and video presentations.
4. Students are informed as to the types of exams to be given. The written examination was described, so students would have a preview of exam questions. Additionally, the proctored scenario-based assessment is provided to all students in its entirety prior to the examination.

## **Certificates**

The student will only receive a certificate if the entire course, including pretest, video presentations, posttest, and practical scenario) are completed successfully. The pretest and video presentations exist to measure the effectiveness of the course and identify areas for improvement and have graded elements. While these elements are graded, they do not factor into the score for passing the course.

Conversely, the written posttest must be passed with a score of 80% on order for the student to be permitted to participate in the practical evaluation. This practical evaluation is also graded using a points scale. The student must achieve a passing score (16) in order to pass.

## **Assessment Methods:**

Several methods of assessment exist within this course. The student is required to complete all assessments. The assessments shall be updated annually and concert with the program evaluation.

- Pretest
  - The results will be automatically forwarded to the program director in the student
  - 12 question multiple choice and true/false. Self-graded.
  - The purpose of the pretest is to measure knowledge held by the students prior to class.
  - Setting
    - Since the pretest is on proctored and computer-based, the

- student will be able to take the test anywhere they wish
- Method
  - the pretest will be done on computer by the individual student in an unsupervised format.
- Equipment
  - the only equipment required will be either fire station or personal computer of the student.
- Instructions
  - instructions for completing the pretest are clearly stated at the beginning of the test.
  - Time allotted
    - There is no time of it for the pretest
  - Level of security
    - The pretest requires a very low-level security and can be done at the convenience of the student.
- Knowledge Checks throughout Presentations 1 and 2.
  - Multiple questions evenly spread between sections of the presentations.
  - This will help the student gauge their progress periodically throughout the program.
  - Students will be given their grade immediately after the knowledge checks.
  - Setting
    - The assessments are built into the program in the form of periodic knowledge checks.
  - Method
    - the pretest will be done on computer by the individual student in an unsupervised format.
  - Equipment
    - the only equipment required will be either fire station or personal computer of the student.
  - Instructions
    - instructions for completing the pretest are clearly stated at the beginning of the test.
  - Time allotted
    - There is no time of it for the knowledge checks

- level of security
  - the pretest requires a very low-level security and can be done at the convenience of the student.
- Written Post-test (80% required).
  - 12 question multiple choice, true and false. Instructor graded.
  - Students will be given the grade immediately following the test
  - Setting
    - since the pretest is on proctored and computer-based, the student will be able to take the test anywhere they wish
  - Method
    - Proctored, in-person, pencil and paper.
  - Equipment
    - A pen or pencil to complete the exam.
  - Instructions
    - instructions for completing the pretest are clearly stated at the beginning of the test.
  - Time allotted
    - 20 Minutes
  - level of security
    - This exam requires a high level of security. It will be proctored.
- Practical Evaluation
  - Pass/Fail. The student must attain a grade of 16/32 to pass.
  - Students will be given their grade immediately after the test.
  - Setting
    - Fire department training facility
  - Method
    - In person, actor, and evaluator
  - Equipment
    - None
  - Instructions
    - instructions for completing the pretest are clearly stated at the beginning of the test.
  - Time allotted
    - there is no time of it for the practical
  - level of security

- The level of security is very high and requires an evaluator.

### **Grading rubric for practical**

most of the assessment methods used in this course are objective in nature. The practical scenario however is an exception. Since it is more subjective the evaluator packet contains scoring scales, performance evaluation checklist, the rubric and guidelines to administer the test.

### **Assessment Development**

The program utilizes both formative and summative evaluations in order to evaluate knowledge retention.

#### **Formative/Low Stakes**

The primary method of formative evaluation is the use of frequent short quizzes within the video presentations. These quizzes are multiple-choice and true/false and give the student immediate feedback as to their understanding of various concepts. The benefit of this form of evaluation is that the student may self-remediate and revisit areas in the video presentations that were unclear.

The frequent short quizzes represent low stakes evaluation as it has no impact on whether the student will pass the course but, is an educational tool for the student to ensure their understanding of material.

#### **Summative/High-Stakes**

There are two summative evaluations given to students at the end of this course. These evaluations are intended to determine if goals, objectives, and outcomes are successfully met, and include a written posttest and a practical scenario.

The summative evaluations represent high stakes as they determine whether the student will proceed in the program and whether they pass the program.

In order for the student to progress to the practical scenario, they must pass the course posttest written exam with a score of 80% or better.

### **Validity**

quiz and examination questions were submitted as samples to both subject matter experts and test groups. The recommendations of both were considered before the final test as prepared.

### **Face Validity**

the content of the evaluations was first checked for face validity. The subject matter experts and course developers were presented with questions to ensure that on their face, they were sensible and understandable.

### **Content Validity**

the sample class participants were offered the examinations and they were asked to evaluate the examinations for content validity.

### **Development Strategy (Written Posttest)**

#### **Purpose**

To evaluate the transfer of knowledge from the video to the Paramedic.

#### **Impact**

The program makes clear that this examination must be passed with a score of 80% for the student to proceed to the practical assessment.

#### **Tools**

Multiple choice, true/false exam. 20 questions taken from test bank at random.

#### **Reliability**

Reliability is high due to the objective nature of the exam.

#### **Validity**

The exam was approved by the SME and stakeholder group as well as a group of 10 active licensed Paramedics with varying experience.

### **Development Strategy (Practical Evaluation):**

#### **Purpose**

To ensure the Paramedic is capable of performing CFA in a realistic, scenario-based manner.

### Impact

this practical evaluation must be passed without missing any critical actions.

### Tools

the course developer created a basic evaluation. While this evaluation is technically subjective and manner, it is written clearly to ensure that all steps are followed appropriately.

### Reliability

though the examination is technically subjective, it is specific as to the nature of information required to pass and is therefore reliable

### Validity

The exam was approved by the SME and stakeholder group as well as a group of 10 active licensed Paramedics with varying experience.

## **Evaluation of assessment**

During the June annual review, the Joliet firefighters peer support group shall prepare an annual report of assessments results in aggregate form summarizing the overall results of the performance of the program is participants within the last year. The chill include:

- Total number of participants who completed the program
- summary statistics for the assessments
- percentage of participants to pass the assessments
- minimum score required to pass assessments

## SECTION 7: ISSUANCE, VERIFICATION, AND USE OF CERTIFICATES

### **Issuance of certificate**

A certificate will only be issued to a student who successfully completes all aspects of the program including pretest, video or classroom time, written evaluation, and practical evaluation. This meets the requirements of the program and assures that the intended purpose and scope of the program is faithfully learned.

### **Certificate Format**

The certificate will be prepared in PDF format and will be disseminated to the Paramedic at their city of Joliet email address and a copy will be maintained by the Battalion Chief of Training of Joliet Fire Department. It will be signed by the deputy chief, the botanic chief training, and Juliet firefighters peer support group coordinator

### **Use of Certificate**

the certificate itself will indicate the proper use of the certificate for holders by noting “as a certificate holder, you may indicate that you hold a certificate in crisis first aid for Paramedics.” This satisfies informing both the requirements to inform users and defining proper of the certificate.

### **Verification Procedure to Confirm**

Each student who successfully passes the course will receive an individually numbered certificate. The number will correspond to the name of the student to ensure that verification is possible. One seeking verification would contact Joliet Fire Department training battalion chief to inquire as to the certificate number assigned the Paramedic.

## **Participant Handbook on Website**

A copy of the program handbook will be available for public viewing on the Joliet firefighters peers support group website a

## **Nullification**

at the discretion of the joy firefighters peer support group or Joliet Fire Department either party may withdraw or nullify the certificate if the certificate holder is violated program requirements.

## **Assessment Methods**

Several methods of assessment exist within this course. The student is required to complete all assessments.

- Pretest
  - 10 question multiple choice and true/false. Self-graded.
  - The purpose of the pretest is to measure knowledge held by the students prior to class.
- Knowledge Checks throughout Presentations 1 and 2.
  - Multiple questions evenly spread between sections of the presentations.
  - This will help the student gauge their progress periodically throughout the program.
- Written Post-test (80% required).
  - 12 question multiple choice, true and false. Instructor graded.
- Practical Evaluation
  - Pass/Fail. The student must attain a grade of 16/32 to pass.

## **Assessment Development**

The program utilizes both formative and summative evaluations in order to

evaluate knowledge retention.

### **Formative/Low Stakes**

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### **Content Validity**

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## **Development Strategy (Written Posttest)**

### **Purpose**

To evaluate the transfer of knowledge from the video to the Paramedic.

### **Impact**

The program makes clear that this examination must be passed with a score of 80% for the student to proceed to the practical assessment.

### **Tools**

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### **Reliability**

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### **Validity**

The exam was approved by the SME and stakeholder group as well as a group of 10 active licensed Paramedics with varying experience.

## **Development Strategy (Practical Evaluation)**

### **Purpose**

To ensure the Paramedic is capable of performing CFA in a realistic, scenario-based manner.

### **Impact**

this practical evaluation must be passed without missing any critical actions.

### **Tools**

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### **Reliability**

though the examination is technically subjective, it is specific as to the nature of information required to pass and is therefore reliable

**Validity**

The exam was approved by the SME and stakeholder group as well as a group of 10 active licensed Paramedics with varying experience.

**Complaints and Appeals**

All complaints and/or appeals regarding the course will be directed toward the Joliet Fire Department Battalion Chief of Training., Who will evaluate the complaint or appeal and will hold the final word regarding outcome.

**Misrepresentation**

Since CFA-P is an in-house program, unique to the Joliet Fire Department, it is unlikely that identity or eligibility status will be misrepresented. In the case of an outside the Joliet Fire Department firefighter being allowed to complete the program, if that firefighter/Paramedic misrepresents their identity or eligibility status, they will be immediately removed from the class.

**Unauthorized Assistance on Assessment (Cheating)**

In the event a student is found to be using unauthorized assistance on either the practical or written posttests, they will immediately be removed from the class, and their names submitted to the deputy chief of the Joliet Fire Department for whatever discipline is appropriate.

**Professional Certification Status**

After the student passes both the written posttests and final practical examination, they will be informed of the nature of the CFA – P program as an assessment-based certificate program and not a professional certification. On these certification certificate, there will be a notation that the Paramedic may indicate they have received a “Certificate in Crisis First Aid for Paramedics.”

## **Other Infractions**

In the that the Paramedic has committed other infractions that jeopardize the status of the program or violates Joliet Fire Department standard operating procedures. the Paramedic's behavior will be handled on an individual basis by normal Joliet Fire Department disciplinary procedures.

## **Accommodation Requests**

The course of study for CFA – P is primarily centered around communication techniques and does not require heavy physical work ability. It should be noted, however that requirements for Paramedic education prior to licensure often include the ability to see clearly, speak and write effectively, and the ability to appropriately interact with the public, peers, supervisors, and others as necessary.

Any request for accommodation will be directed toward the JFD Battalion Chief of Training to ensure timely and accurate accommodation management.