The Maryland Fire and Rescue Institute of the University of Maryland is the State’s comprehensive training and education system for all emergency services.

The Institute plans, researches, develops, and delivers quality programs to enhance the ability of emergency service providers to protect life, the environment, and property.
Student Performance Objective

Given information from discussion, handouts, and reading, students will understand how to be seen as confident but not arrogant and aware of how they appear to and talk to the staff while maintaining a nonjudgmental attitude toward staff and helping them to develop.

Overview

- Self-awareness
- Self-confidence
- Self-reliance
- Humility
- Nonjudgmental attitude
Introduction

• Common Challenges and Solutions
  – Communicating your expectations
  – Learning the expectations of your people
  – Recognizing and responding to challenges to your authority
  – Enforcing policies consistently and fairly
  – Listening
  – Looking for teachable moments

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Introduction

• These traits will assist you in:
  – Understanding your staff
  – Maintaining a supportive environment
  – Maintaining a positive work environment

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Self-Awareness

“The worst loneliness is to not be comfortable with yourself” –Mark Twain
Scenario #1

You are at the station one day when the conversation turns to why each of you became involved in EMS. One of your colleagues is a 10-year veteran and says that when he was young, he was in a car accident and never forgot the paramedics that responded and helped him that day. Ever since, he has wanted to be a paramedic and help people.

Self-Confidence

“One’s dignity may be assaulted, vandalized, and cruelly mocked, but it can never be taken away unless it is surrendered” –Michael J. Fox

Scenario #2

Justin is a new EMS officer of a small department. He is known for his caring demeanor, excellent patient care skills, and general desire to always keep improving. When working on his crew or on small, independent projects, Justin produces excellent work; however, on larger incidents, his orders are often overlooked by other providers who seem to “take charge” and take over, ultimately leading Justin to lose control of his scene.
Self-Reliance

“People who truly understand what is meant by self-reliance know they must live their lives by ethics rather than by rules” – Wayne Dyer

Scenario #3

Jennifer has been a paramedic for six years and recently became an EMS officer. While running a cardiac arrest, various members of your crew kept volunteering to assist with tasks and were met with, “I’ve got it!” inevitably leading Jennifer to take care of the entire call herself.

Humility

“True humility is not thinking less of yourself; it is thinking of yourself less” – C.S. Lewis
Scenario #4

Alison is a new paramedic at your organization. You have been assigned as her preceptor. When you first meet her, Alison goes on to list all of her qualifications and how she was top of her class in paramedic school and can basically handle anything. She says, “I hope we have to intubate someone today! It’s one of my specialties. I’m probably better than you.”

Nonjudgmental Attitude

“You will always find those who think they know what is your duty better than you know it” – Ralph Waldo Emerson

Scenario #5

A new paramedic has recently been transferred to your station. He is from a rural area with a much lower call volume than your urban area. Many other providers are making bets on how long he will last and about how bad of a paramedic he probably is because of his lack of experience due to the lower call volume.
Review

- Self-awareness
- Self-confidence
- Self-reliance
- Humility
- Nonjudgmental attitude

Student Performance Objective

Given information from discussion, handouts, and reading, students will understand how to be seen as confident but not arrogant and aware of how they appear to and talk to the staff while maintaining a non-judgmental attitude toward staff and helping them to develop.
Student Performance Objective
Given information from discussion, handouts, and reading, students will understand how to handle assignments efficiently and complete work punctually with consistent, expected results.

Overview
- Time Management
- Goal Orientation
- Organizational Skills
- Work Ethic
Time Management

“He who every morning plans the transaction of the day and follows out that plan, carries a thread that will guide him through the maze of the most busy life. But where no plan is laid, where the disposal of time is surrendered merely to the chance of incidence, chaos will soon reign.” – Victor Hugo

Time Management

• Required skills for time management:
  – Planning
  – Setting goals
  – Prioritizing tasks
  • Pareto principle
  • The multitasking myth
  – Monitoring work time

Time Management

• Madelyn Blair’s Phenomenal Four Behaviors of Leaders
  – Cultivating reflective silence
  – Capturing meaningful stories
  – Reinforcing what’s important
  – Posing curious questions
Goal Orientation

• Strategy
  – The art of devising or employing plans or strategies to reach a goal
  – How something will be accomplished

Goal Orientation

• Strategic plan
  – Moves organization from mission to vision

Goal Orientation

• Creating a strategic plan
  – Create a mission and vision statement
  – Conduct a SWOT analysis
  – Establish goals, objectives, strategies, and tactics
  – Implement the strategic plan
  – Evaluate the plan
Goal Orientation

• Create a mission and vision statement
  – The mission statement addresses
    • Why the organization exists
    • Which services are being provided
    • How the organization will improve
  – The vision statement describes
    • Where the organization sees its future

Goal Orientation

• Conduct a SWOT analysis
  – Strengths
  – Weaknesses
  – Opportunities
  – Threats

Goal Orientation

• Establish goals, objectives, strategies, and tactics
  – Goals
    • Broad statements
    • Address what will be accomplished
  – Objectives
    • Specific and measureable statements
Goal Orientation

• SMART mnemonic for goal setting
  – Specific
  – Measureable
  – Achievable
  – Realistic
  – Time-bound

Goal Orientation

• Implement the strategic plan
  – Communicate clearly to stakeholders
  – Establish follow-up benchmarks

Goal Orientation

• Evaluate the plan
  – Ensure goals and objectives are being met
  – Measure progress
  – Keep information updated
Goal Orientation

• Goal setting theory addresses
  – Effectiveness of specific, difficult goals
  – Relationship of goals to affect
  – Mediators of goal effects
  – Relationship of goals to self-efficacy
  – Moderators of goal effects
  – Generality of goal effects

• Relationship between goal difficulty and task performance
  – Linear relationship
  – Provides motivation
    • Establishes desire to improve performance
    • Leads to self-satisfaction

• Moderators of relationship between goals and performance
  – Feedback
  – Commitment
  – Task complexity
  – Situational constraints
Goal Orientation

• Subsets of goal theory
  – Goal choice
  – Learning goals
  – Framing
  – Affect

Organizational Skills

• Workflow
  – Must be adaptable
  – Should be logical and easy to understand
Organizational Skills

- Work flow analysis
  - Improves efficiency
  - Analyzes tasks from multiple perspectives
  - Uses parallel processes instead of sequential

Organizational Skills

- Common problems

Organizational Skills

- Organizational spokes
  - Interdependent components of an organization
    - Provide accountability
  - Types
    - Operational
    - Administrative
Organizational Skills

- Relation to time management
  - Prioritize tasks
  - Keep track of deadlines
  - Document
  - Communicate
  - Manage time

Work Ethic

- The principle that hard work is intrinsically virtuous or worthy of respect
- Based on a set of values that help you distinguish between right and wrong

Work Ethic

- Characteristics
  - Reliability
  - Dedication
  - Productivity
  - Cooperation
  - Character
Work Ethic

“What is wrong is wrong, even if everyone is doing it. Right is right, even if no one is doing it.” – William Penn

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Work Ethic

• Relationship to morality
  – Five sources of ethical standards
    • The utilitarian approach
    • The rights approach
    • The fairness or justice approach
    • The common good approach
    • The virtue approach

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Review

• Time Management
• Goal Orientation
• Organizational Skills
• Work Ethic

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Student Performance Objective

Given information from discussion, handouts, and reading, students will understand how to handle assignments efficiently and complete work punctually with consistent, expected results.
Student Performance Objective

Given information from discussion, reading, and handouts, students will be able to complete reports and logs in accordance with policy and procedure and use their understanding of the organization’s budget in order to properly prepare a budget.

Overview

- Administration
- Logistics
- Finance
Administration

• Communication of SOP/Gs
  – Purposes of policy creation
  • Enforce organizational culture
  • Ensure health and safety
  • Ensure consistency
  • Ensure mandated legal compliance

Administration

• Choose appropriate time and place to debate
  Enforce the policy regardless of your opinion
  Use retooling to improve existing policies

Administration

• Your duty is to understand the policy.
  SOP
  • Set of instructions
  • Followed in designated order
  SOG
  • Statement of policy
  Policy
  • Plan to achieve consistency
Administration

- Systematic organization and storing of records

Records management

Administration

- Acquiring
- Analyzing
- Organizing
- Distributing
- Storing

Records Management Process

Administration

- Ambulance design requirements
  - Ambulance Manufacturers Division (AMD)
  - CAAS Ground Vehicle Standard for Ambulances
  - NFPA 1917: Standard for Automotive Ambulances
Administration

Logistics

• Ambulance equipment regulations
  – Local
  – State
  – Federal
Logistics

- American College of Surgeons Recommended Equipment
  - Ventilation and airway
  - Monitoring and defibrillation
  - Immobilization devices
  - Bandages
  - Communications equipment
  - Miscellaneous equipment
  - Infection control
  - Injury prevention equipment
  - Medications

Logistics

- Code of Maryland Regulations (COMAR)
  - Maryland-specific regulations issued by state agencies
  - Title 30: Maryland Institute for Emergency Medical Services

Logistics

- Medical supplies
  - Should be tracked and inventoried
  - Should be provided for in the budget
  - Decisions may be delegated to a committee
  - Are part of an ongoing expense
Logistics

- Fleet maintenance
  - Vehicle and equipment failure

Estimated total failure rate = failures/total hours × hour benchmark

Logistics

- Planned Maintenance
  - Part of QI
  - Planned and integrated into operations

- Preventative Maintenance (PM)
  - Routine tasks
  - Helps prevent failure

- Corrective Maintenance
  - Identify
  - Correct
  - Document

Finance

- Budget components
  - Needs Analysis
  - Budget Request
  - Review and Approval
  - Adoption

Finance

• A budget request
  – Is a requested amount of money to be allocated towards an expenditure
  – Is commonly determined through
    • Top-down budgeting
    • Bottom-up budgeting

Finance

• Revenue sources
  – Transport reimbursements
  – Property tax allotments
  – Contracts
  – Grants

Finance

• Payroll operations
  – Duties of the supervising officer may include
    • Completing timesheets
    • Approving timesheets
    • Approving overtime
    • Submitting materials to administrative services
Review

• Administration
• Logistics
• Finance

Student Performance Objective

Given information from discussion, reading, and handouts, students will be able to complete reports and logs in accordance with policy and procedure and use their understanding of the organization’s budget in order to properly prepare a budget.
Student Performance Objective

Given information from discussion, handouts, and reading, students will be able to develop a pre-incident plan, have a firm understanding of local emergency plans, and have the ability to effectively communicate a report’s findings.

Overview

- Pre-incident planning
- Local emergency plans
- Emergency response
- Mass gathering planning
Pre-Incident Planning

- Pre-incident planning
  - Involves gathering, analyzing, and synthesizing data
  - Helps develop procedures for future emergencies
- Pre-incident survey
  - Involves gathering and recording information
  - Identifies hazards and needed resources

Pre-Incident Planning

- Purpose
  - Prepare for events
  - Prevent chaos
  - Plan for the “what-ifs”

Pre-Incident Planning

- Develop community relationships
- Conduct the survey
- Manage survey data
- Develop a pre-incident plan
Pre-Incident Planning

• Developing community relationships
  – Gives the opportunity for community education
  – Helps the community feel valued
  – Improves the organization’s image

Pre-Incident Planning

• Where are emergencies likely to take place?
• What would be likely to cause an emergency?
• What are the consequences of an emergency?
• What resources will be needed for mitigation?
• What potential hazards exist?
• Conduct the survey in a logical manner
  – Interior
  – Exterior
Pre-Incident Planning

• Manage the data
  – Electronic software
  – Hard copy binders

Pre-Incident Planning

• Develop a pre-incident plan
  – Survey drawings
  – Written report
  – Pre-incident plan

Local Emergency Plans

• Goals of emergency management
  – Reduce fatalities
  – Minimize damage
  – Protect jurisdiction
Local Emergency Plans

• Related legislature
  – Congressional Relief Act of 1803
  – Federal Civil Defense Act of 1950
  – President Carter’s Executive Order of 1979
  – Stafford Disaster Relief and Emergency Assistance Act of 1988
  – Emergency Planning and Community Right-to-Know Act

Local Emergency Plans

• Phases of emergency management
  – Prevention
  – Mitigation
  – Preparedness
  – Response
  – Recovery

Local Emergency Plans

• Prevention
  – Neutralizing hazards
  – Minimizing loss
Local Emergency Plans

- Mitigation
  - Reduce or eliminate effects of hazard
  - Minimize presence of threats
  - Increase resiliency

Local Emergency Plans

- Preparedness
  - Anything that a jurisdiction can do to prepare for an incident
  - Response plans for sharing of resources
  - Automated resource management system (ARMS)
Local Emergency Plans

Emergency Response

- Emergency Medical Dispatch (EMD)
  - Salt Lake City Fire Department
  - Established first EMD program
  - Emergency Medical Dispatch Protocol Reference System endorsed by federal government
  - The Association of Public-Safety Communications Officials issued first curriculum

1979
1983
1990
Emergency Response

• Purpose of Communications Centers
  • Message center
  • First point of contact
  • Based on severity
  • Determine unit response
  • Safety
  • Patient care

Mass Gathering Planning

• EMS crews are assigned standby responsibilities
  – Sporting events
  – Concerts
  – Political gatherings
• These incidents are prone to
  – Environmental injury/illness
  – Crush loading
  – Drug or alcohol use

Mass Gathering Planning

• Incident Action Plans
  – Pre-planning before the event is crucial
  – Components
    • Incident objectives
    • Mission
    • Operational assignments
Mass Gathering Planning

- Medical resources
  - Access
    - Staging of resources
  - Supplies
    - Level of care

Mass Gathering Planning

- Documentation
  - Is required for every patient
    - Transports
    - Releases
  - Should be included in the PIA

Review

- Pre-incident planning
- Local emergency plans
- Emergency response
- Mass gathering planning
Student Performance Objective

Given information from discussion, handouts, and reading, students will be able to develop a pre-incident plan, have a firm understanding of [local] emergency plans, and have the ability to effectively communicate the report’s findings.
Student Performance Objective

Given information from discussion, handouts, and reading, students will be able to understand and conduct a post-incident analysis and be able to present the findings of the report.

Overview

- Post-incident analysis
- Post-incident critique
### Post-Incident Analysis

A written document completed after an incident reviews operations objectively and constructively, identifies operational strengths and weaknesses, and motivates change in policy or procedure.

<table>
<thead>
<tr>
<th>Written document completed</th>
<th>after an incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews operations objectively and constructively</td>
<td>Identifies operational strengths and weaknesses</td>
</tr>
</tbody>
</table>

### Post-Incident Analysis

- Analysis of:
  - Personnel actions
  - Incident actions and elements
  - Decisions made during incident

A post-incident analysis does NOT seek to place blame for what happened during an incident!

### Post-Incident Analysis

- Was there a pre-incident survey?
- Where is the incident action plan?
- Can the communications center send me dispatch records?
Post-Incident Analysis

• Analysis looks at
  – Strengths and weaknesses
• Analysis may ask questions about
  – Dispatch
  – Mitigation techniques
  – Resources
  – Safety
  – Others as defined by AHJ

Post-Incident Critique

• Purpose
  – Review the incident
  – Celebrate any successes
  – Assure personnel that any necessary changes will be made

Informal
• Held by IC
• Located at the scene
• Used as training exercise
• Appropriate for most smaller incidents

Formal
• Used when
  • Indicated by PIA
  • Was a larger or multijurisdictional response
• Allows personnel to review PIA beforehand
• Has a set agenda
**Scenario #1**

While operating on the scene of a motor vehicle accident, EMT Davis was assisting a priority 3 patient across the interstate to the ambulance for treatment. EMT Davis was struck by a motorist while crossing the roadway and was severely injured. The motorist had tried to stop when he saw the accident scene but, due to icy road conditions, was unable to. EMT Davis was wearing standard issue structural firefighting gear during the incident. The incident was in the early stages of mitigation, and traffic control had not yet been established.

**Scenario #2**

Paramedics Green and Adams responded to a residence for difficulty breathing. Upon arrival, they found the door unlocked and no one to meet them at the entrance; a dog could be heard barking from another room. They made entrance into the home and located the patient, who was unconscious, with a large German Shepard standing over her. The crew attempted to catch the dog and place it into another room so that they could attend to the patient, but the dog attacked them. Paramedic Green sustained multiple dog bites and needed surgery for torn muscles in his arm.

**Scenario #3**

While responding lights and sirens for a chest pain patient, Ambulance 853 was struck by a pickup at an intersection. Paramedic Lewis was ejected through the windshield of the ambulance upon impact and was thrown into the roadway. The driver of the pickup truck sustained non-life-threatening injuries, and the driver of the ambulance, EMT Martin, sustained whiplash but was otherwise unharmed. Paramedic Lewis was reported to not be wearing his seat belt at the time of the incident.
Scenario #4

While responding to a multi-vehicle accident near the state line, Ambulance 625 encountered heavy traffic that was stopped due to the accident. The driver of the ambulance, EMT Nelson, carefully maneuvered through the traffic for approximately two miles to reach the scene. They arrived at the scene without incident and transported a priority 2 patient to the hospital with proper patient care. The call was successfully concluded.

Review

• Post-incident analysis
• Post-incident critique

Student Performance Objective

Given information from discussion, handouts, and reading, students will be able to understand and conduct a post-incident analysis and be able to present the findings of the report.
Student Performance Objective

Given information from discussion, handouts, and reading, students will be able to put together presentation materials, write memos, and use other communication methods that convey accurate information presented in a way that optimizes understanding.

Overview

• Communication Process
Communication Process

- Effective communication
  - Choosing communication strategy/medium
  - Practicing
  - Considering the receiver
  - Asking for feedback

Personal barriers to communication

Paramedic Bell asks Lt. Williams for the keys to the supply room to finish restocking his unit. He then goes on to explain the call that he just ran involving a pediatric asthma attack and asks Lt. Williams for advice. Lt. Williams is texting during the conversation and hands Paramedic Williams the keys to the supply room. “Right,” he says and walks off without responding to the question about the treatment plan.
Communication Process

What are the elements of communication present?

What personal barriers are interfering with communication?

How could I implement effective communication techniques?

Communication Process

• Personal barriers to communication
  – Can occur to the sender or receiver
  – May include
    • Unclear messages
    • Distractions
    • Bias

Communication Process

• Physical barriers to communication
  You are meeting with Paramedic Anderson to discuss her progress in the precepting program. It is a particularly busy shift, and she was only available to meet at dinner time. Your office is off the kitchen with the door open. One crew is cooking. Calls are being dispatched with tones for neighboring jurisdictions sounding as well during your conversation.
Communication Process

• Physical barriers to communication
  – Noise
  – Distortion

You are briefing your crew at shift change on construction at your local ER. Near the end of your briefing, a crew has to leave for a call. When they return, you hear them complaining about the construction and how they couldn’t figure out how to get to the new entrance.
Communication Process

What are the elements of communication present?

What process barriers are interfering with communication?

How could I implement effective communication techniques?

Communication Process

• Process barriers to communication
  – Any disruption to the communication process

Communication Process

• Semantic and language barriers
  You are teaching a CPR class to the administrative personnel of your company, who have no involvement in EMS. During your instructions, you tell the students that they will now be using the BVM on the mannequin. One of your students reaches for the AED and begins to open it instead. You ask her what she is doing, and she says she is getting the BVM.
Communication Process

What are the elements of communication present?

What semantic or language barriers are interfering with communication?

How could I implement effective communication techniques?

- Semantic and language barriers
  - Incorrect grammar
  - Use of jargon
  - Unclear transitions between ideas
  - Use of different languages

Communication Process

- Methods of communication
  - Verbal
    - Using speech to communicate
    - Reduces miscommunication
    - Adds value
  - Examples
    - Informal conversations
    - Meetings
Communication Process

• Nonverbal
  – Use of body language to convey information
  – Type of feedback
  – Must match verbal feedback/communication
  – Mismatch creates confusion

Communication Process

Activity

In small groups, come up with a simple question to ask the instructor. Monitor his or her feedback while answering.

Communication Process

• Methods of communication
  – Written
    • Uses written words to communicate
      – Is common in management
      – Allows clear messages to be sent
  • Examples
    – Memo
    – SOP/G
Communication Process

Activity

Use the provided written communication examples to complete this activity in the Student Manual.

Communication Process

• Active listening

You are in your office when the phone rings. You answer the phone using your station’s standard greeting. The caller is an agitated male who called to complain that the crew who just picked up his elderly mother was very rude and did nothing to protect her decency or treat her chest pain.

Communication Process

How can I make sure I understand the complaint?

How can I make sure I understand this complaint adequately?
Communication Process

• Active listening
  – Method of listening and responding
  • Communication is improved
  • Focus is on speaker
  – Benefits
  • Forces the receiver to listen to the sender
  • Leads to better understanding
  • Enables increased communication

Review

• Communication Process

Student Performance Objective

Given information from discussion, handouts, and reading, students will be able to put together presentation materials, write memos, and use other communication methods that convey accurate information presented in a way that optimizes understanding.
Student Performance Objective

Given information from discussion, handouts, and reading, students will be able to understand how to embody the organization’s mission statement and how to set an example for others.

Overview

• Introduction
• Orienting others
• Taking charge
• Ensuring quality
Introduction

• Motivation
  – Reason(s) for particular actions or behaviors
  – Desire to complete a task
  – Based on Maslow’s hierarchy of needs

Introduction

• Maslow’s hierarchy of needs

- Self-actualization
- Esteem Needs
- Social Needs
- Security Needs
- Physiological Needs

Introduction

When needs are not met:
- Lack of or decreased motivation
- Problems with personal satisfaction

When needs are met:
- Increased motivation
- Work is an opportunity for learning and growth
- Increased desire of appreciation, recognition, and achievement
What does the hierarchy of needs look like for my department?

Introduction

• Relationship of QA and QI to motivation
  - Quality
    - Is an accurate and clear definition of what is expected
    - Is usually determined by stakeholders
  - Quality Assurance
    - Maintains a desired level of performance
    - Ensures attention to the process of service delivery
    - Is usually associated with placing blame or finding fault
  - Quality Improvement
    - Analyses the performance of a product or service
    - Provides a systematic plan for improvement

Where can I find definitions of quality in my organization?
Introduction

• Three measures used to define quality:
  • Structure: Needed materials and resources
  • Process: How something is done
  • Outcome: End result, Usually most important

Introduction

Focus
Analyze
Develop
Execute
Evaluate

Introduction

Plan
Do
Study
Introduction

- Motivation’s effect on quality
  - Herzberg’s motivation factors
- Motivation either
  - Prompts satisfaction
  - Prompts dissatisfaction

Orienting Others

- Requires understanding of organization’s goals and objectives
- Requires a supportive and open environment where administrators
  - Promote motivation
  - Understand
- Reasons for employee dissatisfaction
- How to improve satisfaction

Specified in:
- Mission statement
- Vision statement
- Yearly goals

Reflected in:
- Quality assurance
- Quality improvement
Orienting Others

- Should be based on
  - Autonomy
  - Mastery
  - Purpose

Taking Charge

- Set an example for others.
- Demonstrate skills fitting of the organization's mission and vision statement.
- Support effective and efficient operations.

Taking Charge

You are a new lieutenant on your shift. As part of your promotion to this rank, you will be in charge of QA for your subordinates. You were hoping that this duty would be passed to one of the other officers with more experience, and silently groan as you are given the news.
Taking Charge

Everyone hates the QA officer!

Sure, it's easy to Monday morning quarterback every call.

How am I going to make the best of this experience for myself and my crew?

• Recognize the situation as an opportunity to
  — Motivate subordinates
  — Ensure and improve quality

What is the process that I need to implement?

What needs to be improved?
Taking Charge

Where can I collect data about the QA process?

Taking Charge

What does my action plan look like?

Taking Charge

Let's apply this plan to a report.
Taking Charge

How did the new process work?

Ensuring Quality

• Quality must be department-wide
  – Establish
    • Leadership commitment
    • A clear message
    • A way to introduce quality
    • Steps for ongoing quality

Ensuring Quality

• Leadership commitment
  – EMS officers must
    • Be fully committed to the process
    • Demonstrate their support for quality
    • Introduce the program to subordinates
    • Demonstrate ongoing commitment
Ensuring Quality

• The EMS officer’s message about quality
  – Must embrace the culture of quality
  – Must define what the end result looks like
  – Must demonstrate how the initiative impacts the organization
  – Must be embraced by all persons
  – Must explain why the initiative is important

Ensuring Quality

• Introducing the quality improvement plan
  – May be difficult
  – Requires empowering subordinates to actively be part of the process
  – May require a reward program as incentive
  – Must demonstrate ongoing improvement

Ensuring Quality

• Steps for ongoing quality
  – Use QA as the basis for every new project.
  – Include steps for improvement in the QA plan.
  – Use QA to identify shortcomings and take action.
  – Provide training on QA.
  – Start small.
Review

• Introduction
• Orienting others
• Taking charge
• Ensuring quality

Student Performance Objective

Given information from discussion, handouts, and reading, students will be able to understand how to embody the organization’s mission statement and how to set an example for others.
Student Performance Objective

Given information from discussion, handouts, and reading, students will be able to assign responsibility for projects and programs to the staff member with the most applicable experience and allow the staff member to work with minimal interference as well as ensure that staff members are adequately oriented to that operation and that a program for field training new employees sufficiently addresses areas of need.

Overview

- Introduction
- Understanding principles of learning
- Interpreting the meaning of information for others
- Coaching
Introduction

- Responsibilities of the supervising officer:
  - Understand
    - The importance of continual learning
    - How to use workplace data
    - The importance of effective assessment
  - How to identify strengths and weaknesses
  - How to address the educational needs of subordinates

Introduction

- Continual learning
  - Positive examples set by officer
  - Ensures education meets individual needs

Introduction

- Workplace data
  - Allows for monitoring of performance
  - Ensures progress is being made
Introduction

- Assessment
  - Allows for continual collection of data
  - Is conducted in a manner that is
    - Open
    - Honest
    - Supportive
      - Should be reciprocal

Introduction

- Strengths and weaknesses
  - Identification allows for
    - Improvement
    - Recognition
  - Identification should be
    - Consistent
    - Fair

Introduction

- Understanding how to address educational needs
  - Involves developing a plan of action
  - Is based on assessment and data
  - Includes open communication with stakeholders
Understanding the Principles of Learning

• Andragogy
  – Is defined as
  • A method of teaching adult learners
  • The study of how adults learn
  – Involves self-directed inquiry
  – Fosters a cooperative learning environment
  – Was originally studied by Malcolm Knowles

Understanding the Principles of Learning

• Characteristics of adult learners
  – Are autonomous
  – Have previous experiences
  – Are goal oriented
  – Want relevancy
  – Are practical
  – Have mutual respect

Understanding the Principles of Learning

• Reasons for learning
  – Enhances or seeks out new skills
  – Changes behavior
  – Increases knowledge base
  – Changes attitude towards a subject
Understanding the Principles of Learning

• Motivation
• Prior knowledge and experiences
• Engagement
• Application

Sources of motivation
• Social relationships
• External expectations
• Social welfare
• Advancement
• Stimulation
• Cognitive interest

May create bias towards a subject
Should be scoped out and understood early
Understanding the Principles of Learning

• Engagement
  – Learning is facilitated when
    • It is self-directed
    • Clear goals are established
    • Responsibility for learning is taken on by the student

Understanding the Principles of Learning

• Application
  – Verify student’s ability to perform task/skill.
  – Provide opportunities for in-class practice and demonstration.

Understanding the Principles of Learning

• Learning styles characteristics
  
<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Process written information better&lt;br&gt;• Pictures and diagrams&lt;br&gt;</td>
<td>• Process verbal information better&lt;br&gt;• Lectures&lt;br&gt;• Question and answer&lt;br&gt;</td>
<td>• Process during physical touch or movement&lt;br&gt;• Models&lt;br&gt;• Demonstrations&lt;br&gt;</td>
</tr>
</tbody>
</table>
Understanding the Principles of Learning

• Learning styles strategies
  - Visual
    • Interesting visuals
    • Well-organized material
    • Multiple modes of delivery
  - Auditory
    • Rephrase material multiple ways
    • Ensure appropriate intonation
    • Incorporate multimedia
  - Kinesthetic
    • Incorporate movement
    • Practice skills
    • Frequent breaks

Interpreting the Meaning of Information for Others

• Interpreting organizational data
  - Holistically measures an organization
  - Ensures organization meets
    • Mission statement
    • Vision statement

Interpreting the Meaning of Information for Others

• Skills gap analysis
  - Defines required knowledge and/or skills
  - Compares current levels of personnel to desired level
  - Allows for development of improvement plan
  - Results in improvement
Interpreting the Meaning of Information for Others

• Defining knowledge and skills
  – Determines the goals of the organization

Interpreting the Meaning of Information for Others

• Personnel levels
  – Where do personnel currently fall?
    • Entry level
    • Mastery
    • Expert level
  – Organize the data

Interpreting the Meaning of Information for Others

• Improvement plan
  – Is oriented towards specific deficits
  – Usually results from
    • Lack of training
    • Undefined job descriptions
    • Change
Interpreting the Meaning of Information for Others

- Improvement
  - Morale
  - Retention
  - Performance

Interpreting the Meaning of Information for Others

- Interpreting individual data

  Qualitative Analysis
  - Subjective
  - Inferences

  Quantitative Analysis
  - Objective

Interpreting the Meaning of Information for Others

Job Performance
- Is the actions or behaviors of personnel
- Contributes to organizational goals

Employee Output
- Is the services produced by personnel
- Is measured over specific periods of time
- Relates to an organization’s economic efficiency
Interpreting the Meaning of Information for Others

• Purpose
  – Measure
    • Skills
    • Knowledge
    • Teamwork
    • Customer service
  – Provide
    • Recognition
    • Structure

Interpreting the Meaning of Information for Others

• Ineffective evaluations
  – Stem from selective memory
  • Mistakes
  • Accomplishments
  – Prevent holistic evaluation
  – Can be combated by
    • Frequent and consistent evaluation
    • Using 360-degree evaluations

Interpreting the Meaning of Information for Others

• Measuring workplace performance
  – Uses data
  – Measures over specific time periods
  – Uses clear
    • Definitions
    • Benchmarks
Interpreting the Meaning of Information for Others

- Quantifying data
  - Identify key performance areas
  - Assign numerical grading scale
  - Define each level of performance
  - Clarify definitions with stakeholders

Interpreting the Meaning of Information for Others

- Gathering data
  - Set clear benchmarks
  - Determine frequency of evaluations
  - Create tracking method
  - Keep data
    - Organized
    - Easily accessible

Interpreting the Meaning of Information for Others

- Analyzing data
  - Determine mean average of performance
    - \[ \text{AVERAGE} = \frac{\text{TOTAL of scores}}{\# \text{ of employees}} \]
  - Compare employees to averages
    - Below average
    - Average
    - Above average
Coaching

“Coming together is a beginning. Keeping together is progress. Working together is success.” – Henry Ford

Coaching

What are the advantages of working as a team?

Who are some good coaches that I know?

What do they do well?

Coaching

• Creating a team
  - Forming
  - Storming
  - Norming
  - Performing
Coaching

• Developing a team
  – Ensure all members understand their roles and responsibilities
  – Meet regularly
  – Set goals
  – Encourage participation
  – Be open to feedback
  – Let your team help create standards
  – Show respect

Review

• Introduction
• Understanding principles of learning
• Interpreting the meaning of information for others
• Coaching

Student Performance Objective

Given information from discussion, handouts, and reading, students will be able to assign responsibility for projects and programs to the staff member with the most applicable experience and allow the staff member to work with minimal interference as well as ensure that staff members are adequately oriented to that operation and that a program for field training new employees sufficiently addresses areas of need.
Student Performance Objective

Given information from discussion, handouts, and reading, students will understand how to efficiently prioritize and complete tasks, seek and employ information-gathering techniques in order to fully understand and resolve issues, effectively use information to guide resource allocation, and understand how to follow the organization's policies and procedures within the scope of their duties.

Overview

• Executing tasks
• Solving problems
• Managing information and material resources
• Managing human resources
Executing Tasks

- Task-relevant knowledge
  - Requisite knowledge and skills
  - Are needed to perform a set of tasks
  - Vary depending on the EMS officer position

- Delegating
  - Effective way to complete a task
  - May be used to develop subordinates' skills
  - Related to authority
    - Legal
    - Moral
    - Earned

- Attention to detail

  "If you simply take up the attitude of defending a mistake, there will be no hope of improvement." —Winston Churchill
Executing Tasks

• Coordinating work activities
  – Requires the desire to lead
  – Incorporates time management skills
  – Relies on organizational skills
  – Requires the ability to choose the best person for the job

Executing Tasks

• Providing feedback
  – Choose appropriate type of feedback
    • Initial
    • Midterm
    • Follow-up
    • Rate requested
    • Rater directed

Executing Tasks

• Multitasking
  – The ability to coordinate a rapid changing of tasks

“To do two things at once is to do neither.”
  – Publilius Syrus, 1st century B.C.
Solving Problems

- Analytic thinking
  - Ability to
    - Break down and solve problems
    - Make educated decisions
    - Manage incidents

Solving Problems

- Analyzing data
  - Analytical decisions
    - Based on fact
    - Drive clinical and operational effectiveness

Solving Problems

- Mental focus
  - Is required for coherent decision-making
  - Seeks to
    - Eliminate distractions
    - Gather facts
Solving Problems

• Decision making
  – Decisions are based on
    • Safety
    • Efficiency
    • Policy and procedures

Solving Problems

• Designing work systems
  – Requires a thorough understanding of subordinates’ job descriptions
  – Helps coordinate appropriate tasks for team members

Managing Information and Material Resources

• Managing materials and facilities
  – Service delivery
  – Inventory
  – Organizational design
  – Workflow
Managing Information and Material Resources

• Managing information resources
  – Project management
  – Data analysis
  – Strategic planning
  – Process control

Managing Information and Material Resources

• Performing administrative activities
  – Requires the ability to complete all assigned tasks
  – Requires understanding of tasks and skills needed to complete them

Managing Information and Material Resources

• Maintaining quality
  – Requires understanding of an organization’s quality control measures
Managing Human Resources

- Succession planning and recruiting
  - Requires knowledge of
    - Organizational structure
    - Recruitment process
    - Desired provider qualities

Managing Human Resources

- Personnel decision quality
  - Ability to make well-informed decisions based on
    - Logic
    - Ethics

Managing Human Resources

- Managing personnel policies
  - Requires requisite knowledge of an organization’s policies and procedures
Managing Human Resources

• Maintaining safety
  – Requires knowledge of laws and standards related to workplace safety
  • Local
  • State
  • Federal
  • Common sense

Review

• Executing tasks
• Solving problems
• Managing information and material resources
• Managing human resources

Student Performance Objective

Given information from discussion, handouts, and reading, students will understand how to efficiently prioritize and complete tasks, seek and employ information-gathering techniques in order to fully understand and resolve issues, effectively use information to guide resource allocation, and understand how to follow the organization’s policies and procedures within the scope of their duties.
Student Performance Objective

Given information from discussion, handouts, and reading, students will be able to understand the legal considerations surrounding the delivery and supervision of emergency medical services.

Overview

• Introduction
• Patient care
• Employee rights
• Conducting an investigation
Introduction

• Aspects of emergency services governed by law
  – Employees
  – Community access
  – Emergency management

Introduction

• Employees
  – Health and safety laws include information about
    • Disqualifying medical conditions
    • Exposure to bloodborne pathogen reporting
    • Other information as mandated by the state and jurisdiction

Introduction

• Employees
  – Licensure
    • Granted by legal authority to practice medicine
    • Given after proof of competency
  – Certification
    • May be granted to a person, institution, or program
    • Shows that predetermined criteria are met
  – Recertification
    • Requirements may vary
    • Can be set by jurisdiction, state, or national agency
Introduction

• Employees
  – Laws regulate driving
  • Traffic laws
  • Emergency vehicle requirements

Unless a law specifically states an exception to emergency vehicles, emergency vehicles and drivers must obey all driving laws and regulations and should operate with due regard at all times.

Introduction

• Employees
  – Ethics and conflicts of interest
  • May govern:
    – Receipt of gifts
    – Nepotism
    – Financial management

Introduction

• Employees
  – Continuous quality improvement
  • Is a practice protected by law
  • May not be admissible in court in some states
Introduction

• Community access
  – Billing and revenue sources
  – Insurance
  – Local taxes
  – Fundraising
  – Grants

• Mandatory reporting laws
  – Child abuse
  – Elder abuse and neglect
  – Assault with a firearm

• Emergency management
  – National Incident Management System
  – Trauma and public health systems
  – Emergency scene operations
Introduction

• Types of law
  – Common law
  – Constitutional laws
  – Statutory laws
  – Regulatory laws
  – Enabling legislation

Introduction

• Types of laws
  – Executive orders
  – Case law
  – Criminal law
  – Civil laws

Introduction

• Legal proceedings
  – Civil court system

  Pleadings and Motions
  • Complaint is filed
  • Complaint delivered to defendant
  • Motions filed by both parties

  Discovery
  • Involves deposition and interrogation to find evidence
  • Occurs when both parties disagree

  Trial and Judgment
  • Both parties submit evidence
  • Court decides outcome
Introduction

• Legal proceedings
  – Criminal litigation
  • Person in question is
    – Arrested
    – Booked
    – Given or withheld bail

Introduction

• Legal proceedings
  – Criminal litigation
  • Charges
    • Filed or case dropped
    • Usually determined by prosecutor
  • Similar to civil court case
    • Evidence is gathered
  • Trial
    • Prosecutor must prove guilt
    • Sentencing given if guilty
  • Appeals
    • May be granted if error in application of law

Patient Care

• Health Insurance Portability and Accountability Act
  – Was written in 1996
  – Includes the HIPAA Privacy Rule
Patient Care

• The HIPAA Privacy Rule
  – Addresses
    • Covered entities
    • Protected health information
    • Permitted uses and disclosures
    • Authorized uses and disclosures
    • Minimum necessary
    • Requirements for covered entities

Patient Care

• Covered entities
  – Health plans
  – Health care clearinghouses
  – Health care providers
    • ONLY IF they transmit PHI electronically
  – Business associates of above providers

Patient Care

• Protected health information

“Protects all individually identifiable health information held or transmitted by a covered entity or its business associate, in any form or media, whether electronic, paper, or oral” (HIPAA)
Patient Care

- Permitted uses and disclosures include
  - Patient
  - Treatment, payment, or operations needs
  - Anyone the patient permits
  - Incidental use and disclosure
  - Public interest
  - Limited data set

Patient Care

- Authorized uses and disclosures
  - Different from permitted uses and disclosures
  - Provides written authorization for use and disclosure

Patient Care

- Minimum necessary
  - PHI only shared with those who need to know
Patient Care

• Requirements for covered entities
  – Have written SOP/Gs
  • Addressing privacy
  • In compliance with HIPAA
  – Provide training on privacy policies
  – Take reasonable measures to safeguard technology
  – Provide notice of privacy policies

Patient Care

• Patient rights
  – Patient confidentiality
  – Patient-physician privilege
  – Advance directives

Patient Care

• Patient confidentiality
  – Protects a patient’s PHI
• Patient-physician privilege
  – Information protected by privileged communications
  – May be extended to prehospital care providers
Patient Care

• Advanced directives
  – Expresses the medical care a person wishes to receive if he or she is not competent enough to make the decision

Patient Care

Living Will
• Dictates type and extent of care

Do Not Resuscitate
• Dictates the end of a person’s natural life
• Does not apply to suicide

Healthcare POA
• Dictates who can make medical decisions if patient is incapacitated

Patient Care

Medicare
Federal health insurance
Available to persons meeting specific criteria

Medicaid
Federally and state funded
Available to low income persons
Patient Care

- Medicare billing
  - Sets own fee and payment schedule
  - Prevents ambulance service from disputing payment
  - Is based on 42 CRF § 414.605
- Basic life support (BLS)
- Advanced life support 1 (ALS 1)
- Advanced life support 2 (ALS 2)

Patient Care

- Medicare fraud and abuse
  - Anti-Kickback Statute
    “Knowingly and willfully [making] or [causing] to be made any false statement or representation of a material fact in any application for any benefit or payment under a Federal healthcare program” is considered a federal felony (42 U.S.C. § 1320a-7b).

Patient Care

- False Claims Act
  - Considers the submission of a fraudulent claim for payment to the federal government as a crime
  - Qui tam action
- Substantiality-in-Excess Rule
  - Prevents excessive charges in comparison to the normal rate for the same services
  - Can result in loss of Medicare payments if the rule is violated
Patient Care

• Whistle-blower protections
  – Protects anyone reporting their organization for fraudulent payments
  – Dictates restitution to be given if discrimination or retaliation occurs

Patient Care

• Emergency Medical Treatment and Labor Act
  – Requires hospitals to
    • Properly evaluate and stabilize patients before transfer
    • Treat all patients, regardless of ability to pay
  – Covers hospital diversions
  – Prevents patient “parking”

Patient Care

• Comprehensive Drug Abuse Prevention and Control Act of 1970
  – Regulates all aspects of controlled substances
    • DEA registration
    • Security requirements
    • Loss or theft reporting
    • Employment practices
    • Record keeping
    • Disposal and waste
Employee Rights

• Safety laws
  – Occupational Safety and Health (OSH) Act
    • “[Ensures] safe and healthy working conditions for men and women”
  – Is different than OSHA
    – Occupational Safety and Health Administration

Employee Rights

• OSHA-approved state plans
  – OSHA regulations adopted by states
  – Includes
    • OSHA Hazardous Materials Response Requirements
    • OSHA Bloodborne Pathogens

Employee Rights

• OSHA Hazardous Materials Response Requirements (29 CFR 1910.120)
  – Was adopted by the EPA
  – Includes provisions for emergency response and training
  – Defines levels of responders
Employee Rights

• OSHA Bloodborne Pathogens (29 CFR 1910.1030)
  – Applies to any organization that may expose employees to
    • Blood
    • Other infectious materials
  – Has specific requirements for compliance

Employee Rights

• Employer requirements
  – Institute
    • Engineering controls
    • Administrative controls
  – Provide appropriate training and warnings
  – Remain in compliance with OSHA notification

Employee Rights

• National Institute for Occupational Safety and Health (NIOSH)
  – Is part of the CDC
  – Was created by the OSH Act
  – Works with organizations such as
    • Fire Fighter Fatality Investigation and Prevention Program
    • Emergency Preparedness and Response Officer
Employee Rights

- Health laws
  - Patient Protection and Affordable Care Act
  - Consolidated Omnibus Budget Reconciliation Act of 1985
  - Ryan White Comprehensive AIDS Resources (CARE) Act of 1990

Employee Rights

- Patient Protection and Affordable Care Act
  - Was enacted in 2010
  - Is designed to
    - Protect patients and consumers
    - Lower health care costs and increase quality
    - Increase access to health care
  - Requires “large employers [to] offer affordable or minimum-value health insurance coverage to full-time employees”

Employee Rights

- Consolidated Omnibus Budget Reconciliation Act of 1985
  - Requires certain employers to allow employees, dependents, and retirees to maintain temporary healthcare coverage
Employee Rights

• Ryan White CARE Act of 1990
  – Requires emergency responders to be notified of possible exposure to infectious diseases

<table>
<thead>
<tr>
<th>Infectious</th>
<th>Aerosolized</th>
<th>Droplet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthrax</td>
<td>Measles</td>
<td>Diphtheria</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>TB</td>
<td>Influenza A</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Varicella</td>
<td>Meningococcal disease</td>
</tr>
<tr>
<td>HIV</td>
<td></td>
<td>Mumps</td>
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<tr>
<td>Rabies</td>
<td></td>
<td>Pertussis</td>
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<tr>
<td>Varicella</td>
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<td>Plague</td>
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<td>Viral</td>
<td></td>
<td>Rubella</td>
</tr>
<tr>
<td>hemorrhagic fever</td>
<td></td>
<td>SARS</td>
</tr>
</tbody>
</table>

Employee Rights

• Fair Labor Standards Act (FLSA)

<table>
<thead>
<tr>
<th>Executive exemption</th>
<th>Administrative exemption</th>
<th>Professional exemption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primarily manages, directly oversees at least two employees, involved in employee retention</td>
<td>Primarily performs administrative work, has ability to exercise independent judgment or discretion</td>
<td>Performs work involving advanced knowledge, works in field of science or learning, knowledge acquired through extensive instruction</td>
</tr>
</tbody>
</table>

Employee Rights

• Fair Labor Standards Act
  – Non-exempt employees
  • Working hours
    – Defined as time spent on work-related tasks
Employee Rights

• Minimum wage and overtime
  – Overtime is paid at rate of time and a half for hours over 40.
  – Companies with less than 5 employees are exempt.
  – There is a firefighter exemption.
  • Section 7(k) allows employers to average time worked over a pay period.
• Compensatory time

Employee Rights

• Volunteer pay
  – May be given
    • Per-call
    • Per-assignment
  – Must remain nominal
  • No more than 20% of the cost of a full-time employee

Employee Rights

• Record keeping and notice requirements
  – Requires employers to maintain certain employee information
  – Must keep at least three years
Employee Rights

• Fair Labor Standards Act Limitations
  – Does not address
    • Specialty pay
    • Benefits
    • Discharge

Employee Rights

• Family Medical Leave Act (FMLA)
  – Requires covered employers to allow eligible employees to take up to 12 workweeks of leave in a 12-month period
  – Covered reasons are
    • Birth or adoption of a child
    • Care for next of kin with serious health condition
    • Qualifying instance of next of kin being called to active duty

Employee Rights

• Patient-employee privacy
  – Employers may request medical certification.
    • Secondary or tertiary certifications may be requested by employer.
  – Employee is entitled to provisional FMLA leave during certification process.
Conducting an Investigation

What did I just witness?

What am I going to do about it?

What do I need to find out?
Do we have a policy on this?
Should I really be doing this?

Conducting an Investigation

• Starting the investigation
  – Begin promptly
  – Consider what is to be investigated
  – Remember you are obligated to investigate misconduct

Conducting an Investigation
Conducting an Investigation

- Preparing for the investigation
  - A good investigator is
    - Objective
    - Respected
    - Level-headed
    - Knowledgeable about SOP/Gs

Conducting an Investigation

- Preparing for the investigation
  - Company policies
    - Determine applicability to situation
  - Laws
    - Determine applicability to situation

What am I going to do first?

Who am I going to talk to?

What am I going to ask them?
Conducting an Investigation

- Outlining the investigative process
  - Deciding who you will talk to and when
    - Complainant
    - Accused
    - Witnesses
  - Developing questions for interviewing each
    - Open-ended
    - Thorough

Review

- Introduction
- Patient care
- Employee rights
- Conducting an investigation

Student Performance Objective

Given information from discussion, handouts, and reading, students will be able to understand the legal considerations surrounding the delivery and supervision of emergency medical services.