



International Trauma Life Support

Becoming an ITLS Chapter Or Training Centre

International Trauma Life Support (ITLS) was founded in the early 1980s as Basic Trauma Life Support. From its early roots as a local and regional trauma education course for EMS professionals, BTLS grew to have over 75 chapters around the world. In 2005, BTLS became ITLS to better reflect the scope of the organization.

The first BTLS course was developed in 1982 by John E. Campbell, MD, FACEP, of the Alabama Chapter of the American College of Emergency Physicians. The course was based on the need for a quality, skill-oriented, continuing education program for emergency medical services (EMS) providers. Since its inception, ITLS has undergone tremendous growth and has become the internationally accepted standard education program for pre-hospital trauma care.

ITLS has expanded beyond its initial course and now offers several types of educational programs:

ITLS Basic - Designed for the EMT-Basic and First Responder, this hands-on training course offers basic EMS providers complete training in the skills necessary for rapid assessment, resuscitation, stabilization and transportation of the trauma patient. The course provides education in the initial evaluation and stabilization of the trauma patient.

ITLS Advanced - This comprehensive course covers the skills necessary for rapid assessment, resuscitation, stabilization, and transportation of the trauma patient for advanced EMT, paramedic and trauma nurse. The course teaches the correct sequence of evaluation and the techniques of critical intervention, resuscitation and packaging a patient.

ITLS Combined – Many ITLS courses choose to train both Advanced and Basic level providers. In these courses, the Basic level providers partake of all didactic session, and observe the advanced skill stations.

eTrauma - ITLS eTrauma covers the eight hours of ITLS Provider classroom instruction providing online training on the core principles of rapid assessment, resuscitation, stabilization and transportation of trauma patients. Because of the program's comprehensive approach, ITLS eTrauma is appropriate for all levels of EMS personnel—from EMT-Bs and first responders to advanced EMTs, paramedics, trauma nurses and physicians.

Provider Recertification - This course provides continuing education in ITLS for the experienced provider who has already completed the Basic or Advanced Course. Sample course agendas are available from the International Office.

ITLS Bridge Course - Designed for the instructor who has successfully completed an ATLS or PHTLS course to transition him or her to the ITLS program. The course typically runs 8 hours and a sample course agenda is available from the International Office. Following completion of an ITLS Bridge course, a candidate must be monitored teaching an ITLS provider course to complete the steps to become a ITLS instructor.

ITLS Access - This course provides EMS crews and first responders with training to utilize the tools commonly carried on an ambulance or first responder unit to reach entrapped patients and begin stabilization and extrication.

Pediatric ITLS - Pediatric ITLS concentrates on the care of injured children. The course is designed to train EMS and nursing personnel in the proper assessment, stabilization, and packaging of a pediatric trauma patient. The course covers communication techniques with pediatric patients and parents.

ITLS Instructor Courses - Instructor courses are offered for both ITLS Advanced and ITLS Basic courses. Other methods of achieving instructor status are used for Pediatric ITLS and ITLS Access courses. To become an instructor, students must have successfully completed the provider level course and meet other chapter requirements.

I. ITLS Structure

ITLS is a United States not-for-profit corporation exempt from federal income tax under Section 501(c)(3) of the U.S. Internal Revenue Service code. The ITLS headquarters is located in Downers Grove, Illinois.

ITLS is governed by a Board of Directors. Board members are elected at the organization's annual meeting held in conjunction with the ITLS International Trauma Conference. Board members are elected for rotating terms of three years. Each ITLS chapter is allocated a number of voting delegates based on the number of ITLS students trained in their chapter during the preceding two year period as defined in the ITLS bylaws.

II. Relationship to ACEP

The American College of Emergency Physicians (ACEP) recognizes the importance of quality pre-hospital care and is dedicated to a leadership role in improving the standards and training of EMS providers. EMS providers, emergency nurses, and emergency physicians are members of the same team. If EMS providers are well trained and receive quality medical direction, the patients for whom they care will likely have a better chance of recovery.

No group is in a better position to understand the needs and circumstances of EMS providers than the emergency physicians with whom they work. ITLS is endorsed and supported in its educational efforts by National ACEP and individual ACEP chapters. National ACEP maintains a close liaison with ITLS and has an appointed seat to the Board of Directors. Many chapters of ACEP serve as ITLS chapters and directly oversee the teaching of certified ITLS courses within their respective states.

III. International Conference

Each year ITLS conducts its International Trauma Conference which includes the annual meeting of the organization. The conference provides excellent educational programs in addition to the business sessions. Opportunity is provided to review the instructional materials, review the results of the teaching of ITLS internationally, receive committee reports, and gain general consensus regarding specific items taught within the program.

Representatives from each chapter attend, as well other EMS providers and invited persons.

IV. Chapters

1) Organization

ITLS is organized as a system of chapters and training centres around the world. To be certified, ITLS courses must be coordinated or approved by ITLS chapters, training centres or the International office.

In the United States, ITLS chapters are administered and conducted in numerous states, often through the state chapter of ACEP, in conjunction with a regional or state emergency medical services (EMS) agency. ITLS chapters may also be managed by hospital or healthcare systems, pre-hospital agencies, or other EMS-related organizations.

2) Approval Process

Chapters become recognized upon application and approval by the ITLS Board of Directors. The Board of Directors may grant a charter to a non-for-profit organization or governmental agency which has applied to become the ITLS chapter. ITLS staff and its Global Development Committee review all applications for chapter and training centre status. To become an ITLS chapter or training centre, and applicant must:

- Submit a complete chapter or training centre application
- Submit CV's for the intended chapter or training centre coordinator and medical director
- Submit a completed chapter or training centre policy and procedure manual
- Following review by staff and the Global Development Committee, the application may be recommended for approval to the ITLS Board of Directors
- Prior to Board approval, the applicant will have a site visit by an ITLS-designated representative, usually a member of the Board of Directors and/or Executive Director
- Final approval of the chapter or training centre application will be considered by the Board following the successful site visit.

3) Alternatives to Chapter Designation

Organizations may choose or be required to apply for training centre rather than chapter status. There are two alternative routes to offer certified ITLS courses: courses conducted outside of a chapter, and ITLS training centre. Courses conducted outside a chapter are approved in advance on a course-by-course basis by the International office. These courses may be held in areas that are in the process of developing an ITLS chapter or training centre.

Designation as an ITLS training centre is available as an alternative for organizations that do not qualify or do not choose to become an ITLS chapter. These are usually intended for EMS agencies or proprietary organizations who solely wish to train their own personnel or clients in ITLS, organizations who do not wish to assume the administrative responsibilities of an ITLS chapter, or organizations that plan to train a small number of ITLS students each year.

V. Requirements to Become an ITLS Chapter

ITLS recognizes its chapters by granting a charter to an applicant organization. The ITLS Board of Directors requires that ITLS chapters be not-for-profit (NGO) organizations or governmental agencies. ITLS chapters are not franchises and ITLS may approve more than one chapter in any one geographic area.

An application to become an ITLS chapter will not be considered until the following have been completed:

1) ITLS Chapter Application

An ITLS chapter application (completed in English) must be submitted to the International office. The application requests specific information regarding the applicant organization and individuals seeking the charter; the history, if any, with ITLS courses in the geographic area; the organization's and individuals' past experience with ITLS; plans for conducting ITLS courses; the projection of ITLS students to be trained each year; and involvement with EMS providers and medical direction in the area.

A letter of support from the sponsoring organization must accompany the application.

2) Initial ITLS Course(s)

Following review of the application, ITLS may elect to schedule an initial ITLS course(s) for the area. ITLS will appoint the faculty who will teach the initial course(s). If the applicant wishes to request certain ITLS faculty, they may do so but final approval of faculty rests with ITLS. This facilitates continuity among chapters. It also ensures that questions from an educational and organizational perspective can be addressed. ITLS will designate one faculty member as the official representative of the organization. All information regarding the initial course must be approved by the International office.

The applicant organization is responsible for the travel expenses of the ITLS-appointed representative(s) to be present and teach or assist in teaching the initial course.

3) Advance Notice

The applicant organization must request its initial ITLS course to the ITLS office at least three months (90 days) in advance of the proposed course date.

4) Bridge Course

At the initial provider course, personnel will be trained in the concepts of trauma care in accordance with ITLS guidelines. At the same time, a “bridge” program may be offered to current PHTLS or ATLS instructors to facilitate reciprocal certification. An ITLS Bridge course typically runs for 4 – 8 hours and will transition PHTLS or ATLS instructors as ITLS instructors.

5) Developing a Core ITLS Faculty

The applicant organization must work with local representatives in conducting the initial course. Ideally, EMS-related personnel who are well experienced in trauma care and teaching should be invited to take the initial course. This will result in the certification of an initial group of faculty who can promote the course and potentially develop as the core of ITLS instructors for the chapter.

Following the initial course, ITLS may or may not require an additional course(s) with designated faculty and direction prior to proceeding with the chapter application process.

6) ITLS Advisory Committee

In order to ensure that representatives of all interested groups are involved in the efforts to become a recognized ITLS Chapter, the applicant organization must establish an ITLS Chapter Advisory Committee. The Committee provides input into the process of becoming a Chapter and provides the mechanism through which personnel have a voice in ITLS-related matters.

7) Administrative Structure

The applicant organization must develop a proposed administrative structure for the ITLS chapter. This information will be included in the final charter document and must contain

- Mission statement of the chapter
- Agreement that the chapter will abide by the ITLS bylaws and policies
- Designation and signatures of the Chapter Medical Director, Chapter Coordinator, ITLS Executive Director, and the Chair of the ITLS Board of Directors

The ITLS Chapter Advisory Committee must also be involved in the review of a Chapter Policy and Procedure Manual. Samples of other chapters' manuals are available through the ITLS office.

8) ITLS Policy and Procedure Manual

Each applicant chapter must develop an ITLS policy and procedure manual that outlines the duties and responsibilities of the administrative leaders and faculty in its organization. The procedure manual must also contain all operating procedures for conducting ITLS in that chapter. The procedure manual must be approved by the ITLS Global Development Committee before a site visit will be scheduled (see below). While the applicant chapter may wish to produce a procedure manual written in a language other than English, a copy provided to ITLS for review must be written in English.

The elements of the policy and procedure manual may be found in Appendix A. A checklist of elements of a chapter policy and procedure manual may be found in Appendix B.

9) Site Visit

After the chapter applicant has completed the above requirements, the final step before Board approval of its application is a site visit by an ITLS Board member or its designee. The purpose of the site visit is to observe an ITLS course(s) and evaluate the administrative operations of the applicant chapter. The applicant may request that the reviewer serve as faculty for an ITLS course when appropriate. The site visit may be waived by the ITLS Executive Director or Chairman of the Board under special circumstances.

10) Board Consideration

After a successful site visit, the ITLS Global Development Committee may recommend approval of the chapter applicant to the ITLS Board of Directors. Whether an ITLS charter for a chapter is granted is the sole decision of the ITLS Board.

VI. CHAPTER ORGANIZATION

The educational and business management of ITLS within a given chapter is based on two broad groups: the faculty and providers, and the administrative leaders and course coordinators:

International Faculty - The international faculty (also known as “delegates”) are appointed by the Chapter Medical Director and/or the Chapter ITLS Advisory Committee. The International Faculty attend the annual International conference, participate in the assessment of the program, the formative process of continuing course revision, and the management of ITLS. The length of term of the International Faculty is determined by the Chapter. They are oriented to their position by the Chapter Medical Director and/or Chapter Coordinator.

Affiliate Faculty - Affiliate Faculty are appointed by the Chapter Medical Director and/or the Chapter ITLS Advisory Committee. Their duties are to monitor the quality of ITLS courses within the chapter, monitor new instructors, and teach instructor and provider courses. The length of term of the Affiliate Faculty is determined by the Chapter Medical Director and/or the Chapter ITLS Advisory Committee. The Affiliate Faculty must maintain current ITLS Instructor certification and complete a Chapter ITLS Advisory Committee approved Affiliate Faculty Training Program. Requirements for continuation of Affiliate Faculty designation are determined by the Chapter Medical Director and/or the Chapter ITLS Advisory Committee.

Instructor - ITLS Instructor status is granted upon successful completion of an approved ITLS Instructor Course. Invitation to attend an Instructor course is extended by the Chapter and is based upon performance in an ITLS Provider Course as well as other criteria as established by the Chapter ITLS Advisory Committee. Requirements for continuation of ITLS Instructor certification are determined by the Chapter Medical Director and/or the Chapter ITLS Advisory Committee.

Provider - ITLS Provider status is achieved by successful completion of an approved ITLS Provider Course. The length of certification is usually two or three years, and is determined by the Chapter. Recertification is achieved through the same mechanism as initial certification or by completing a specific recertification course in some chapters.

Chapter ITLS Advisory Committee - The Chapter ITLS Advisory Committee is comprised of broad-based representatives from the chapter. The role of the Committee is to advise the Chapter Medical Director and Chapter Coordinator on matters concerning the Chapter ITLS Program (such as development and maintenance of a current ITLS Procedure Manual, disciplinary issues, disseminating information at the local level, etc.) Members of the ITLS Advisory Committee are determined at the local Chapter level but must ensure that broad-based representation is attained.

Chapter Medical Director - This position is filled only by a physician licensed to practice medicine within the chapter where the ITLS program resides. The Chapter Medical Director is selected based upon recommendation of the Chapter ITLS Advisory Committee and/or the sponsoring state chapter to the Board of Directors of ITLS International. The term of office is determined by the chapter. The Chapter Medical Director is ultimately responsible for the management of the ITLS program within the chapter, in both educational and business-related matters. He or she must ensure that: 1) ITLS policy is communicated within the chapter, 2) quality ITLS courses are taught and administered within the chapter, and 3) that the program is taught consistent with the EMS laws of the chapter.

Chapter Coordinator - The Chapter Coordinator must possess and maintain ITLS Affiliate Faculty status or be the administrative designate of the ITLS chapter. The Chapter Coordinator must be willing to play a dynamic role within the Chapter ITLS program. The person selected for this position and his/her term of office are determined by the chapter. Duties of this position include the proliferation of the ITLS program throughout the chapter, organization of chapter finances and records, and other duties that may be assigned by the chapter.

Course Medical Director - The Course Director must be a physician licensed to practice medicine within the chapter where the course is conducted. This person must be familiar with EMS systems and pre-hospital care. He or she should be an ITLS Instructor or should serve as Co-Director for one course with a physician ITLS Instructor prior to assuming this role on their own. The Course Director must be familiar with the program and its components, especially patient assessment and management techniques that are contained in the ITLS teaching materials. The Course Director must ensure that the course is consistent with ITLS standards.

The role of the Course Director is to appropriately integrate the material contained in the ITLS course into the local pre-hospital and emergency department systems. An ITLS Instructor physician is best prepared to present the material effectively in the manner in which it was designed. The Course Director must take overall responsibility for the quality of the course.

He or she must also see that the schedule allows adequate time for lectures and skill stations, including ensuring that lecturers stay within the given time frame. If an instructor is not present at the allotted time, the Course Director should be prepared to present the

information. If questions arise concerning grading, the vote of the majority of the faculty will prevail. The Course Director will vote only in the case of a tie.

To be certified, an ITLS course must be taught by registered ITLS instructors under the sponsorship of ITLS. The course does not certify future performance nor does it confer license of any kind upon successful completion.

ITLS strongly recommends on-site involvement of physician instructors in ITLS courses to integrate material into the local emergency medical service systems, as well as to provide medical oversight.

Each course must have a medical director who is available for consultation during the course. The course medical director acknowledges accountability by being familiar with all course content and ensuring the course is taught per guidelines of the chapter's policy and procedures and ITLS.

When the course medical director is not on-site, each course must have a designated affiliate faculty who is on-site and accepts responsibility for overall quality assurance.

The participation of both the course medical director and affiliate faculty provide the necessary quality assurance, overall responsibility, and assures adherence to ITLS standards.

Teamwork and communication are the keys to a successful ITLS course. The Course Medical Director and Course Coordinator must have a smooth working relationship and open communications for a successful course.

Course Directors are approved by the Chapter Medical Director. Regular review of the courses that are conducted under the auspices of the appointed Course Directors must be conducted by the Chapter Medical Director. The Chapter Medical Director has the responsibility of relieving a Course Director of this title if he or she fails to present courses that are consistent with ITLS standards, or where management of the course impedes student education or the reputation of the Chapter ITLS Program.

Course Coordinator - The ITLS Course Coordinator must be an experienced educator who has extensive knowledge of the program. He or she must have previously assisted in the coordination of an ITLS Course prior to independently conducting an ITLS Course.

This position requires a high degree of organization and motivation since there is a considerable amount of work to be completed over several months. Teamwork and communication are the keys to a successful ITLS course. The Course Coordinator and Course Medical Director must have a smooth working relationship and open communication, for it is their teamwork that determines the successful outcome. Three months are needed for the development of a course from beginning to end, with the last two weeks being the most intense.

The Chapter Medical Director has the responsibility of relieving a Course Coordinator of this title if he or she fails to present courses that are consistent with ITLS standards, or where management of the course impedes student education or the reputation of the Chapter ITLS program.

IX. ITLS Chapter Responsibilities

Following is a list of some of the on-going responsibilities of designated ITLS chapters. The list is not all-inclusive and may include other chapter-specific responsibilities.

- Promotion and coordination of ITLS courses including assisting other organizations such as training facilities to conduct ITLS courses
- Collection of data, including the number of providers and various faculty members
- Collection of fees due to ITLS
- Effectively use the ITLS electronic course management system (CMS) except when specifically exempted by the International office
- Dissemination of information from the ITLS International office to the constituents of the chapter
- Provide information to the ITLS office on ITLS activities and new concepts developed within the chapter
- Provide quality assurance for ITLS courses that are conducted within the chapter
- Provide local financial management for ITLS chapter programs
- Provide positive public relations for ITLS activities conducted within the chapter
- Select delegates to represent the chapter at the ITLS International Congress

X. ITLS International Responsibilities Relating to the Chapters

Following is a list of on-going activities and services that ITLS provides its chapters. The list is not intended to be all-inclusive.

- Disseminating of current information to chapters regarding changes in protocols, changes in ITLS teaching materials, and updates in revision to ITLS policies and procedures
- Providing resources to new chapters in both manpower and/or organizational materials to assist them in developing ITLS programs
- Providing a clearinghouse for ITLS committee recommendations to the chapters
- Providing quality assurance at an international level by enforcing the guidelines and standards recommended by the ITLS International Board and Committees
- Arranging the annual International Congress for constituents from all chapters to be represented
- Preparing financial reports
- Publishing a ITLS newsletter and maintaining a web site designed to disseminate information to the chapters
- Distributing ITLS instructional materials and novelties
- Distributing all ITLS certification cards and certificates, and maintaining course roster information

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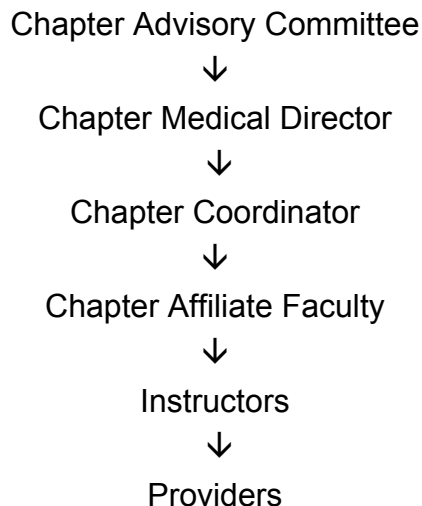
APPENDIX A

ITLS Chapter Policy & Procedure Manual Guidelines

The chapter applicant must work with its ITLS Advisory Committee to develop its proposed policy and procedure manual. Following are the elements that must be contained in the manual. See Appendix B for a complete list of items which must be covered in the applicant's proposed policy and procedure manual.

A) Goals and Objectives for the Chapter

This section should outline the goals and objectives for the chapter regarding dissemination of ITLS programs. It should also include a flow chart outlining the structure of the chapter, such as:



B) Role of the Chapter Medical Director and Chapter Coordinator

This is especially critical if there is information or expectations that surpass those contained in the ITLS Instructor Guide. Also included in this section is how the chapter interacts with the ITLS International Office, who speaks for the chapter, and the mechanism through which the Chapter communicates internally, with the chapter office, between chapters, and the ITLS office.

C) Description of the EMS System in the Chapter

The chapter applicant must provide an overview of how EMS works in its geographic area. Elements should include a description of how pre-hospital care is provided and by what professional groups, what equipment is commonly used in pre-hospital care, a description of the populations served, and any specific social or political concerns.

D) Description of Training and/or Certification Levels

This section should include eligibility criteria for each of the various types of ITLS courses, the length of the certification period, any mechanisms for recertification, and any course prerequisites.

E) Requirements for Course Completion

This section should outline the minimum criteria required for successful completion of each ITLS course (including written and practical examinations where indicated). It should also outline a mechanism for re-examination.

F) Protocol for Conducting an ITLS Course

The chapter should address the appropriate mechanism for a training agency or other entity to request a course of the Chapter. Chapters are required to provide for “open registration” of students for a majority of its courses. Other suggested items to include are any Chapter requirements for presence of an Affiliate Faculty and/or Course Medical Director at a course (the percentage of time they must be present and whether or not this must be physical presence or just being available), what is to included in a student and faculty roster, where to send completed rosters, what the assessment fees are, and where they are to be submitted.

G) ITLS Core vs. Optional Material

This is critical when the chapter’s requirements for core material exceed that which is contained in the ITLS Instructor Guide. Examples to be included are the relevant chapter EMS statutes and policies.

H) Teaching Eligibility

The chapter must specify the requirements for a person to teach at an ITLS course. Course completion and prior teaching experience required must be specified.

I) Appointment Criteria

The chapter must establish criteria for the appointment, reappointment, and removal of all positions which serve the chapter, including chapter coordinator, medical director and affiliate faculty.

J) Fees and Rosters

The chapter must set the amount of administrative fees it will charge for each type of ITLS course which are in addition to the fees due to ITLS International. Further, it must develop its reporting procedures including establishing responsibility for completing cards and rosters for each course.

K) Other Suggested Items

Other suggested items to include are: 1) a sample student roster; 2) a faculty roster; 3) a course evaluation form; 4) an affiliate faculty monitoring report form; 5) an Instructor monitoring report form; and 6) other appropriate chapter specific documents. The ITLS office can provide samples of these items to applicant organizations.

APPENDIX B

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I. POLICY AND PROCEDURE MANUAL TEMPLATE

This document has been developed to assist current ITLS chapters and those organizations applying for chapter status to outline policies and procedures required to be included in their chapter policy and procedure manual. Sections and items that are optional or which may vary by chapter are indicated.

INTERNATIONAL TRAUMA LIFE SUPPORT OF <CHAPTER NAME>, INC.

Revised <DATE>

POLICY AND PROCEDURE MANUAL

A. INTRODUCTION

Chapters may choose an organizational structure to suit their needs. Many chapters choose to convene a Chapter Committee, also referred to as a Chapter Advisory Committee or the Chapter Board of Directors. Other Chapters given decision-making authority to the organization that holds the Chapter charter and utilize existing structures within the organization.

The Chapter Committee or Charter Holder authors the Policy and Procedure and must decide how often the policies of the Chapter will be re-evaluated, and to whom the Policy and Procedure Manual will be distributed.

Many chapters evaluate the Policy and Procedure Manual on an annual basis. The Policy and Procedure Manual is typically distributed to some or all of the following groups of individuals based on the chapter structure: Chapter Committee members; decision-making authority of the charter-holding organization; Regional Coordinators if applicable; and Course Coordinators. Chapters may also decide to make the Manual available on the Chapter's website.

Suggested sample text for the Introduction:

The <CHAPTER NAME> is chartered as a chapter of International Trauma Life Support (ITLS). Dr. John Campbell is the well known founder and author of ITLS.

This dedicated group of emergency physicians, nurses, paramedics and EMT's recognized the influence ITLS training had made in improving the care of the severely injured trauma patient and aspired to spread this knowledge through the world.

The Policy and Procedure Manual of ITLS <CHAPTER NAME> will be evaluated on a <TIME FRAME> basis. The ITLS <CHAPTER COMMITTEE OR CHARTER HOLDER> must approve any modifications. Each <LIST OF CHAPTER POSITIONS> will receive a copy of the Policy and Procedure Manual annually or when modifications are made to the document.

B. GENERAL POLICIES AND PROCEDURES

Chapters should add sections to the General Policies and Procedures as needed. The following six sections should be included in every Policy and Procedure Manual; two optional sections are also included to be used and modified at the discretion of the Chapter.

Section 100 – Course Requirements

Chapters must make numerous decisions about how courses will be requested, organized, and completed within their chapter. The use of the ITLS Course Management System (CMS) online may impact these policies as well. Use of the CMS for course reporting is mandated for all Chapters within the United States and strongly encouraged for all Chapters outside of the United States, provided that no legal barriers to use exist.

Sample Course Requirements policies may include the following. Explanation of specific policies as necessary appears directly below the policy.

- .01 International Trauma Life Support courses must follow the nationally/internationally accepted guidelines for trauma care as outlined in the following reference materials:
- ITLS Provider Manual – 6th edition
 - ITLS Instructor Guide – 6th edition
 - ITLS Military Provider Manual – 1st edition
 - Pediatric Trauma Life Support Provider Manual – 3rd edition
 - Pediatric Trauma Life Support Instructor Guide – 3rd edition
 - ITLS Access Provider Manual – 2nd edition
- .02 Recertification courses may be conducted in conjunction with provider courses or as determined by the course coordinator, whereby, minimum requirements established by the **<CHAPTER COMMITTEE OR CHARTER HOLDER>** must be successfully completed.
- .03 Courses will be conducted in an organized professional manner that reflects positively on the chapter.
- .04 Confidentiality with respect to student performance shall be maintained at all times.
- .05 Records of student performance shall be maintained by course coordinators for a minimum period of **<TIME PERIOD>**.
- Chapters should indicate how long course coordinators need to maintain student records. Three years or more is recommended. Chapters utilizing the CMS online may eliminate this requirement, as the system stores all data.*
- .06 Requests for the approval of courses shall be received no later than **<TIME PERIOD>** prior to the course date.
- If, for any reason, the course request is not received in a timely manner, the **<CHAPTER AUTHORITY>** will determine course approval or denial.

Chapters should indicate the number of days in advance of a course a course request must be submitted for approval. Chapter policies range from 30 to 90 days in advance.

Chapters should also indicate who, if any, Chapter official will approve or deny a course request submitted with fewer than the required days before the course remaining. Some Chapters allow the Chapter Coordinator to approve these at their discretion; other Chapters require the approval of the Chapter Medical Director or the Chapter Committee.

- .07 All requests for approval of courses shall contain the course dates, location, course medical director, course coordinator, list of instructors, list of Affiliate Faculty, course schedule and projected number of students. (See attached copy of Course Approval Form). Course approvals will be reviewed by the **<CHAPTER AUTHORITY>**. If rosters change prior to the course being held, the **<CHAPTER AUTHORITY>** must to be updated.

Chapters should indicate the exact procedure in which course requests become approved, including to whom the course request and any additional changes to the scheduled course should be submitted.

Many Chapters allow the Chapter Coordinator to approve all course requests. Other Chapters require the approval of the Chapter Medical Director instead. Some Chapters require all courses to be approved by the Chapter Committee at the committee's regularly scheduled meetings. Chapters may also route course requests from the Course Coordinator to the Regional Coordinator, who may make decisions about all courses within that region.

The CMS routes all course requests from the Course Coordinator to the Chapter Coordinator and assumes that the Chapter Coordinator will approve the requests, at his/her own discretion or in cooperation with other Chapter authorities as discussed above.

- .08 To assure the quality control of a course, every course must have a Medical Director, who is available by phone or pager. One Affiliate Faculty member must be on site at all times. The Affiliate Faculty member may concurrently serve as an instructor at the course. The Chapter Committee reserves the right to require additional Affiliate Faculty. The Chapter Committee reserves the right to modify this requirement based upon individual request.

Chapters should set a policy related to the Course Medical Director's role in a course. International policy mandates that a Medical Director be on call and available by phone at all time during a course. Some Chapters choose to mandate the presence of a Course Medical Director on-site during the course instead.

Chapters should also set policy related to the presence of Affiliate Faculty at a course. Most Chapters opt to require one Affiliate Faculty on site at the course at all times; other Chapters may require additional Affiliate Faculty.

- .09 The **<CHAPTER AUTHORITY>** is to receive a complete copy of all course paperwork from the course coordinator before the course is conducted and after the course is completed.

Chapters should indicate the procedure for which course paperwork should be submitted before and after the course. Typically, this policy mirrors the procedure for course requests approval; for example, paperwork is submitted by the Course Coordinator to the Chapter Coordinator if the Chapter Coordinator is the individual who grants approval within the Chapter. Chapters that utilize a structure with Regional Coordinators may require that all paperwork from the Course Coordinator go to the Regional Coordinator for the Regional Coordinator to collect and send to the Chapter Coordinator.

Chapters should also indicate a time frame in which all post-course paperwork must be completed and submitted to the proper Chapter authority. This time frame ranges from 30 to 60 days for most Chapters.

Section 200 – Course Fees

.01 Course coordinators may charge a reasonable fee to students as necessary to cover costs of conducting the course, instructor honorariums, course materials and chapter and international student certification fees.

.02 The following fee schedule shall apply for international and Chapter fees:

International - \$10.00 per student attending or enrolled
(There are no International fees for Instructor Recertifications.)

Chapter - <\$ AMOUNT> per Student Certification
<\$ AMOUNT> per Student Recertification

.03 Chapter fees for students certified may only be changed upon approval by the <CHAPTER AUTHORITY>.

Changes to Chapter fees typically require approval from the Chapter Committee or the decision-making authority of the charter-holding organization.

.04 International fees for students are established by the International ITLS Board of Directors.

.05 International and Chapter fees for students attending or enrolled are to be paid when completed course rosters and post-course paperwork are submitted to the Chapter Office.

Chapters should indicate the procedure for submitting payment for completed courses. Payment is typically sent directly from the Course Coordinator to the Chapter Coordinator or the Chapter Office. Structures that utilize Regional Coordinators may require payment from the Course Coordinator to the Regional Coordinator, and payment from the Regional Coordinator to the Chapter Coordinator or Office.

.06 The ITLS Course Management System (CMS) will not be accessible for Course Coordinators to access and print their own cards unless fees are paid or the Course Coordinator's organization/agency has a payment history qualifying that debt will be paid.

Chapters should indicate the procedure for printing certification cards. Chapters using the CMS may grant their Course Coordinators the authority to print cards before payment has been received by the Chapter. This option allows the Course Coordinator to distribute cards to the students who pass at the end of the course, eliminating mailing fees. The privilege to print cards in advance of payment may be granted on a course-by-course or individual coordinator basis, and can be revoked at any time.

Chapters who do not wish to allow Course Coordinators to access cards without first submitting payment may opt to leave the printing and issuance of cards a responsibility of the Chapter Coordinator. The Chapter Coordinator may distribute cards before receiving payment or withhold cards until payment has been received from the Course Coordinator

Other Chapters delegate the responsibility of printing cards to Regional Coordinators if this structure exists.

- .07 The **<CHAPTER AUTHORITY>** reserves the right to deny course approval based on outstanding or bad debts incurred by a particular agency or individual that pertains to ITLS **<CHAPTER NAME>**.

Refer to Section 100 to determine the individual or group granted the authority to approve or deny course requests.

- .08 Service fees or administrative costs may be charged for checks/payment terms returned due to insufficient funds.
- .09 Administrative cost for canceled registration at a course may be recovered by the organizing agency.

Section 300 – Chapter Committee

Policies related to the operation of the Chapter Committee are highly variable. Chapters should indicate who governs the Chapter Committee and under what circumstances. Chapters also should outline the roles and responsibilities of Committee members, including the Chapter Medical Director and Chapter Coordinator. These officials should be permanent members of the Chapter Committee.

Other Chapter Committee membership requirements should be outlined as well, and the tasks and operations of the Chapter Committee should be delineated. The creation of an Executive Committee may be outlined within this section as well; for more information about Executive Committee and Executive Sessions, please see Section 700.

Sample Chapter Committee policies may include:

- .01 The ITLS Chapter Committee shall operate in accordance with the bylaws of the organization or at the direction of the Chapter charter holder.
- .02 The **<CHAPTER AUTHORITY>** is the chairperson of the Chapter Committee and conducts all business meetings. He/she has the authority to approve and disapprove courses; and carry out all other duties specified in the chapter bylaws and shall work in conjunction with the Regional Coordinators as per Section 300.
- .03 The **<CHAPTER AUTHORITY>** is responsible for coordinating activities of the regional coordinators, affiliate faculty and state committee members.
- .04 The ITLS Chapter Committee will select individuals to represent the organization at the ITLS International Conference.

Section 400 – Classifications

Chapters should outline the requirements for each ITLS certification and provide guidelines for the roles and responsibilities of other ITLS Chapter positions. The minimum requirements as set by ITLS International are provided below and may be modified but not lower at the Chapter's discretion.

Sample Classifications policies may include the following. Explanation of specific policies as necessary appears directly below the policy.

- .01 **Provider (Basic)** – Must be an entry-level EMS provider with suitable qualifications who functions within their scope of practice. Upon completion of the Basic Provider course with a written test score of at least 74 percent and at least an “adequate” rating on the patient assessment skills test, the student will be certified for a period of **<TIME PERIOD>**.

The standard certification period for ITLS courses is three years. ITLS Chapters may opt to change the certification period for some or all ITLS certifications, but the certification period must be within the parameters of two to four years.

Chapters may opt to set more stringent requirements for passing the tests; many Chapters set the passing grade at 80 percent instead of 74 percent.

- .02 **Provider (Advanced)** – Must be an advanced-level practitioner who can perform advanced procedures who is certified or licensed and who functions within their scope of practice. Upon completion of the Advanced Provider course with a written test score of at least 74 percent and at least an “adequate” rating on the patient assessment skills test, the student will be certified for a period of **<TIME PERIOD>**.

See note under 400.01 Provider (Basic) regarding passing test scores. This policy is applicable to all course certification exams.

- .03 **Provider (Pediatric)** Must be an entry-level EMS provider qualified to take an ITLS Basic course. ITLS strongly recommends that the candidate be a certified ITLS Basic or Advanced or PHTLS Provider. Upon completion of the Pediatric Provider course with a written test score of at least 74 percent and at least an “adequate” rating on the patient assessment skills test, the student will be certified for a period of **<TIME PERIOD>**.

Chapters may choose to mandate that students taking the ITLS Pediatric course must first successfully complete an ITLS Basic or Advanced Provider course.

- .04 **Provider (Access)** Must have a first responder role in EMS setting. Upon successfully completing an Access course by attending all lectures and skill stations, will be certified for a period of **<TIME PERIOD>**.

Chapters may opt to set more stringent requirements for passing the Access course.

- .05 **Provider Re-Cert-** All current Advanced and Basic providers must attend a one-day ITLS recertification course prior to the expiration date on their card or complete a two-day ITLS Advanced or Basic Provider course.

Chapters may opt to permit only one of the above options for provider recertification students.

- .06 **Instructor Candidate** – Must be a student who has successfully passed an ITLS Basic, Advanced, or Pediatric ITLS provider course with a written score of 86 percent or better; a rating of “excellent” on the patient assessment skills test; and an “instructor potential” recommendation by an affiliate faculty member or course coordinator during the ITLS provider course.

Chapters may opt to impose more stringent additional requirements, including one or more of the following: set amount of trauma care experience in the field or emergency room; letter(s) of recommendation from the course director, a supervising emergency physician, or other supervisor; attendance at a Chapter-approved ITLS instructor course.

- .07 **Instructor** – After meeting all Instructor Candidate requirements, a student who has successfully completed an instructor course and has been monitored (in lecture, skills station, and patient assessment at a provider course) by an affiliate faculty member, will be certified for a period of **<TIME PERIOD>**. Basic Providers may instructor only Basic-level courses. Current ITLS instructors who pass the Pediatric ITLS provider course are eligible to instruct Pediatric ITLS courses but may have to be monitored prior to teaching at the discretion of the Chapter.

Chapters may opt to impose additional requirements for instructors. Chapters may also modify policies for certifying Pediatric or Access instructors at their discretion.

- .08 **Instructor Re-Cert** – All current instructors must teach at least one ITLS course (instructor or provider) per year during every year of certification and attend an Instructor Update or Refresher Course as determined by the Chapter. Pediatric instructors must teach at least one Pediatric ITLS course per year during every year of certification.

Chapters may vary the number of courses and time periods at which an instructor must teach to maintain certification; for example, permitting 3 courses at any time during the 3-year certification period instead of mandating 1 course per year for 3 years.

All Chapters should mandate some sort of educational activity that serves as an Instructor Update or Refresher Course that every instructor must complete at the end of the certification period in order to qualify for recertification.

- .09 **Bridge Certifications** – A PHTLS or ATLS instructor may become an ITLS instructor following successful completion of a Chapter-approved Bridge Course that emphasizes ITLS patient assessment, administrative structure, and philosophy. After completion, the Chapter's policies for provisional instructors will apply and must include monitoring.

A PHTLS provider may become an ITLS provider by taking and passing an ITLS provider course.

Some Chapters choose to allow current PHTLS providers to take a one-day ITLS Provider Recertification course to serve as the "bridge" provider course.

- .10 **Course Coordinator** – Must be an experienced EMS educator and program organizer with a thorough knowledge of the ITLS program and a demonstrated history of coordinating and conducting multiple session programs. ITLS certification is preferred but not required. Responsible for coordinating all aspects of the ITLS course, from pre-course to post-course; being present through all courses coordinate to serve as primary resource for information and questions of an administrative nature; and serving as a liaison between providers and the course medical director, affiliate faculty, and Chapter office.

Chapters may modify prerequisites for Course Coordinators at their discretion. Many Chapters choose to require that all Course Coordinators maintain current ITLS instructor certification.

Chapter may also decide and outline the Course Coordinator selection and removal process within policies as desired.

- .11 **Affiliate Faculty** – Must be a current ITLS instructor who possesses considerable knowledge with respect to the Chapter structure and operations, and who is willing to maintain involvement with the growth and development of the ITLS program and educational materials. Affiliate Faculty monitor the quality of ITLS courses in the chapter, serve as a resource for course coordinators and medical directors, and monitor new ITLS instructors.

Chapters may modify prerequisites for Affiliate Faculty at their discretion. Some Chapters choose to require a minimum amount of ITLS instructor experience (for example, 2 years) or may have additional requirements for a PHTLS instructor who has bridged to ITLS (for example, teaching a minimum of 2 ITLS courses within the 2 years of instructor experience).

Chapters may also require an Affiliate Faculty training program for new Affiliate Faculty to attend before their appointment is finalized, or may require periodic Affiliate Faculty Updates for all Affiliate Faculty to attend. Additionally, many Chapter require that Affiliate Faculty attend one or more Chapter Committee meetings annually.

Chapters may also outline the Affiliate Faculty selection, reappointment, and removal processes. Appointments are often made at the consensus of the Chapter Committee or by the Chapter Medical Director. A formal application process, including letters of recommendation and a letter of intent, may also be required for appointment. Reappointment is often on an annual basis.

- .12 **Course Medical Director** – Must be a licensed physician within Chapter boundaries and should be familiar with EMS systems and prehospital care and have experience and training related to trauma patients. The Course Medical Director should be an ITLS instructor or should have served as co-director for one course with a physician ITLS instructor. The Course Medical Director provides clinical oversight during the course and must be on-call and available by phone throughout the course if not physically present.

Chapters may modify prerequisites for Course Medical Director at their discretion. Some Chapters require Course Medical Directors to be current ITLS instructors or providers.

Chapters may also outline the selection and removal processes for Course Medical Directors. Approval of an individual is usually granted by the Chapter Medical Director.

- .13 **Chapter Coordinator** – Must possess and maintain Affiliate Faculty status or be the administrative designate of the Chapter. Should demonstrate extensive experience managing continuing education programs and an in-depth knowledge of prehospital care.

Chapters may modify prerequisites for Chapter Coordinator at their discretion. Some Chapters require Chapter Coordinators to have previous experience as a Chapter Co-Coordinator. Some Chapters mandate that a Chapter Coordinator must have Affiliate Faculty status in order to hold the position.

The Chapter may opt to have more than one Chapter Coordinator if desired.

Chapters may also outline the selection and removal processes for the Chapter Coordinator. Appointment is usually at the consensus of the Chapter Committee or decision-making authority of the charter-holding organization. Chapter Committees may also hold elections for the position.

- .14 **Regional Coordinators** – Affiliate Faculty member with extensive experience managing continuing education programs who acts as a liaison between local instructors and the Chapter Committee.

Not all Chapters will opt to have Regional Coordinators. See Section 700 for more Regional Coordinator policies.

- .15 **Chapter Medical Director** – Must be a physician licensed to practice medicine within the Chapter. Chapters may develop additional requirements.

Additional requirements mandated by Chapter may include: a physician actively involved in emergency medicine with a background of involvement in prehospital care; must be an ITLS instructor; must be an ATLS or ACLS instructor if not an ITLS instructor; must serve as a Chapter Co-Medical Director previously; and so on.

A Chapter may opt to have more than one Chapter Medical Director if desired.

Chapters may also outline the selection and removal processes for the Chapter Coordinator. Appointment is usually at the consensus of the Chapter Committee or decision-making authority of the charter-holding organization.

Section 500 – Non-Discrimination and Harassment

ITLS recognizes the importance of conducting courses free of any sexual or other harassment. Each chapter should adopt a non-discrimination and harassment policy that addresses the legal requirements while taking social and cultural customs into account.

Sample text for Non-Discrimination and Harassment policies:

01. It is the policy of ITLS <CHAPTER NAME> that all our participants should be able to enjoy an educational environment free from all forms of discrimination, including sexual harassment.

No person shall, on the basis of race, color, religion, sex, national origin, handicap, age or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any ITLS <CHAPTER NAME> approved education program.

Such conduct, whether committed by instructors, affiliate, or participants, is specifically prohibited. This includes offensive sexual flirtations, advances or propositions; continued or repeated verbal abuse of a sexual nature; graphic or degrading verbal comments about an individual on his or her appearance; the display of sexually suggestive objects or pictures; or any offensive or abusive physical contact.

In addition no one should imply or threaten that a participant's "cooperation" of a sexual nature (or refusal thereof) will have any effect on the individual's successful completion of the program, future instructional assignments or status as an affiliate faculty.

- .02 ITLS <CHAPTER NAME> will not tolerate any instances of Human Rights violations. Any agency, organization, or group that conducts or sponsors and educational course approved by ITLS <CHAPTER NAME> is responsible for providing the above stated discrimination-free education environment, and should have available and on file a copy of this Policy.

- .03 Any ITLS <CHAPTER NAME> approved educational program that does not comply with this policy shall be subject to sanctions, up to and including course decertification by ITLS <CHAPTER NAME>.

Any participants of ITLS <CHAPTER NAME> approved educational program that does not comply with this policy shall be subject to sanctions up to and including decertification of Affiliate, Instructor and Provider certifications.

- .04 Neither ITLS <CHAPTER NAME> nor ITLS International are not liable for any actions arising from any EMS Agency, Training Center or other entity as a result of their hosting and/or conducting an ITLS <CHAPTER NAME> approved course.

- .05 ITLS <CHAPTER NAME> shall comply with all of the appropriate rules and regulations current in the jurisdiction, territory, state, city, prefecture, parish or any other jurisdiction in which they will operate.

Section 600 – Dispute Resolution

ITLS recognizes that a student may occasionally have a conflict with an instructor that cannot be resolved without mediation. Each Chapter should adopt a standard dispute resolution procedure to be followed to resolve any issues that may arise in a Chapter-sanctioned course.

Sample text for Dispute Resolution policies:

- .01 It is the policy of ITLS <CHAPTER NAME> that the following standard procedure should be followed to resolve any conflict that may arise between a student and an instructor regarding materials taught in a course; between a student and an instructor unrelated to material taught; and/or between two instructors.
- .02 The student and instructor will first attempt to resolve the dispute by researching information in either the student textbook or the ITLS <CHAPTER NAME> Policy and Procedure Manual.
- .03 If the dispute is not satisfactorily resolved with research as stated above, the student (and Instructor if needed) will go to either the lead instructor of the course or the affiliate faculty member if the individual is on-site.
- .04 If the course’s lead instructor or affiliate faculty member cannot satisfactorily resolve the dispute, the student (and instructor if needed) will consult the <CHAPTER AUTHORITY>.

The Chapter Coordinator is often the next source in resolving a dispute. Some Chapters may opt to bring disputes before the Chapter Committee instead of or in addition to the Chapter Coordinator.

- .05 The <CHAPTER AUTHORITY> will contact staff at the ITLS International office as needed for additional assistance.
- .06 ITLS <CHAPTER NAME> reserves the right to investigate all complaints brought to its attention and to proceed with disciplinary measures as deemed appropriate at the sole discretion of the <CHAPTER AUTHORITY> (or at the discretion of the executive director of ITLS International).

OPTIONAL SECTIONS

Section 700 – Regional Coordinators

Not all Chapters will opt to have Regional Coordinators. Section 700 may be omitted from the Policy & Procedure Manual if the Chapter chooses not to appoint and utilize Regional Coordinators.

The Chapter should detail its selection process for appointing Regional Coordinators and Co-Coordinators, such as by nomination by the Chapter Committee; application to the Chapter Coordinator or Chapter Committee; Chapter Committee consensus; and so on. The Chapter should also detail the process for removing Regional Coordinators from their responsibilities, such as by the consensus of the Chapter Committee or Executive Committee.

The Chapter should outline its expectations of the roles, responsibilities, and duties of the Regional Coordinators. For example, some Chapters expect Regional Coordinators to conduct Instructor Update courses whereas other Chapters leave the responsibility of Instructor Update courses to the Chapter Coordinator directly. Some Regional Coordinators are responsible for all of the needs of the Course Coordinators that fall within their region, including approval of course requests or distribution of certification cards.

Sample policies related to Regional Coordinators follow:

.01 Regional coordinators and co-coordinators will be appointed by the following procedure:

.02 Designated regions shall be defined as follows:

If multiple regions with a Chapter are to be utilized, please list and define below.

Region 1 _____

Region 2 _____

Region 3 _____

Region 4 - _____

Region 5 - _____

Region 6 - _____

Region 7 - _____

Region 8 - _____

Region 9 - _____

Region 10- _____

.03 Regional coordinators or designees are expected to attend regular Chapter Committee meetings and deliver a report summarizing ITLS activities in their respective regions.

.04 Regional coordinators are responsible for conducting instructor update classes and monitoring instructor performance within their region.

.05 Regional coordinators should assist course coordinators with planning, staffing, equipment or other needs for conducting a course.

.06 Regional coordinators should maintain a high interest level in ITLS during their term of duty. If they are unable to carry out the duties as specified, they must notify the Chapter Committee as soon as possible.

.07 Regional Coordinators must not have a conflict of interest with potential competing courses in his/her area. If a potential conflict exists, he/she must notify the ITLS office.

.08 Regional coordinators shall make every attempt to attend as many courses in their region as possible to assure quality control at the individual courses.

- .09 The ITLS Chapter Committee may vote to remove a Regional Coordinator from his/her position if it has been determined that individual is not active in ITLS activity based on attendance records and/or lack of participation in the region.
- .10 A Regional Coordinator may be removed from his/her position at the discretion of the <CHAPTER AUTHORITY>.

Section 800 - Executive Committee and Executive Sessions

The Chapter's organizational structure may opt to include an Executive Committee that may convene Executive Sessions according to criteria set by the chapter. Section 800 may be omitted from the Policy & Procedure Manual if the Chapter chooses not to appoint and utilize an Executive Committee.

The Chapter should indicate the individuals or Chapter positions that comprise the Executive Committee and outlines the roles, responsibilities, and duties of the Executive Committee. The Chapter should indicate the process for selection and removal of Executive Committee members if applicable.

The Executive Committee is often comprised of the Chapter Medical Director(s), Chapter Coordinator(s), and other Chapter Committee Officers such as the Chairperson, Secretary, Treasurer, or Member-at-Large, as applicable.

Sample policies related to the Executive Committee and Executive Sessions include:

- .01 The Chapter shall periodically convene an Executive Committee comprised of:
- .02 The intent and purpose of an Executive Committee meeting (otherwise known as an Executive Session) is to address specific business and administrative issues related to the organization as determined by the Committee Chair.
- .03 A majority of the committee may be convened to gather facts, investigate complaints and enforce the policies and procedures of the organization.
- .04 All parties that may be subject to an investigation of the facts in an Executive Session shall be entitled to due process.
- .05 The Executive Committee may remove a Regional Coordinator or Affiliate Faculty member after due process.
- .06 Executive Committee members that may be involved in incidents that are under consideration as part of an Executive Session shall be temporarily replaced by another member from the ITLS Chapter Committee.
- .07 Any course participants, instructors, affiliate faculty or Chapter Committee members affected by actions taken, or recommendations made, as the result of an Executive Session shall be notified in writing of such action or recommendation. Written notice must be given via certified, return-receipt mail.
- .08 All decisions made in the Executive Session shall be final unless overturned or changed following appeal by the person or persons affected. The Executive Committee has the right to restrict the teaching abilities of the complainant.

- .09 Due Process shall be defined as the following: Within 60 days of receipt of complaint, the Executive Committee will investigate, determine validity and act on the complaint. The party will have 60 days to reply on the decision reached.

RECORD OF CHAPTER OFFICIALS

The Chapter Policy & Procedure Manual should include a record of every chapter official, including Medical Director(s), Coordinator(s), Chapter Committee Members, Chapter Executive Committee Members, and Regional Coordinators as applicable. This record should be updated annually, or as the positions change.

January _____ – January _____

	<u>Name</u>	<u>Position</u>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Revised _____

Updated _____

SAMPLE COURSE COORDINATOR CHECKLIST

To be completed by Course Coordinators as they plan, organize and complete a course.

COURSE DATE: _____ COURSE NUMBER: _____

LOCATION: _____

I. THREE MONTHS BEFORE THE COURSE

A. Prepare budget _____

B. Request approval of course through CMS or from Chapter Committee _____

C. Identify and confirm

- Medical Director _____
- Course Coordinator _____
- Affiliate faculty _____

D. Arrange course facilities

- Course location _____
- Lodging _____
- Refreshments _____
 - Coffee _____
 - Lunches _____
 - Faculty dinner _____
- Course equipment
 - AV equipment _____
 - Slide projector _____
 - Podium _____
 - Skill station equipment _____

(Refer to ITLS Instructor Manual)

E. Contact potential faculty, station assistants, patient models

1. Faculty

- a. _____
- b. _____
- c. _____
- d. _____

2. Station Assistants

- a. _____
- b. _____

3. Patient Models

- a. _____
- b. _____

F. Arrange course schedule _____

G. Create and distribute course advertisement _____

II. TWO MONTHS BEFORE THE COURSE

A. Order textbooks _____

III. ONE MONTH BEFORE THE COURSE

A. Prepare pre-course packets

1. Student pre-course packets

- a. Introductory letter _____
- b. Hotel accommodation information _____
- c. ITLS textbook _____
- d. Pretest _____
- d. Course agenda _____
- e. Map _____
- f. ITLS specialty items order form _____

2. Faculty pre-course packets

- a. Introductory letter with assignments _____
- b. Hotel accommodation information _____
- c. Lecture slides _____
- d. Course schedule _____
- g. Course material _____
- h. Testing scenario _____
- f. Map _____

B. Mail textbooks and pre-course packets to students _____

C. Mail pre-course packets to faculty _____

IV. TWO WEEKS BEFORE THE COURSE

A. Confirm patient models _____

B. Confirm station assistants _____

C. On-site packets

1. Course Students _____

- a. Name tag _____
- b. Final course schedule _____
- c. Faculty list _____
- d. Student list _____
- e. Rotation schedule _____
- f. Course evaluation forms _____

2. Faculty

- a. Name tag _____
- b. Final course schedule _____

- c. Faculty list _____
- d. Student list _____

V. DAY BEFORE THE COURSE

- A. Equipment placed in staging area _____**
- B. Pre-course faculty meeting _____**

- C. Arrange educational facility _____**

VI. DAY OF THE COURSE

- A. Arrive early to confirm seating, temperature, refreshments and registration area _____**
- B. Register students _____**
- C. Introduce faculty _____**
- D. Set-up skill stations _____**
- E. Moulage models _____**
- F. Faculty meetings as necessary _____**
- G. Provide feedback to students _____**
- H. Conduct post-course faculty meeting _____**
- I. Collect slides from instructors _____**

VII. POST COURSE

- A. Thank-you letters to faculty, station assistants and patient models _____**
- B. Course report forms and fees forwarded to the chapter office _____**
- C. Reimburse faculty and staff _____**
- D. Distribute course completion cards _____**

SAMPLE PROPOSED COURSE BUDGET & FINANCIAL SUMMARY

To be completed by Course Coordinators as they plan, organize and complete a course.

COURSE DATE: _____ COURSE NUMBER: _____

LOCATION: _____

RECEIPTS:

I. Tuition:

_____ Participants @ \$ _____ each

TOTAL \$ _____

II. OTHER GRANT MONIES (IF APPLICABLE): L.E. _____

TOTAL RECEIPTS \$ _____

DISBURSEMENTS:

I. Travel Expenses / Subsistence

A. Faculty & Staff

1. _____ \$ _____
2. _____ \$ _____
3. _____ \$ _____
4. _____ \$ _____
5. _____ \$ _____
6. _____ \$ _____
7. _____ \$ _____
8. _____ \$ _____

B. Coordinator

1. _____ \$ _____

C. Assistants (Station assistants and Patient models, etc.)

1. _____ \$ _____
2. _____ \$ _____
3. _____ \$ _____
4. _____ \$ _____
5. _____ \$ _____
6. _____ \$ _____
7. _____ \$ _____
8. _____ \$ _____

II. Course Equipment/Material

A. Material

1. _____ \$ _____
2. _____ \$ _____

B. Office Supplies/ Services

1. Postage \$ _____

- 2. Photocopies \$ _____
- 3. _____ \$ _____
- 4. _____ \$ _____
- 5. _____ \$ _____

C. Expendable Equipment

- 1. _____ \$ _____
- 2. _____ \$ _____
- 3. _____ \$ _____
- 4. _____ \$ _____

D. Non expendable Equipment

- 1. _____ \$ _____
- 2. _____ \$ _____
- 3. _____ \$ _____
- 4. _____ \$ _____

E. Facilities/Services

- 1. Room Rental \$ _____
- 2. Audio-Visual Rental \$ _____
- 3. Coffee Break(s) \$ _____
- 4. Lunch (es) \$ _____
- 5. Dinner(s) \$ _____
- 6. Administrative Charges \$ _____
- 7. _____ \$ _____
- TOTAL \$ _____

III. Indirect Cost Charges

- A. ITLS Chapter fee
_____ Participants @ \$ _____ each
- B. ITLS International fee
_____ Participants @ \$ _____ each

TOTAL \$ _____

TOTAL RECEIPTS \$ _____

Minus TOTAL DISBURSEMENTS \$ _____

TOTAL NET GAIN OR LOSS \$ _____

COURSE COORDINATOR

DATE

SAMPLE COURSE REQUEST APPLICATION

*To be completed by Course Coordinators to request approval to run a course.
Use of CMS eliminates the need for this form.*

Course Request must be submitted 30 to 90 days in advance of course date.

Course Coordinator: _____

Affiliation Requesting Course: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Day Phone: _____ Alternate Phone: _____

Assistant Course Coordinator/Administrator: _____

Medical Director: _____

Assistant Medical Director: _____

Affiliate Faculty: _____

Course Type:

Advanced / Basic / Combined / Pediatric / Access
Recertification / Provider / Instructor

Course Date: _____

Course Location: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Day Phone: _____ Alternate Phone: _____

Is the course open to the general public? **Yes** **No**

If closed, define student body: _____

Cost per student [including tuition and fees]: \$ _____

Course Information:

No. of students accepted: _____

No. of faculty anticipated: _____

No. of testing stations anticipated: _____

No. of books requested: _____

Equipment Needed: **Yes** **No**

The following will be sent with the request form:

- Preliminary course schedule, including faculty and assignments

NOTE: A Final Schedule must be submitted for quality assurance reviews at the end of the course when appropriate material is turned into the chapter ITLS office.

- Course Brochure (if available)

Need Invoice: **Yes** **No** (Must request invoice if needed)

Send Invoice to: _____

Attention of: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Day Phone: _____ Alternate Phone: _____

ITLS Provider books needed: **Yes** **No** Quantity: _____

ITLS Pediatric books needed: **Yes** **No** Quantity: _____

ITLS Instructor books needed: **Yes** **No** Quantity: _____

ITLS Access books needed: **Yes** **No** Quantity: _____

For Office Use Only

Approved Approved conditionally; specify: _____

Denied; reason: _____

Contacted: _____ Received Final Schedule: Yes No

Date Cards mailed: _____ Final Student Count: _____

SAMPLE POST-COURSE CHECKLIST

To be completed by Course Coordinators after a course and sent with course materials and course fees to Chapter Office. Must be received within designated time frame after course.

COURSE COORDINATOR: _____

COURSE DATE: _____ COURSE NUMBER: _____

LOCATION: _____

1. Responsible party for payment of fees: _____

Need Invoice: Yes No

Send Invoice to: _____

Attention of: _____

Address: *Street:* _____ *City:* _____ *State:* _____ *Zip Code:* _____

Home Phone No.: _____ Work Phone No.: _____

2. Cards & Certificates:

Mail Cards & Certificates to: _____

Attention of: _____

Address: *Street:* _____ *City:* _____ *State:* _____ *Zip Code:* _____

Home Phone No.: _____ Work Phone No.: _____

The following items have been sent to the Chapter Office:

(Please put an "X" after each item enclosed)

1. Complete ITLS course roster _____
(Typed list of participants' names and addresses)

2. Typed faculty roster _____

3. Post tests _____

4. Score sheets _____

5. Evaluations _____

6. Payment of fees _____ *(Request invoice if needed)*

For office use only

Paperwork received: _____ International Fees Paid: _____

Fees Invoiced: _____ Fees Received: _____

SAMPLE COURSE ROSTER TALLY SHEET

To be completed by Course Coordinators after a course to determine the amount of money for student fees owed to the Chapter. Use of CMS eliminates the need for this form.

Chapter Name: _____

Type of Course: _____

Date of Course: _____

Course Location: _____

Course Coordinator: _____

Total number of students: \$ _____

Course Fees (See Table): \$ _____

Multiply Number of Students by Course Fee For:

Total Amount Due: \$ _____

Please remit this completed Course Tally Sheet with completed Course Rosters and fees to:

ITLS <CHAPTER NAME>

Address

Address

Address

Course Fees

Basic Provider: <\$AMOUNT>

Advanced Provider: <\$AMOUNT>

Basic Instructor: <\$AMOUNT>

Advanced Instructor: <<\$AMOUNT>

Pediatric: <\$AMOUNT>

Access: <\$AMOUNT>

SAMPLE CONFIRMATION LETTER TO INSTRUCTORS

Date:

To: ITLS Instructors

From: Course Director

RE: Assignments - Course Location and Date

Thank you for your agreement to serve as an instructor at the <TYPE OF COURSE> to be held on <DATE OF COURSE> at <NAME OF FACILITY>, <MAILING ADDRESS>.

Agendas indicating the assignment of lectures, skill stations and patient assessment testing are enclosed. Your **assignments** are circled in red on the agendas.

If you are lecturing, the slides for your topic are enclosed. They should be returned to <COURSE COORDINATOR> immediately following your lecture.

Please review the ITLS Instructor Guide for station objectives and important points when preparing for the teaching stations. For patient evaluation and testing, we have enclosed a copy of your assigned scenario. Instructors are responsible for orienting the models to their roles *prior* to the testing session.

Enclosed are:

- A map indicating the general area of the course location
- Faculty informational material
- Scenarios for the testing stations
- Course agendas
- Slides for lecturing

If you have any questions, please contact <COURSE COORDINATOR> at <PHONE NUMBER> or <EMAIL ADDRESS>.

Sincerely,

Course Director

+Enclosures

SAMPLE CONFIRMATION LETTER TO COURSE REGISTRANTS

Date:

Dear ITLS Registrant:

Thank you for registering for the ITLS **<TYPE OF COURSE>** to be held on **<DATE OF COURSE>** at **<NAME OF FACILITY>**, **<MAILING ADDRESS>**.

Enclosed you will find the following materials:

- ITLS textbook
- Pretest, answer sheet and key
- Course agenda
- Map with directions to course location

The **<TYPE OF COURSE>** is an intense, **<COURSE LENGTH>** learning experience that consists of didactic presentations, skill stations, a written examination and patient assessment testing. It is extremely important that you be familiar with the text and be well prepared prior to the course. Take the pretest after you have studied the text. Check your responses with the answer key provided.

We suggest you wear casual clothes. Several skill stations require floor work with various types of equipment.

If you have any questions, please contact **<COURSE COORDINATOR>** at **<PHONE NUMBER>** or **<EMAIL ADDRESS>**. We look forward to seeing you at the course!

Sincerely,

Course Director

+Enclosures

SAMPLE AFFILIATE FACULTY COURSE EVALUATION

To be completed by affiliate faculty member(s) at the completion of course.

Course Coordinator:

Assistant Course Coordinator:

Medical Director:

Course Information:

Type: Advanced / Basic / Combined / Pediatric / Access
Recertification / Initial / Instructor

Location:

No. of students:

No. of faculty:

No. of teaching stations:

No. of faculty at each teaching station:

No. of testing stations:

Please indicate the number of students for each category:

Basic Course: Passed: _____ Incomplete: _____ Retest: _____

Advanced Course: Passed: _____ Incomplete: _____ Retest: _____

Comments:

Name (printed):

Signature:

Date:

SAMPLE PROVIDER COURSE APPLICATION

*To be completed by individuals or organizations requesting the Chapter's assistance
in organizing and coordinating an initial ITLS Provider Course at their location*

Name: _____

Home address: _____

Work address: _____

Home phone: () _____ Work phone: () _____

Degree(s): _____

Affiliation: _____

Requested Course Date: _____

Proposed Course Location: _____

Sponsoring agency (if any): _____

Have you ever attended an ITLS course before? Yes No
If Yes, when and where? _____

Have you ever attended any trauma-training program? Yes No
If Yes, what course, when and where? _____

How did you learn about ITLS? _____

Tuition Fee Enclosed: L.E. _____

Method of payment: Credit card / Check / Cash

Name (printed):

Signature:

Date:

SAMPLE INSTRUCTOR COURSE APPLICATION

*To be completed by individuals or organizations requesting the Chapter's assistance
in organizing and coordinating an initial ITLS Instructor Course at their location*

Name: _____

Home address: _____

Work address: _____

Home phone: () _____ Work phone: () _____

Degree(s): _____

Affiliation: _____

Requested Course date: _____

Proposed Course Location: _____

Sponsoring agency (if any): _____

Provider Course Date: _____

Location of Provider Course: _____

Name of Intended Course Medical Director (if any): _____

Please include a letter of recommendation from the Medical Director of your EMS program or emergency department along with a copy of your occupational license and current ITLS provider certification card.

Tuition Fee Enclosed: \$ _____

Method of payment: Credit card / Check / Cash

Name (printed):

Signature:

Date:

SAMPLE INSTRUCTOR RECIPROCITY FORM

To be completed by individuals requesting reciprocity as ITLS Instructors within a Chapter different from the Chapter in which certification was completed.

Name: _____

Address: _____

Home phone: () _____ Work phone: () _____

Medical Credentials: EMT-B EMT-I EMT-P RN PA Physician Other: _____

Location of instructor course: _____

Name of Medical director: _____

Date instructor course conducted: _____

Please include a copy of your occupational license, current ITLS provider and instructor certification cards, resume or curriculum vitae, as well as a letter of verification from your previous Chapter Coordinator. The affiliate faculty should forward a recommendation in writing to the Chapter Coordinator.

The Chapter Coordinator may request an interview if any questions or discrepancies arise. It may be necessary for the candidate to be monitored by an affiliate faculty while teaching one lecture and one skill station.

The ITLS Committee will review all applications for reciprocity, and reserves the right to overturn the approval by the Chapter Coordinator.

<CHAPTER RECIPROCITY POLICY>

Name (printed):

Signature:

Date:

SAMPLE INSTRUCTOR RECERTIFICATION APPLICATION

To be completed by instructors requesting recertification status and new instructor card

Name: _____

Address: _____

Home phone: () _____ Work phone: () _____

Medical Credentials: EMT-B EMT-I EMT-P RN PA Physician Other: _____

Date of Expiration: _____ Type: Basic Advanced Pediatric

As a ITLS instructor, you are required to instruct one course per year. Please complete the form below with the appropriate information and submit it to the Chapter office.

Date	Course Type	Location	Course Coordinator
Lecture Assignment		Skills Station	Patient Assessment

Name of Instructor:

Signature:

Date:

SAMPLE PROVIDER COURSE EVALUATION

*To be completed by participants at the conclusion of the course.
Evaluation may be modified to be appropriate for any type of ITLS course.
Content of evaluation may also be modified at the discretion of the Chapter.*

Student Name (optional):

Course Coordinator:

Course Date:

Course Location:

Please rate all of the following course components on a scale of 1-5, with 5 being the best.

LECTURES

Mechanism of Motion Injury

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1

Patient Assessment & Load and Go

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1

Patient Assessment Demonstration

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1

Airway Management of the Trauma Victim

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1

Chest Trauma

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1

• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
Abdominal Trauma					
• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
Shock Evaluation and Management					
• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
Blood and Body Fluid Precautions					
• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
Burns					
• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
Head Trauma					
• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
Spinal Trauma					
• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
Trauma in Pregnancy					
• The instructor was organized	5	4	3	2	1

• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1

Trauma in Children

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1

Trauma in the Elderly

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1

Extremity Trauma

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1

Patients under the Influence of Drugs

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1

Trauma Cardiorespiratory Arrest

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1

PRACTICAL SKILLS

Basic Airway Management

• The instructor was organized	5	4	3	2	1
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• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
• Questions were answered appropriately and accurately	5	4	3	2	1
• Equipment was appropriate for the topic and in good condition	5	4	3	2	1

Spine Management Skills

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
• Questions were answered appropriately and accurately	5	4	3	2	1
• Equipment was appropriate for the topic and in good condition	5	4	3	2	1

Traction Splints

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
• Questions were answered appropriately and accurately	5	4	3	2	1
• Equipment was appropriate for the topic and in good condition	5	4	3	2	1

Helmet Management

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
• Questions were answered appropriately and accurately	5	4	3	2	1
• Equipment was appropriate for the topic and in good condition	5	4	3	2	1

Spine Management Skills II

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1

• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
• Questions were answered appropriately and accurately	5	4	3	2	1
• Equipment was appropriate for the topic and in good condition	5	4	3	2	1
Primary Survey					
• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
• Questions were answered appropriately and accurately	5	4	3	2	1
• Equipment was appropriate for the topic and in good condition	5	4	3	2	1
Secondary Survey					
• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
• Questions were answered appropriately and accurately	5	4	3	2	1
• Equipment was appropriate for the topic and in good condition	5	4	3	2	1
Putting It All Together					
• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
• Questions were answered appropriately and accurately	5	4	3	2	1
• Equipment was appropriate for the topic and in good condition	5	4	3	2	1
Advanced Airway Management					
• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1

• Questions were answered appropriately and accurately	5	4	3	2	1
• Equipment was appropriate for the topic and in good condition	5	4	3	2	1

Chest Decompression / Fluid Resuscitation

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
• Questions were answered appropriately and accurately	5	4	3	2	1
• Equipment was appropriate for the topic and in good condition	5	4	3	2	1

SKILLS STATIONS

Skill Station # 1

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
• Questions were answered appropriately and accurately	5	4	3	2	1
• Equipment was appropriate for the topic and in good condition	5	4	3	2	1

Skill Station # 2

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
• Questions were answered appropriately and accurately	5	4	3	2	1
• Equipment was appropriate for the topic and in good condition	5	4	3	2	1

Skill Station # 3

• The instructor was organized	5	4	3	2	1
• The instructor seemed interested in the students	5	4	3	2	1
• Understanding of the material presented	5	4	3	2	1
• The instructor was effective, clear, informative and knowledgeable on the topic	5	4	3	2	1
• Questions were answered appropriately and accurately	5	4	3	2	1

• Equipment was appropriate for the topic and in good condition 5 4 3 2 1

Skill Station # 4

• The instructor was organized 5 4 3 2 1

• The instructor seemed interested in the students 5 4 3 2 1

• Understanding of the material presented 5 4 3 2 1

• The instructor was effective, clear, informative and knowledgeable on the topic 5 4 3 2 1

• Questions were answered appropriately and accurately 5 4 3 2 1

• Equipment was appropriate for the topic and in good condition 5 4 3 2 1

TESTING STATIONS

Testing Station # 1

• The instructor was organized 5 4 3 2 1

• The instructor appeared to grade impartially and fairly 5 4 3 2 1

Testing Station # 2

• The instructor was organized 5 4 3 2 1

• The instructor appeared to grade impartially and fairly 5 4 3 2 1

Testing Station # 3

• The instructor was organized 5 4 3 2 1

• The instructor appeared to grade impartially and fairly 5 4 3 2 1

Testing Station # 4

• The instructor was organized 5 4 3 2 1

• The instructor appeared to grade impartially and fairly 5 4 3 2 1

OVERALL COURSE

General Information

• The content and the objectives of the course	5	4	3	2	1
• The printed materials	5	4	3	2	1
• The classroom facilities/learning environment	5	4	3	2	1
• Overall you would consider this course	5	4	3	2	1
• Would you recommend this course to your co-workers?	5	4	3	2	1

We appreciate any comments to help make the course a better experience for future students:

Thank you for your time and comments.

