



John J. Barthelmes
Commissioner

State of New Hampshire

Department of Safety

Division of Fire Standards and Training and Emergency Medical Services

Richard M. Flynn Fire Academy

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Mailing Address: 33 Hazen Drive, Concord, New Hampshire 03305-0002



Perry E. Plummer
Director

June 27, 2012

Dear EMS I/C;

The process of transitioning providers from the EMT-I level to the AEMT level is one with which we have not had to deal in the past, specifically the requirement for a cognitive exam to upgrade to the new level. This fact will require us to look at conducting a refresher/transition course that is fundamentally different than what we have thought of refresher courses.

The responsible NH EMS I/C who is contemplating conducting an EMT-I to AEMT RTP/Transition course needs to consider all of the following.:

- We think it is important to acknowledge with your potential students right up front that the EMT-I to AEMT conversion RTP is going to be a different kind of refresher than they are used to.
- We recommend the use of a pretest. This will help both the instructor and the student plan what areas require more emphasis or time than others.
- We recommend the use of the Brady Textbook "Transition Series Topics for the Advanced EMT".
- We recommend that you emphasize to your students that they should read and study all the material in the manual. To go even further along these lines, we think you should introduce them to the concept of college-level study which emphasizes 3 hours of study time to every hour of class time.
- The curriculum subcommittee of the EMT-I conversion task force has gone through the textbook and accompanying slides. An important concept for you to understand is that we don't believe there is enough time in the 36 hour refresher format to go over every topic in the book and every slide on the powerpoints.
- We have tried to anticipate what material the National Registry will find most pertinent to the safe practice of an entry-level AEMT. Any material that we thought was not pertinent to the NREMT exam we took out of the slides.
- You need to emphasize though, that just because it isn't going to be covered in class the student is still responsible for the material, as our guess might be wrong. The students need to read the book. If they have specific questions in class regarding material that isn't covered in class you can address it then.

Emergency Medical Services – Fire Training and Certification – Fire Academy

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- Please understand that the instructor is free to use whatever style, format, or text he or she desires. The attached curriculum reflects the thoughtful deliberations of a committee of your peers that had the goal of addressing primarily the areas that we thought would be important to the NREMT. **You can use this curriculum or not – your choice.**
- We feel that an AEMT needs to have the full knowledge that is expected of them. We think a reasonable way to do that is to put the responsibility on the student to read the text. Often in a refresher students do not refer to a text, electing to only listen to the lectures and participate in the practical exercises. You need to emphasize to your students that that approach will not work in this setting. Nobody is going to force them to study the material, but they have to understand that they will be subject to the cognitive exam. We have tried to anticipate the most important material to cover, but we may miss something. It is their responsibility to study.
- We anticipate the 36 hour refresher/conversion course to include 24 hours of didactic lectures using the powerpoint slides, 4 hours of practical skills practice and evaluation, and 8 hours of test preparation. The test preparation component will be provided by the NHBEMS at no cost to the instructor. It will take the form of a mock exam with audience polling devices for all students. Questions will be presented that are similar to the type of questions a student might see on the NREMT cognitive exam.
- This exercise exposes student to the format of the computer-based cognitive exam, it enables them to evaluate the content that they have strengths and weaknesses in, it will help develop test-taking strategies, - all with the goal of making the student more comfortable and capable when it comes to taking the NREMT cognitive exam.
- This component is highly recommended by the EMT-I Conversion Task Force, but it is up to the instructor whether to use it or not. It is not mandatory. Again – to emphasize – nothing the committee developed is mandatory. We have gone to a lot of effort to “triage” what material is needed and what isn’t. It is our best educated guess. In fact it may change over time as we get feedback from individuals who have utilized the program and taken the NREMT cognitive exam.

Please contact the Education Section with any questions, comments and feedback.

Sincerely yours,

Clay Odell, Chief
NH Bureau of EMS

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