



UTAH DEPARTMENT OF
HEALTH

Bureau of Emergency Medical Services and Preparedness

**EMERGENCY MEDICAL
TECHNICIAN**

**PSYCHOMOTOR
EXAMINATION
MANUAL**

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Welcome

This manual is provided by the Utah Bureau of Emergency Medical Services and Preparedness (BEMSP) to provide procedures and direction for the Emergency Medical Technician (EMT) psychomotor testing. As a course coordinator you are required to conduct a medical and trauma assessment psychomotor exam. Follow the procedures outlined in this manual in providing an EMT psychomotor examination. You can find additional information regarding EMT's licensure at the BEMSP website: <https://bemsp.utah.gov/>.

The material conveyed in this manual, provides you with guidance on conducting a EMT psychomotor examination. All skills have been developed in accordance with the 2009 Instructional Guidelines for Emergency Medical Technicians: current American Heart Association guidelines for Basic Healthcare Providers (BLS), and the Utah BEMSP of Emergency Medical Services and Preparedness EMS protocol guidelines.

This manual provides guidance in the process of formal verification of the candidate's "hands-on" abilities and knowledge to perform the entry-level skills of an Emergency Medical Technician. The EMT psychomotor test **is not** an opportunity to teach, coach, or provide remedial training during the test.

Course Coordinator Responsibilities

The course coordinator is responsible for overall planning, staffing, implementation, quality control, and validation of the psychomotor examination process in conjunction with the state guidance.

The course coordinator is responsible:

- Adhere to the Professional Conduct and Code of Ethics outlined by BEMSP. These can be found on the BEMSP website at <https://bemsp.utah.gov/regulations/laws-rules-fees/>.
- For submitting the proposed psychomotor test dates when completing the initial course request. Any changes to the test dates must be forwarded to the BEMSP in writing for approval.
- To ensure that all examiners are currently endorsed as Utah EMS instructors.
- To ensure the facilities for the psychomotor examinations meet acceptable educational standards.
- For the selection of individuals of average adult height and weight to service simulated patients. Simulated patients must be adults or adolescents that are greater than 16 years of age. Candidates that are scheduled to take the examination may not serve as simulated patients.
- To ensure all equipment is clean, functional, and the required equipment for each scenario is provided prior to the test beginning.
- Is not allowed to be an evaluator of any scenario.
- To oversee the timely flow of all candidates through the scenarios.
- To ensure that excessive "hall talk" between candidates or discussions of specific examination scenarios or material does not occur throughout the examination.
- At the conclusion of the EMT psychomotor examination, the course coordinator will submit a list of all candidates and whether they passed or failed to BEMSP within 2 weeks of course completion. This will normally be submitted with the course recommendation letter to the BEMSP.
- The course coordinator must retain copies of all test results on file for a minimum of seven years, as per the BEMSP requirements. These are to be treated as confidential and properly secured.

The course coordinator must be present at the site during the entire psychomotor test. If the course coordinator is not able to be present at the exam due to unforeseen circumstances, he/she must assign at

competent, informed, and capable person to coordinate all examination activities. In such a case, this person shall serve as and assume all responsibilities of the “course coordinator” throughout the examination.

List of Candidates

Normally, the Course Coordinator will be providing the EMT psychomotor examination for their current students. The students will already be listed on the roster filed at the BEMSP as part of the course request. For additional students that request to be tested, the course coordinator is responsible for submitting the psychomotor exam results to BEMSP within 2 weeks upon course completion.

Facilities for the Psychomotor Examination

The course coordinator is responsible for securing a facility large enough to accommodate the number of candidates scheduled to attend the psychomotor examination. Each facility utilized for the psychomotor exam should provide:

- Adequate space tougher minimum of 100 square feet for each scenario tested. Each area shall be partitioned in such a manner to allow easy entrance and exit by the candidates and prohibit observation by other candidates and non-involved personnel. Entrance to and exit from all scenarios should not disturb other candidates or testing.
- A comfortable testing environment free of undue noise and distraction.
- Ample gathering space for candidates during the candidate orientation to the psychomotor examination.
- Awaiting area adjacent to the scenarios for candidates to assemble while waiting for a scenario to open.
- Adequate restroom facilities, a drinking fountain and adequate parking that has reasonable access to the examination site.
- Rooms should be appropriately posted or marked for easy identification by the candidate.
- A table and chair in each room for each examiner. The course coordinator may also want to provide each examiner with the clipboard and a pen to assist with documenting all performances. Each examiner should also have enough evaluation forms on which to document all performances. All evaluation forms must be filled out in pen.
- A secure area must be provided, with controlled access, for tabulation and reporting of the psychomotor examination results.

Staffing for the EMT Psychomotor Examination

Staffing for the EMT psychomotor examination will require one examiner and one simulated patient for each scenario. An examination for (20) candidates would require a minimum of two examiners and two patients and would take approximately 4 to 5 hours to complete. Additional examiners and patients would reduce the overall amount of time required.

Medical Director

At a minimum, the Program Medical Director for the examination must be available by phone or email throughout the examination. It is preferable that the Program Medical Director be on site during the testing.

The Program Medical Director, along with the course coordinator, will be responsible to handle any complaints involving the psychomotor testing.

Examiner Qualifications

The examiner must be a BEMSP endorsed EMS instructor. In addition, careful attention should be paid to avoid possible conflicts of interest, local political disputes, or any additional pre-existing conditions that could potentially bias the examiner towards a particular group or the entire group of candidates.

Every effort should be made to select examiners who are fair, consistent, objective, respectful, reliable, and impartial in his/her conduct and evaluation. Examiner should be selected based upon their expertise and understanding that there is more than one acceptable way to perform all skills. The exam coordinator should work to obtain examiners who are not acquainted with the students, if possible. Examiners should have experience in working with EMTs, teaching, or formal evaluation of psychomotor skills.

Examiners are responsible for the following:

- Adhering to the Professional Conduct and Code of Ethics outlined by BEMSP. These can be found on the BEMSP website at <https://bemsp.utah.gov/regulations/laws-rules-fees/>.
- Conducting examination related activities on equal basis for all candidates, paying particular attention to eliminate actual or perceived discrimination based upon race, color, and national origin, religion, sex, gender, age, disability, position within the local EMS system, or any other potential discriminatory factor.
- Objectively observing and recording each candidate's performance.
- Acting in a professional, unbiased, non-discriminating manner, being cautious to avoid any perceived harassment of any candidate.
- Thoroughly reading the specific essay for the assigned scenario before beginning evaluations.
- Recording, totaling, and document all performances as required on all evaluation forms.
- Assuring professional conduct of all personnel involved with the scenario throughout the examination.
- Maintaining the security of all issued examination material during the examination ensuring the return of all material at the end of the examination to the course coordinator.

Simulated Patients

Each scenario must have a simulated patient for the scenario. It is preferable that all simulated patients be EMS related personnel. If the patient is familiar with EMS procedures, he/she can assist the examiner when reviewing the candidate's performance and can verify completion of a procedure or treatment.

All simulated patients should be adults or adolescents greater than 16 years of age. All simulated patients should also be of average adult height and weight. The equipment provided for the scenario should appropriately fit the respective simulated patient.

A high fidelity simulated manikin capable of responding as a real patient, given the approved scenarios, may be used as a simulated patient if the candidates have had sufficient experience using these types of manikins.

Read to Your Simulated Patient:

As a simulated patient it is important that you respond as a real patient of similar injury/illness would respond. If the candidate touches you in such a way that would cause a painful response in a real patient, you should respond appropriately. Do not give the candidate any clues while you are acting as a simulated patient. Please remember what areas have been assessed and treated because you and the examiner may need to discuss the candidate's performance after he/she leaves the room. Additional information will be provided to you by your examiner.

Running an Efficient Psychomotor Examination

The psychomotor examination consists of two scenarios. Each scenario is designed to approximate the out-of-hospital setting by presenting realistic situations the candidate can expect to see as an Emergency Medical Technician. *The scenarios should be designed to encourage the candidate to perform the hands-on patient care rather than relying on verbalization to pass the examination.* Each candidate is tested individually in each scenario and is responsible for communicating with the patient. The candidate should pass or fail based solely on his/her actions and decisions.

The following is a list of scenarios to be completed by the maximum time limits permissible for each skill:

Skill	Time Limit
Patient Assessment/Management – Trauma	10 – 15 minutes
Patient Assessment/Management – Medical	10 – 15 minutes

The course coordinator is responsible for the timely flow of the candidates through all scenarios. It is imperative to promptly begin the psychomotor examination at the scheduled time or you will add unnecessary stress to the candidates. It is best to schedule the examiners orientation (including all simulated patients) one hour before scheduling the candidates to arrive at the examination site. This should permit ample opportunity for orientation of all examiners; time for each examiner to thoroughly read the specific scenario, instructions, and review this specific evaluation form; briefing and moulaging of the simulated patients; checking all equipment for the examination and address any areas in question before the actual evaluation of any candidate begins.

At this point, actual evaluation of the candidates can begin. The course coordinator or his/her designee should assure the candidates do not discuss specific examination information throughout the examination. The course coordinator or his/her designee is responsible for reporting any discussions that may have occurred between candidates if these discussions are believed to have resulted in an unfair advantage or inequality among the candidates.

Administration of the Psychomotor Examination

The course coordinator's primary responsibility in administration of the psychomotor examination is to assure that all candidates complete the examination with the same standardized format in accordance with approved policy and procedures outlined in this manual.

EMT Psychomotor Examination Skills

The EMT psychomotor examination consists of skills presented in a scenario-type format to approximate the abilities of the EMT to function in and out-of-hospital setting. All skills and scenarios should be developed in accordance with the 2009 EMS Educational Standards and current American Heart Association guidelines for Basic Life Support for Healthcare Providers. These materials should be revised periodically to help assure the most up-to-date guidelines are met. The psychomotor examination should be designed to serve as a formal verification of the candidate's "hands-on" abilities and knowledge to help assure public protection, rather than teaching, coaching, or remedial training session. Therefore, specific errors in any performance should not be discussed with any candidate. This should have occurred in the educational process during the learning phase and not during the examination.

The course coordinator and the candidate are cautioned that all forms are designed to evaluate terminal performance expectations of an entry level provider upon successful completion of the state approved Emergency Medical Technician program and were not designed as "teaching" forms. At the time of the psychomotor examination the candidate must have completed a complete Emergency Medical Technician course and be recommended to take the psychomotor examination.

Emergency Medical Technician candidates testing for the Utah State EMT licensure should demonstrate an acceptable level of competency in the following skills:

1. Patient Assessment/Management – Trauma

All candidates will be required to perform a "hands-on," head-to-toe, physical assessment of the simulated patient or high fidelity simulated manikin for a given scenario. These skills include:

- Scene Size-up
- Primary Survey/Resuscitation
- History Taking/Secondary Assessment
- Appropriate Patient Treatment of Injuries or Other Conditions
- Vital Signs/Reassessment

2. Patient Assessment/Management – Medical

All candidates will be required to perform a "hands-on," head-to-toe, physical assessment of the simulated patient or high fidelity simulated manikin for a given scenario. These skills include:

- Scene Size-up
- Primary Survey/Resuscitation
- History Taking/Secondary Assessment
- Appropriate Patient Treatment of illness or Other Conditions
- Vital Signs/Reassessment

Psychomotor Examination Accommodations

All candidates must complete the psychomotor examination in the same standardized format. The presentation of any scenario may not be altered to accommodate a candidate's request without first obtaining approval from the Utah Bureau of EMS. For example, it is not appropriate to move a simulated patient and the patient assessment/management- trauma scenario from the floor to the examination table at the candidate's request, because the candidate is physically unable to bend down and assess the patient found lying on the floor. All examiners must remain vigilant for any situation that may alter the normal presentation of any scenario other than which is intended throughout the psychomotor examination.

Examiner Orientation

The course coordinator must read the following to all examiners and simulated patients.

Good [morning, afternoon, evening]. My name is [course coordinator]. I will be responsible for the administration of this examination. On behalf of the Utah Bureau of EMS, I would like to thank you for serving as an examiner today. All data relative to the candidate's performances based upon your **objective** recordings and observations. You are chosen as examiner today because of your expertise and ability to accurately observe and document their performance. All performance must be reported with the greatest degree of objectivity possible. The forms you are using today have been designed to assist in objectively evaluating the candidates.

Let me emphasize that this examination is a formal verification procedure, not designed for teaching, coaching, or remedial training. Therefore, you are not permitted to give any indication, whatsoever, satisfactory or unsatisfactory performance to any candidate at any time. You must not discuss any specific performance with anyone other than me. If you are unsure of scoring a particular performance, notify me as soon as possible. Do not sign or complete any evaluation form on which you have a question, until you discussed the performance with me. If I'm busy with other duties, make notes on the performance, continue with your evaluation of other candidates as possible.

Always act in a professional manner, paying particular attention to the manner in which you address candidates. The [agency/training center] does not discriminate or harass and it will not tolerate any type of discrimination or harassment involved with the administration of the psychomotor examination. You must be constant, fair, and respectful in carrying out your duties as a formal examiner. The safest approach is to limit your dialogue to examination-related material only. Be careful of the manner in which you address candidates as many will interpret your remarks as some indication of his/her performance. You should develop a dialogue with candidates throughout his/her performance and should ask questions for clarification purposes only. These questions may not be leading but should be asked when additional clarification is required. Do not ask for information that does not relate to the evaluation criteria in your scenario. For example, if a candidate states, "I'd now place high flow oxygen," your appropriate response might be "please explain how you would do that." Do not ask for additional information beyond the scope of the skill, such as having a can explain the percentage of oxygen delivered by the device, contraindications to the use of the device, or other knowledge type information.

You may also have to stimulate a candidate to perform some action. If the candidate states "I would do a quick assessment of the legs," you must interject and ask the candidate to actually perform the assessment as he/she would in the field situation.

We suggest you induced yourself to each candidate as you call him/her into your room. No candidate, at any time, is permitted to remain in the testing area while waiting for his/her next assessment. As the candidate enters, be sure he/she did not bring any books, pamphlets, brochures, study materials, calipers, calculators, or any other electronic or mechanical devices. Take a few moments and clearly print the candidates first and last name on the evaluation form as well as your name, the date, and scenario that you are testing. Ink pens will be used to fill out the evaluation forms. You should then read aloud the appropriate set of “instructions to the psychomotor scenario candidate,” exactly as printed on your information sheets. Be sure to alternate the scenarios between candidates. You may not add to or detract from these instructions. These instructions must be read to each candidate in the same manner to ensure consistency and fairness. Give the candidate time to inspect the equipment if and explain any specific design features of the equipment if you are asked. If the candidate enters with any equipment, be sure I have inspected it, and you are familiar with its appropriate use prior to evaluating the candidate.

The candidate begins his/her performance, please document the actual time started on the appropriate space of the evaluation form. As the candidate progresses through the scenario fill out the evaluation form in the following manner:

- Place a point or points in the appropriate space at the time of each item is completed.
- Only whole points may be awarded for those steps performed in an acceptable manner. **You are not permitted award fractions of a point.**
- Place a zero in the “points awarded”: for any step that was not completed or was performed in an unacceptable fashion (inappropriate, haphazard, or nonsequential resulting in excessive and potentially detrimental delay).

All forms should be filled out in a manner that prohibits a candidate from directly observing the points you award or comments you may note. Do not become distracted by searching for a specific statement on an evaluation form, you should be observing the candidate’s performance. Ideally, you should be familiar with these forms, but if this occurs, simply turn the form over and concisely record the entire performance on the backside. After the candidate finishes the performance, complete the front side of the evaluation form in accordance with the documented performance. Please remember the most accurate method of fairly evaluating any candidate is one in which your attention is devoted entirely to the performance of the candidate.

Please observe and enforce all time limits for the scenarios. When the time limit has been reached, simply stop the candidate’s performance promptly, document the actual time the performance ended, and direct the candidate to move back to the waiting area, making sure that no candidate takes any notes or recordings of the skills (notes on vital signs, scenario information, etc.). If the candidate is in the middle of the step when the time limit is reached, permit him/her to complete only that step but not start another. You should then place a zero in the “points awarded”: for any steps that were not completed within the allotted time.

After all points have been awarded, you must total them and entered the total in the appropriate space on the form. **For each of the “critical criteria” missed, please document your rationale on the reverse side of the evaluation form.** Do not be vague or contradictory and do not simply rewrite the statement that you have checked. Factually document the candidate’s actions that caused you to check the respective statements. You may also wish to document each step of the scenario in which zero points were awarded in the same fashion. Be sure to sign the form in the appropriate space and prepare the equipment and supplies to appear in the same fashion before accepting another candidate into your scenario. Are there any questions at this time?

You are responsible for the security of all evaluation materials throughout the examination and must return all materials to me before you leave the site. If you need to take a break, inform me and secure all evaluation materials that were issued to you. After you receive your materials, proceed to your scenario room and check the props, equipment, and moulage to ensure the equipment is available and functioning properly. Please take a moment to look around the room and remove any materials that may assist a candidate with the examination process (charts, posters, algorithms, training materials, ect.). You should familiarize any simulated patients of their roles today. The simulated patients should act as a similar patient would act in a field situation. Please emphasize the importance of their consistent and professional performance throughout today's examination. You must read through the scenario and instructions, brief your simulated patient, program any high-fidelity simulation manikins, review the evaluation form prior to evaluating any candidate. Please wait until I've inspected your room and answered any of your specific questions before opening your scenario. I will also be visiting all scenarios during the examination and will try to avoid interference as much as possible.

If you look at the evaluation form, its format implies a linear, top-to-bottom progression in which the candidate completes several distinct categories of assessment. However, as you will recall, the goal of the appropriate out-of-hospital care is a rapid and sequential assessment, evaluation and treatment of the patient. Since there are multiple ways to complete each required item, do not use your personal standards and techniques to grade the candidate. An objective unbiased evaluation of the candidate skills is the correct procedure.

Candidates are required to take a set of vitals, at which point, you can provide the vital signs for the specific scenario. If the candidate only takes the blood pressure, you can only provide the blood pressure from the scenario guidance. Prior to the arrival of the candidate the evaluator must take an accurate set of vitals. To receive credit the candidate's vitals must be accurate within the limits below:

- blood pressure: ± 10 mmHg
- pulse: ± 10 beats per minute
- respiratory rate: ± 5 breaths per minute

If at any time that you have a question on a procedure or any other problem, continue the evaluation until the time limit has expired, and then contact the course coordinator or the designated representative to discuss the issue. This is where your knowledge and experience is used to conduct a fair and honest evaluation of the candidate.

One of the most important possibilities of using evaluator is the proper documentation of actions of the candidate that do not conform to the test parameters.

Are there any questions before we dismiss?

Candidate Orientation

The course coordinator must read the following orientation to all candidates for the psychomotor examination:

Good [morning, afternoon, evening]. My name is [course coordinator]. I will be responsible for the administration of this psychomotor examination. On behalf of the Utah Bureau of EMS and [name of sponsoring institution], I would like to welcome you here today. We extend our sincere wishes for your

successful completion of this part of the certification process and obtaining subsequent Utah State EMT licensure.

I will now verify the roster to confirm attendance before we begin the orientation. Please identify yourself when I call your name so that I may record your attendance on the official roster.

Course coordinator or representative now calls the role and marks the roster for attendance.

If I did not call your name, please identify yourselves I can record your attendance today.

The instructions I'm about to give pertain to the psychomotor examination. Please pay close attention as these instructions will not be repeated at a later time.

The examiners utilized today were selected because of their expertise in the assigned scenarios. The examiner is an observer and recorder of your actions. Each examiner documents your performance and relationship to criteria established by the National EMS Standards, American Heart Association, and the Utah Bureau of Emergency Medical Services and Preparedness.

You will be directed from a waiting area to a scenario when the scenario station is ready for testing. No candidate, at any time, is permitted to remain in the testing area while waiting for his/her next scenario. When you get to the room, please knock on the door to let your examiner know that you are waiting to test. You are not permitted to take any books, pamphlets, brochures, study materials, calculators, or any other electric or mechanical devices to the testing rooms. You may have study material in the waiting room; however, it cannot be taken out of the waiting room until you are leaving the test site. Any notes you take must be left in the scenario testing room when you complete the scenario. At this time all pagers, cell phones personal digital assistants and similar electronic communication devices must be turned off and locked in your vehicle. **If you attempt to use any communication device during the examination for any reason whatsoever, you will be immediately dismissed from the remainder of the examination.**

As you enter the room, the examiner will greet you and ask for your first and last name. Please provide the proper spelling of your name so your results may be reported accurately. The examiner will then read aloud the "instructions to the candidate," exactly as printed on the instructions provided by the Utah Bureau of EMS. This information is read to each of you in the same manner to ensure consistency and fairness. Please pay close attention to the instructions as they correspond to similar information you might receive on an EMS call and give you valuable information on what will be expected of you during your scenario. The examiner will ask if you understand the instructions and will be happy to repeat any portion if necessary. Please do not ask the examiner to supply additional information not contained in the instructions, as this is not permitted.

The scenarios are supplied with several types of equipment for your selection. You will be given time at the beginning of each scenario to survey and select the equipment necessary for the appropriate management of the patient. Do not feel obligated to use all the equipment. The examiner will offer to point out any specific operational features of the equipment if you are unfamiliar with a device. If you brought any of your own equipment, I must inspect and approve it for use before you enter the scenario.

As you progress through the psychomotor examination each examiner will be observing and documenting your performance, do not let the documentation procedures influence your performance. There is no correlation between the volume of their documentation and the quality of your performance. We encourage you to explain the things you are doing within the scope of the time limit. The examiner may also ask questions for clarification purposes. Simply answer any question and do not assume they are meant to provide feedback on the quality of your performance.

The scenario has an overall time limit, the examiner will inform you of the time limit during the instructions. When you reach the time limit, the examiner will direct you to stop your performance. However, if you complete the scenario before your allowed time, inform the examiner that you have finished your performance and they will stop the test. As you leave, please remember that you are not permitted to make any copies or recordings of this examination at any time.

Candidate sometimes complain that examiners are abrupt, cold, or appear unfriendly. No one is here to add to the stress and anxiety you already feel. It is important for you to understand that the examiners have been instructed to avoid any casual conversation with you. This is necessary to help ensure fair and equal treatment of all candidates throughout the exam. Please recognize this behavior is professional and simply perform the skills to the best of your ability. We have instructed the examiner not to indicated in any way your performance in any skill. Please do not interpret any remarks as an indication of your overall performance.

You're not permitted to discuss specific details of any scenario with any other candidate at any time. Please be courteous to the candidates who are testing by keeping all excess noise to a minimum. Be prompt in reporting to each scenario so that we may complete this examination within a reasonable time period.

Your official psychomotor results will be reported to you as pass/fail by the test administrator, after you have completed both scenarios and the examinations are processed. You will not receive any information on your performance other than pass/fail. The purpose of licensure by the State of Utah is to verify achievement of minimal competencies for safe and effective practice. Providing a specific analysis of errors in your performance was the responsibility of your educational program during the learning process and not the certification process. If you are unsuccessful in any scenario today, we recommend that you contact your educational institution for remedial training before attempting to retest. Please remember today's examination is a formal verification process which was not designed to assist with teaching or learning. The examiners have not played any role in the establishment of pass/fail criteria, but merely observe and document your performance in each scenario.

If you feel you have a complaint concerning the psychomotor examination, please contact the test administrator and file your complaint with him/her. Complaints will not be valid after today and will not be accepted if there issued after you learn your results or leave the site. You may file a complaint for only two reasons:

1. You feel that you have been discriminated against. Any situation that can be documented in which you fill in unfair evaluation of your abilities occurred might be considered discriminatory.
2. There was an equipment problem or malfunction during your performance in any scenario.

If you feel either of these two things occurred, you must contact me immediately to initiate the complaint process.

I am here today to assure that fair, objective, and impartial evaluations occur in accordance with the Utah State BEMSP approved policy. If you have any concerns, please notify me immediately to discuss your concerns. I will be visiting all scenarios throughout the examination to verify adherence to these guidelines. Please remember that if you do not voice your concerns or complaints today before you leave the site or before I inform you of your results, your complaints will not be accepted.

Does anyone have any questions concerning the psychomotor examination at this time?

If you are testing entire psychomotor examination today, be sure to complete both scenarios trauma and medical. If you are retesting, be sure to check with me before starting your psychomotor examination.

If you're taking entire psychomotor exam today, should you fail a scenario(s), you may be eligible to retest the scenarios today. You can retest one or both failed scenario(s).

You may have a total of three attempts to pass the EMT psychomotor examination. If you failed twice you will have to take remedial training prior to your third attempt. If you fail either a medical or trauma scenario a third time you will be required to retake the EMT program.

Please note that unprofessional behavior, such as use of foul language, making threats, or other types of irregular behavior will not be tolerated and could lead to immediate dismissal and other appropriate actions.

Please remember to turn off all of your electronic communication devices and locked them in your vehicle or other secure area before we start this examination. This includes watches with Internet or voice access.

Candidate Identification

The course coordinator should be able to identify their students that are taking the EMT psychomotor examination. Any candidates from outside courses must provide positive individual identification. Photocopies or temporary identifications will not be accepted.

Late Arrivals

At the course coordinator's discretion, he/she may allow late arrivals, due to weather or other issues beyond the candidate's control, to test. If admitted to the examination candidates must be read the complete candidate orientation. No candidate may be permitted to complete only a portion of the psychomotor examination he/she needs. They must complete both scenarios on that test date.

Interruption of the Psychomotor Examination

Once the examination has started, if a candidate withdraws from the examination for any reason prior to completion, collect the candidate's evaluation materials and document details of the reasons for the withdrawal.

Despite the course coordinator's best planning, an interruption outside of anyone's control, may disturb the test site. Individual incidents that affect a single candidate's examination should be handled on a one-on-one case by the course coordinator. Incidents that affect entire test site should be handled by the course coordinator and notification, if necessary, should be provided to the BEMSP.

Use of Prohibited Materials/Dishonest Action/Irregular Behavior

Candidates are allowed to take study material into the waiting area to review while waiting. They are **not allowed** to take any study material outside the waiting area, to include the hallways or scenario rooms.

Candidates must not copy any material from the examination or make recordings of the examination at any time or in any way. The use of calculators, pagers, cellular telephones, personal digital assistants, or any other mechanical or electronic communication device is strictly prohibited throughout the psychomotor examination, including the waiting room.

If the candidate is discovered attempting to engage or engaging in any kind of inappropriate behavior during the psychomotor exam, such as giving or receiving help; using prohibited notes, books, papers, or mechanical device of any kind; using recording, photographic, or any other electronic communication device; removing or attempting to remove examination materials or notes from any room; or taking part in an act of impersonation, the candidate will be dismissed from the exam process by the course coordinator or approved agent.

It is highly encouraged that each test site have policies in place to address irregular behavior during examinations. The following may be sufficient cause to bar candidates from future examinations, to terminate participation ongoing examinations, to invalidate the results of an examination, to withhold or revoke scores or certification, or to take other appropriate action:

- Any failure to adhere to the Professional Conduct and Code of Ethics outlined by BEMSP. These can be found on the BEMSP website at <https://bemsp.utah.gov/regulations/laws-rules-fees/>.
- The unauthorized access to, possession, reproduction, disclosure or use of any examination materials, including, but not limited to, scenario descriptions or examination sheets before, during or after the examination.
- The making of threats towards course coordinator, testing officials, and State EMS office staff or agents.
- The use of unprofessional (foul) language when interacting with testing officials and State EMS staff or agents.
- The offering of any benefit to an agent of the agency/institution, State EMS office or the testing service and/or a testing site administrator in return for any aid or assistance in taking the examination.

If any of the above issues occur, the course coordinator will document the incident and forward a copy of this documentation to the BEMSP.

Dismissal from the Psychomotor Examination

Because of the need to maintain order and examination security in the examination process, you have the authority to dismiss a candidate for misconduct as outlined above. However, dismissal from the examination may have serious consequences for the candidate and should be a last resort. In certain cases, you may be reluctant to recommend dismissal for fear of embarrassment, disturbance to other candidates, or physical reprisal. Prior to making a decision for dismissal, it's recommended you review your institution/agency's policies and procedures and any guidance from the BEMSP.

When you are sure of a violation, immediately collect all the candidate's psychomotor examination material completed up until that point and dismiss him/her from an examination site. Give a full account of the incident and report it following the criteria outlined above to the BEMSP.

Same Day Retest Considerations

The course coordinator or approved agent may decide to administer a psychomotor examination retest on the same day if permissible under local policies and procedures. The decision should be made as early as possible during the day of the examination. The following factors should be considered:

- Ability of the course coordinator approved agent to score all psychomotor results and tabulate the retest needs.
- Availability of qualified examiners to be reoriented to a different scenario. No candidate may be retested on the same day in any scenario by the original examiner.
- Total number of candidates who need retest on the psychomotor exam.
- Consensus and ability of the examiners to stay additional time to complete all retest.

Do not commit to administer a same-day retest until the final decision has been made, taking into account the factors outlined above. After the decision is made to conduct a same-day retest, all candidates should be informed the same-day retest will be made available. The course coordinator or approved agent should inform all candidates they are entitled to only one retest of each scenario at this test site.

EMT Psychomotor Exam Results

EMT candidates are required to complete an initial medical and trauma scenario examination on the same day. Grading of the psychomotor exam is a pass/fail basis for each scenario, with the following guidance:

- “Passed” EMT psychomotor examination results are valid for up to 24 months from the date of the examination.
- If a candidate fails one or both scenarios, the candidate may retest that day if the test site offers same-day retesting. Same-day retest opportunities is at the discretion of the course coordinator.
- EMT candidates are allowed a maximum of one complete retest at a psychomotor examination.
- If a candidate fails any scenario a second time, the candidate is required remedial training prior to their next psychomotor exam attempt. The remedial training must be verified by a course coordinator or training officer.
- Incomplete psychomotor examination attempts will be counted as a failure.
- EMT candidates are allowed a maximum of three psychomotor examination tests. If a candidate fails any scenario three times the candidate will be required to retake the EMT course.

Please note that the Utah Bureau of EMS reserves the right to nullify and invalidate scores from any EMT psychomotor examination that does not meet acceptable criteria for validation of psychomotor competencies outlined herein.

Reporting Psychomotor Examination Results

The verification of psychomotor examination results, pass and failures, will be provided to the Bureau along with the EMT course recommendation letter to ems@utah.gov. The EMT course recommendation letter and the psychomotor results letter, both, must be signed by the course coordinator. The psychomotor examination results should be submitted within 2 weeks of course completion. A separate psychomotor examination result letter will be provided for those candidates tested that were not your current students. This letter must also be signed by the psychomotor exam coordinator.

Any irregularities, irregular behavior, or dishonest actions must be officially reported to the BEMSP at ems@utah.gov.

Completion of the Psychomotor Examination

The course coordinator or approved agent will be very busy scoring the results, informing the candidates of his/her results, and coordinating any same-day test results. At the conclusion of the psychomotor examination the course coordinator or approved agent is responsible to complete all required administrative paperwork to the BEMSP. Normally, the course coordinator will report to the BEMSP the results of the psychomotor test with their course recommendation letter. However, if the course coordinator is reporting separately the results of the psychomotor examination, he/she will send an official results letter, with the course coordinator and the medical director signatures to the BEMSP at ems@utah.gov. Ensuring that the course/institution name and course number are included in the results letter. An additional letter should be submitted with results for candidates from other courses/classes.