

Monday

Keynote Session: 8:15–9:30 Ballroom D James Odom On the Street: EMS Response to Today's Gangs CE: Spec Cons

Room	9:45–10:45 am	11:00 am–noon	1:30–2:30 pm	2:45–3:45 pm	4:00–5:00 pm
Ballroom D	“Rampart to Squad 51: Start an IV!” Bouvier <i>Trauma</i>	How Vital Are Vital Signs? Page <i>Pt. Assess</i>	The New and Improved Myths of EMS Bledsoe <i>Prep</i>	Wide and Tachy? In Lead II, You Got No Clue! Page <i>Medical</i>	Bats, Balls and Trauma Calls Bouvier <i>Trauma</i>
Ballroom E	Narcotics 101: Rules, Regs, Reality Griffin <i>CRO</i>	The EMS Quiz Show: Frequently Asked Admin Questions Kelly <i>Spec Cons</i>	Texting and Driving Doesn't Mix Bouvier <i>Prep</i>	Humpty Would Probably Live Today: The Changing Face of Trauma Management Racht <i>Trauma</i>	The Stroke Game Show: Time Critical Diagnosis Page <i>Medical</i>
Ballroom F	Crew Resource Management: A Lesson from Aviation Beeson <i>CRO</i>	Identifying Sepsis: The Prehospital Sepsis Alert Program Mayfield <i>CRO</i>	How Dead is Dead? Real-World Cardiac Arrest Management Using the 2010 Guidelines Duckworth <i>Medical</i>	Cars Are Not Playgrounds: Non-Traffic Fatalities Involving Children House <i>Pedi</i>	The Laws of Physics: Man's Futile Effort to Not Hit Hard Things Mayfield <i>Trauma</i>
Ballroom G	Crossing the “Mindfield”: Behavioral Emergency Response Salengo <i>SpecCons</i>	EMS Capnography 2011—Where Are We? Goodloe <i>Airway</i>	Losing Control: A Story of Narcotic Diversion Griffin/Hemphill <i>Pt. Assess</i>	Blast Injuries: What You Need to Know When the World Is Exploding Around You Torrey <i>Trauma</i>	What's New in Neonatal and Pediatric Resuscitation? Shah <i>Pedi</i>
17A Educator Track	Win Every Firehouse Argument: How to Build a Solid Case to Win Friends and Influence Enemies Duckworth <i>Spec Cons</i>	There's One in Every Class: How to Deal With Problem Students Without Losing Your Cool Duckworth <i>Prep</i>	Distance Education for Dummies: Getting a Real Education at a Distance While Still Having a Life Ericson <i>CRO</i>	Motivating the Unmotivatable: Motivation and Its Role in EMS Student Success Ericson <i>CRO</i>	Validity and Reliability: What's the Difference? Navarro <i>CRO</i>
17B	Pathophysiology for EMS: Why We Do What We Do Torrey <i>Medical</i>	Cannibalism in EMS Anderson <i>Prep</i>	If I had to Go to Court: Guidelines for Good Documentation Clarke <i>Prep</i>	Forced Detention of the Psychiatric Patient Turner <i>Spec Cons</i>	Positional Asphyxia: Don't Let It Happen to Your Patient Torrey <i>Airway</i>
18AB	Treatment of Medium/High Velocity Penetrating Trauma Seeber <i>Trauma</i>	Rural EMS Systems: An Evaluation Dush <i>Spec Cons</i>	Airways You Hope You Never Have to Deal With Cowles <i>Airway</i>	A Right Royal Affair: EMS at the Royal Wedding Hines <i>Spec Cons</i>	Sepsis and EMS . . . What Can We Do? Maffin <i>Medical</i>
18C	Sick or Not Sick? That Is the Question! But Can We Tell? Porter <i>Pt. Assess</i>	Dealing with the Death of a Child House <i>Spec Cons</i>	Infection Control for EMS: Drug Resistant Bacteria Navarro <i>Medical</i>	Duck, Duck, Goose Clarke <i>Pt. Assess</i>	When is Dead Really Dead? Decision Making and Death Pronouncement McEvoy <i>Pt. Assess</i>
18D Research Track	I know how to read a book. How do I read a medical journal article? Wampler/ Mabbitt <i>Prep</i>	Research for Rednecks—EMS Style Wampler <i>Prep</i>	TBA	Texas STEMI Coordination - Dallas Caruth Initiative Griffin <i>Medical</i>	TBA
19A	No Crybabies Allowed: Management of Neonatal Emergencies Prater <i>Pedi</i>	Patient Interviewing: Techniques That Work Salengo <i>Pt. Assess</i>	Excited Delirium: How EMS Can Save Lives Turner <i>Spec Cons</i>	A Weighty Issue Dush <i>Spec Cons</i>	When the Stork Dials 9-1-1: Emergency Childbirth Salengo <i>Medical</i>
19B Emerg Mgmt Track	Narrowbanding Jarrett <i>CRO</i>	Mitigation of Mental Health Issues in Disasters and Planning for Shelters Baack/ Keene <i>Spec Cons</i>	Medical Sheltering Evans <i>CRO</i>	Next Generation 9-1-1 and Radio Interoperability Jurens/Merriweather <i>CRO</i>	Continuous Care During Disaster Response: “ICU in a Suitcase” Carlton <i>CRO</i>

Tuesday

Room	7:30–8:30 am	8:45–9:45 am	10:00–11:00 am	2:00–3:00 pm	3:15–4:15 pm	4:30–5:30 pm
Ballroom D	Difficulty Breathing? Why Now? K. Mittelman <i>Airway</i>	Wound Ballistics: An Idiot’s Guide to Firearms Trauma Grayson <i>Trauma</i>	If you had to be <i>excellent</i> at 14 things, what would they be? Racht <i>CRO</i>	Procedural Reality Bolleter <i>Airway</i>	An Eagle, a Legal Beagle and an Aggie Redux: Critical Issues Related to Patient Transport Decision-Making Ogilvie/ Isaacs/ Wait <i>Pt. Assess</i>	Airway Management Migala <i>Airway</i>
Ballroom E	What Does Patient Assessment Technology Mean to Me? Ericson <i>Pt. Assess</i>	Welcome To Munchkinland: Pediatric Assessments Scadden <i>Pedi</i>	Current Trends and Controversies in Prehospital Airway Management Bledsoe <i>Airway</i>	Drug Diversion Bowman <i>Medical</i>	To Tell the Truth: Ethics in Public Safety K. Mittelman/ M. Mittelman <i>Prep</i>	Bug Factories: Daycare Diseases Scadden <i>Pedi</i>
Ballroom F	Dying from the Inside Out: Assessing Perfusion Via Blood Lactate Mayfield <i>Medical</i>	Pediatric Stroke Bowman <i>Pedi</i>	My Patient Is Pinned and Pregnant! OB Trauma Case Studies Dush <i>Trauma</i>	Normalization of Deviance: Stopping the Madness Beeson/ Fowler <i>Prep</i>	First Aid for Rural Medical Emergencies Carruth <i>CRO</i>	Therapeutic Hypothermia Saffer <i>Medical</i>
Ballroom G	The Missing Piece: Assessment and Scene Management at Pediatric Emergencies Duckworth <i>Pedi</i>	Responding to Mass Shootings Bouvier <i>CRO</i>	Advice for New Paramedics: What They Don’t Tell You in Paramedic School Saffer <i>Spec Cons</i>	H and Ts in Cardiac Arrest: Considering Medications from a Pharmacist’s Perspective Albert <i>Medical</i>		Pecs, Projectiles and Pneumothoraces: Assessment and Management of Thoracic Trauma Grayson <i>Trauma</i>
17A Educator Track	TBA	Engaging Students Through Classroom Questioning Miles <i>CRO</i>	Affective Domain: “How Do You Feel About That?” King/ Turnbow <i>CRO</i>	We Don’t Need No (Continuing) Education Dees <i>CRO</i>	Utilization of Student Learning Styles in EMS Education Bonewald/ McCreia <i>Prep</i>	Teach, Don’t Tell C. Thompson <i>Pt. Assess</i>
17B	EMS and Border Communities Sotomayor-Zepeda <i>Spec Cons</i>	How to Develop Your Social Media Policy and Plan Raczynski <i>CRO</i>	The Role of Therapeutic Hypothermia in the Treatment of Trauma Smith <i>Trauma</i>	Response Time Realities: Does Prehospital EMS Time Really Matter? Zavadsky <i>CRO</i>	What Is Chronic Traumatic Encephalopathy, and What Should Health Care Providers Know? Whitener <i>Trauma</i>	Major Bleeding Control Options: Dispelling Some Myths Weinzapfel <i>Trauma</i>
18AB Admin Track	How to Pick and Prepare Your Replacement: Succession Planning Rodriguez <i>CRO</i>	Collaborating with Health Care Organizations Zavadsky <i>CRO</i>	Information Security Guidelines P. Trusty <i>CRO</i>	Strategic Planning: How-To Course for EMS Salmon <i>CRO</i>	Introduction to NAEMT Safety Initiatives Shelton <i>CRO</i>	Overview of the Institute of Healthcare Improvement Model for Improvement Williams <i>CRO</i>
18C	“There’s nothing <i>Basic</i> about me.” Dush <i>Prep</i>	The ABCs of the DRT: Death Notification and Field Terminations Arze/ Straus <i>Prep</i>	Pelvic Trauma: The Overlooked Killer Rojas <i>Trauma</i>	Patients Are Not Plutonium: Hands-On Patient Assessment M. Trusty/ Elder <i>Pt. Assess</i>	Depression: Trapped in the Maze of the Mind! Elder <i>Spec Cons</i>	<i>The Little Voice</i> : Recognizing and Reporting Child Abuse Howell/Cabanas <i>Pedi</i>
18D	To Pee or Not To Pee: Renal Failure and Dialysis Taylor <i>Medical</i>	Tied Down or Safely Secured: The Myths and Pitfalls of Physical Restraints Tompkins/ Poresky <i>Spec Cons</i>	Don’t know nothin’ ‘bout birthin’ no babies! Routine Childbirth and Delivery Complications Taylor <i>Medical</i>	Talking the Talk Tompkins/ Poresky <i>Pt. Assess</i>	Crush Injuries Migala <i>Trauma</i>	TBA

Tuesday schedule continued on next page

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Tuesday cont.

Room	7:30–8:30 am	8:45–9:45 am	10:00–11:00 am	2:00–3:00 pm	3:15–4:15 pm	4:30–5:30 pm
19A	So you think this patient has this condition based on medical history? Albert <i>Pt. Assess</i>	Swimming Pool and Spa Entrapment Injuries, Deaths, and the Problems with Capturing Data Pennington <i>Pt. Assess</i>	The “D” Word: Confronting Death in EMS Yates/ Etheridge <i>Prep</i>	Initial Assessment and Intervention for Children with Cardiac Disease Lewis <i>Pt. Assess</i>	Breathing Fire... Bowman <i>Airway</i>	Direct Laryngoscopy: Time to Change the Standard of Care? Tydlaska <i>Airway</i>

Wednesday

Room	8:30–9:30am	9:45–10:45am	11:00am–Noon
Ballroom D	The Fairytales, Myths and Science of Geriatrics Beeson/ Hayes <i>Spec Cons</i>	Is advanced airway management a practice of the past? Review and discuss the future of airway management Weinzapfel <i>Airway</i>	The History of EMS: Linking the Past, Present and Future Scadden <i>Prep</i>
Ballroom F	Amiodarone or Lidocaine: The Role of Antiarrhythmics in Cardiac Arrest Navarro <i>Medical</i>	Long-Term Evolution (LTE) 700 MHz Broadband and What It Means for Texas EMS Responder Interoperable Communications Simpson <i>CRO</i>	
Ballroom G	End-Tidal CO2: A New Tool in Cardiac Arrest Management Hinchey <i>Medical</i>	It’s a Gland Problem: Endocrine Emergencies Migala <i>Medical</i>	

Key to CE
Airway = Airway
CRO = Clinically Related Operation
Medical = Medical
Pedi = Pediatric
Pt. Assessment = Patient Assessment
Prep = Preparatory
Spec Cons = Special Considerations
Trauma = Trauma

Evaluation forms for the CE sessions are at the back of this program. Fill out each one completely before dropping it into an evaluation box.

Have questions about continuing education? Certification? Find the answers at registration.

Want to speak at the 2012 Conference in Austin?

You’ve got until March 1 to get your proposal in. Texas EMS Conference invites speakers to submit information via the DSHS website at www.dshs.state.tx.us/emstraumasystems.

Thank a sponsor!

Let Texas EMS Conference sponsors know you appreciate their sponsorship! Their underwriting helps keep conference costs down for attendees.

Notes on Lectures and Workshops

- 1) The one-hour lectures are filled on a first-come, first-served basis. Have a second choice in mind in case a class is full when you arrive.
- 2) The two-hour workshops require a ticket. Sign up beginning at 7 a.m. on Sunday in the registration area.
- 3) No one will be admitted late. If you arrive 10 minutes after class has started, you will be turned away.

Monday

Room	9:45–11:45 am	1:00–3:00 pm	3:30–5:30 pm
4ABC	Moulage for Small to Large Scale Scenarios: Planning to Field Gehrig/ Gehrig <i>Prep</i>	Moulage for Small to Large Scale Scenarios: Planning to Field Gehrig/ Gehrig <i>Prep</i>	Moulage for Small to Large Scale Scenarios: Planning to Field Gehrig/ Gehrig <i>Prep</i>
5ABC	Disaster Moulage: Making it Yours! S. Thompson/ Wall <i>Prep</i>	Disaster Moulage: Making it Yours! S. Thompson/ Wall <i>Prep</i>	Disaster Moulage: Making it Yours! S. Thompson/ Wall <i>Prep</i>
6A	Airway Interventions and Resources Bolleter <i>Airway</i>	Airway Interventions and Resources Bolleter <i>Airway</i>	Airway Interventions and Resources Bolleter <i>Airway</i>
6B	Pediatric ALS Skills Workshop: All the Procedures You're Scared of, Plus the Ones That Actually Work Grayson/ Saffer/ Scadden <i>Pedi</i>	Pediatric ALS Skills Workshop: All the Procedures You're Scared of, Plus the Ones That Actually Work Grayson/ Saffer/ Scadden <i>Pedi</i>	Pediatric ALS Skills Workshop: All the Procedures You're Scared of, Plus the Ones That Actually Work Grayson/ Saffer/ Scadden <i>Pedi</i>
8ABC		Anatomical Perspectives of a 12-Lead ECG Roles <i>Medical</i>	Anatomical Perspectives of a 12-Lead ECG Roles <i>Medical</i>
9AB	E.S.C.A.P.E. Mini-Seminar Tompkins/ Poresky <i>Trauma and/or Spec Cons</i>	E.S.C.A.P.E. Mini-Seminar Tompkins/ Poresky <i>Trauma and/or Spec Cons</i>	E.S.C.A.P.E. Mini-Seminar Tompkins/ Poresky <i>Trauma and/or Spec Cons</i>
9C	Expanded Scope Prehospital Ultrasound Bowman/ Spear <i>Medical and/or Pt. Assess</i>	Expanded Scope Prehospital Ultrasound Bowman/ Spear <i>Medical and/or Pt. Assess</i>	Expanded Scope Prehospital Ultrasound Bowman/ Spear <i>Medical and/or Pt. Assess</i>
10AB	You Are the EMT: Improving Your Assessment K. Mittelman/ M. Mittelman <i>Pt. Assess</i>	You Are the EMT: Improving Your Assessment K. Mittelman/ M. Mittelman <i>Pt. Assess</i>	You Are the EMT: Improving Your Assessment K. Mittelman/ M. Mittelman <i>Pt. Assess</i>
11AB <i>Level 4</i>	Making Change: How to Facilitate Change in the EMS Environment Brosius <i>Prep</i>	Making Change: How to Facilitate Change in the EMS Environment Brosius <i>Prep</i>	Making Change: How to Facilitate Change in the EMS Environment Brosius <i>Prep</i>
12AB <i>Level 4</i>	12-Lead EKG Interpretation: KISJ (Keep It Simple Jon) Puryear <i>Medical</i>	12-Lead EKG Interpretation: KISJ (Keep It Simple Jon) Puryear <i>Medical</i>	12-Lead EKG Interpretation: KISJ (Keep It Simple Jon) Puryear <i>Medical</i>
14 <i>Level 4</i>	“Oh, My Aching Back!” Techniques to Help You Save Your EMS Career Lyman/ Stramiello <i>Spec Cons</i>	“Oh, My Aching Back!” Techniques to Help You Save Your EMS Career Lyman/ Stramiello <i>Spec Cons</i>	“Oh, My Aching Back!” Techniques to Help You Save Your EMS Career Lyman/ Stramiello <i>Spec Cons</i>

Want a hands-on experience?

The two-hour workshops emphasize intense, hands-on experiences in a small classroom. Topics include ultrasound, airway anatomy, moulage, rope rescue and many more.

Here's the important part: Because these classes are limited in size, you *must* sign up for the workshop in advance and get a ticket to be admitted to class. Once the tickets for that class are gone, no more will be issued. You can sign up for the workshops after you register for the conference beginning at 7 am on Sunday.

To sign up:

1. Go to the registration area, get checked in for the conference, and look for the sign that says “2-Hour Workshop Sign-up”.
2. Sign up for as many sessions as you want, but you can sign up only yourself. You will receive a ticket for each class.
3. Before the class starts, find the room where your class is located. Make sure you leave yourself plenty of time to get to the right room.
4. Enjoy the workshop!

Tuesday

Room	7:30–9:30 am	9:45–11:45 am	2:00–4:00 pm
4ABC	You Want Me To Sit Where? Safe Transport in Ambulances House <i>Pedi and/or Spec Cons</i>	You Want Me To Sit Where? Safe Transport in Ambulances House <i>Pedi and/or Spec Cons</i>	You Want Me To Sit Where? Safe Transport in Ambulances House <i>Pedi and/or Spec Cons</i>
5ABC	Stethoscopy for Dummies Lab Session Page <i>Pt. Assess</i>	Stethoscopy for Dummies Lab Session Page <i>Pt. Assess</i>	Stethoscopy for Dummies Lab Session Page <i>Pt. Assess</i>
6B	Scripting Solutions to Communication Problems Anderson <i>Prep</i>	Scripting Solutions to Communication Problems Anderson <i>Prep</i>	Scripting Solutions to Communication Problems Anderson <i>Prep</i>
8ABC	Radiological Emergency Preparedness Planning and Response Moore/Amaro/Walker <i>CRO</i>	Radiation Detection Instrumentation Workshop Moore/Amaro/Walker <i>CRO</i>	Management of Patients Contaminated with Radionuclides Moore/Amaro/Walker <i>CRO</i>
9AB	Stay Injury Free and on the Street Fass <i>Prep</i>	Stay Injury Free and on the Street Fass <i>Prep</i>	Stay Injury Free and on the Street Fass <i>Prep</i>
9C	Friday Night Lights . . . On-Field Care of the Potential Spine Injured Athlete Langford <i>Trauma</i>	Friday Night Lights . . . On-Field Care of the Potential Spine Injured Athlete Langford <i>Trauma</i>	Friday Night Lights . . . On-Field Care of the Potential Spine Injured Athlete Langford <i>Trauma</i>
10AB	I'm In Here! Can You See Me? EMS Assessment and Communication for Children with Special Needs Shah/ Gilchrest <i>Pedi and/or Spec Cons</i>	I'm In Here! Can You See Me? EMS Assessment and Communication for Children with Special Needs Shah/ Gilchrest <i>Pedi and/or Spec Cons</i>	I'm In Here! Can You See Me? EMS Assessment and Communication for Children with Special Needs Shah/ Gilchrest <i>Pedi and/or Spec Cons</i>
12AB <i>Level 4</i>	Two Rescuers, One Rope, No Problem Green <i>CRO</i>	Two Rescuers, One Rope, No Problem Green <i>CRO</i>	Two Rescuers, One Rope, No Problem Green <i>CRO</i>
14 <i>Level 4</i>	When Sugar Ain't Sweet: Diabetes Update Levesque/ McCrea <i>Medical and/or Pt. Assess</i>	When Sugar Ain't Sweet: Diabetes Update Levesque/ McCrea <i>Medical and/or Pt. Assess</i>	When Sugar Ain't Sweet: Diabetes Update Levesque/ McCrea <i>Medical and/or Pt. Assess</i>

How CE Works

Documenting your CE is as simple as writing down a number at the end of each session!

Here's how it works:

- When you register, you will be given a CE Booklet and the booklet's unique number will be recorded.
Immediately write your name and phone number on the front of the booklet. That way, if you lose the book and we find it, we will know how to reach you.
- Sign the statement in the front of the booklet. The statement outlines your responsibilities, which include not sharing the information in your book with other people and storing the book in a safe place when you return home, in case of an audit.
- You will find a page in the booklet for each day of the conference. As you go to class, write in the time of the class and the name of the class.
At the end of the class, the facilitator will read out a unique number that you must write down in the blank next to the class name. Do not leave class without getting this number. You will not be able to get the number later.
- At the end of each day, sign the statement at the bottom of each page.
- Keep this CE booklet for your records for five years. You will be asked to produce the **original** book if you are audited.

Lose your CE book? Replacement cost is \$25!