



# Written Examination Study Guide

for the rank of

## Paramedic Field Chief

in the

# City of Chicago Fire Department

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## **Welcome!**

Welcome to the 2016 Paramedic Field Chief study guide for the City of Chicago Fire Department – Emergency Medical Services.

The purpose of this guide is to prepare you for the job-knowledge examination. We highly recommend you follow the guidelines and use the preparation tips.

**Good Luck!**

## Introduction

I/O Solutions has been retained to develop the Paramedic Field Chief and Paramedic Field Chief written examination for the City of Chicago Fire Department. I/O Solutions is a public safety consulting firm located in the suburban Chicago area. The firm works exclusively with public safety clients (police, fire, sheriff's departments, correctional facilities, etc.) to develop, validate and implement promotional and entry-level selection processes. Our clients include the Houston Police Department, San Diego Police Department, Minneapolis Police Department, Washington D.C Metro Police and D.C. Fire and EMS, Austin Police and Fire Department, San Antonio Police & Fire, Indianapolis Metro Police and Indianapolis Fire, Dallas Police Department, Cook County Sheriff's Office, Chicago Fire Department and Chicago OEMC, Milwaukee Fire Department, Omaha, NE Police and Fire Department, Tulsa Police Department, Baltimore Police, Atlanta Police, Massachusetts State Police Department, New York State Police Department and the Jacksonville County Police Department.

I/O Solutions has several goals in developing a written promotional examination for the City of Chicago. First and foremost, the examination must be valid, fair and legally defensible. A valid examination is **relevant** to the department and position in question, measures the critical knowledge, skills and abilities necessary for promotion, and aids the department in selecting highly qualified individuals for promotion. Also, the process should conform to appropriate legal guidelines regarding the selection and testing of candidates. In addition, the process should treat all candidates with dignity and respect, and rules should be fairly and equitably applied.

## Contents of This Guide

This *Orientation and Preparation Guide* has been prepared to introduce you to the written promotional examination for the City of Chicago Fire Department. The first thing you can do to prepare for the examination is to read this study guide. This guide will familiarize you with the written examination process and provide you with general information about subsequent selection hurdles. Following are the sections that this guide will cover:

- Information on the format and structure of the exam
- General advice on how to study for the written examination
- The development of a study plan
- General preparation guidelines
- Test-taking principles
- Use of the answer sheet
- A list of source materials
- Essential tasks and knowledge areas for the job
- Example examination items

## The Job-Knowledge Examination

The written job-knowledge examination will consist of 100-items that are predominantly multiple-choice in nature. There is a possibility that some items may be fill-in-the blank or ask the examinee to list certain information (i.e., steps in a process, etc.). Regardless, these items would be kept to a minimum, with the vast majority of the items being multiple choice items. Your preparation will be the same, regardless of formatting.

Typical sources for such examinations include Department Policy & Procedure, Departments Orders, Department Rules and Regulations, relevant City Policy and Procedure and relevant Labor Agreements. We have worked with department subject matter experts (SMEs) to identify the written job-knowledge sources (e.g., specific policies, procedures, etc.) and develop the written examination items. The final test will be reviewed as well to ensure the examination and content is specific to the Chicago Fire Department. This process allows for the highest degree of input, job-relevance and quality-control procedures.

### Format of the Job-Knowledge Examination

A job-knowledge exam consists of questions/items that are based on prespecified resource materials; they cover material that is deemed important to successful performance on the job (a list of these materials is provided later in this guide). Job-knowledge items are typically constructed in a multiple-choice format. In the case of this exam, this means that there is one correct answer option and three incorrect answer options. Your goal is to select the correct response from among the four possible options. Several practice exam questions are provided in Appendix C.

The following is an example of a job-knowledge item from an internal source. This item was taken from the previous job-knowledge examination and is presented as an “example item” to help you better understand the basic structure of the examination:

- I. How long after the scheduled arrival time will a fitness for duty be performed on an AWOL/tardy employee?
  - a. 15 minutes
  - b. 30 minutes
  - c. 45 minutes
  - d. 60 minutes

Answer:

Option d was the best answer according to General Order (GO # 99-002, pg. I, III A1) in place at the time of the 2013 written job knowledge examination.

## **General Study Guidelines**

As alluded to previously, it will be absolutely necessary to thoroughly read and review all examination source materials and study for the examination to increase your chances of performing well. There are many proven methods of study that can enhance your performance when applied appropriately. It should be noted that different methods work better for certain individuals. The following provides a few brief suggestions on methods of preparation for the exam.

### **Importance of Reading the Study Material**

It is critical for candidates to read all of the study material thoroughly. One goal in the test development process is to identify the relevant job knowledge someone needs upon promotion. Therefore, this study material was chosen by subject matter experts within your department to target important job-knowledge areas associated with successful performance. Subsequently, I/O Solutions develops all examination questions directly from the identified source material. Thus, becoming familiar with the source material can significantly improve your exam score.

Many candidates simply fail to read (or study) the examination material and conduct little or no preparation for the written examination. I/O Solutions has conducted extensive research on the relationship between candidate study habits and test performance. The single greatest factor impacting candidate performance is examination preparation. In particular, simply reading the sources has a substantial impact on test performance. In our research, candidates who simply read the examination sources pass the examination (when a cut score is utilized) at a rate of 80%. In contrast, those candidates who fail to read the source material pass at a rate of 30%. Simply reading the examination material can put you in a position to be promoted depending on the specifics of your promotional process!

### **Note Taking or Other Documentation Techniques**

Many individuals find it helpful to take notes on the important material during the course of their reading. With this method, you can put the author's ideas into your own words, which will be easier for you to recall at a later date. Another similar study method involves making "flashcards" on 3" x 5" note cards. The goal of either method is to condense the amount of reading material to the most important and relevant aspects of the source. Also, your goal should be to make this material understandable in your own words. For example, read a section of policy/orders (e.g.) and take some time to decipher the meaning of the code. Then, in your own words, explain the nature and meaning of the policy/order in your notes or flashcards. With either method, you should be prepared to spend some time studying the notes or flashcards in the weeks prior to the exam.

When reading the source materials, you may also want to highlight information that you think is particularly important with a highlighter/marker. Later, as the exam date approaches, you can review the highlighted material. If done properly, this method could supplant note taking and will take far less time than preparing notes or flash cards.



## **Study with a partner/group**

Many individuals find it helpful to study with a partner or group of individuals who are also preparing for the exam. This way you can discuss the material with them, determine what the most important material is and analyze difficult concepts. In addition, study groups can divide duties and prepare brief summaries on the reading material to share with other group members. You might try preparing brief summaries or having various group members describe a particular issue or section of the reading material in an informal presentation. Explaining and describing material to others is a great way to learn the material yourself!

If you have found that you study most effectively by yourself in the past, then try to limit the amount of time you will spend studying with a partner or group. If on the other hand you have found that studying with others helps you quite a bit, then form a study group with other people who are taking the same examination as you. You may find that forming a study group has another important benefit—your commitment to studying may increase (you do not want to let your team down) and thus you may be more focused and motivated in your efforts! More information about studying with a partner or group is provided below.

## **Answer practice questions**

If a practice test is available on a particular subject, you should take the time to complete it. If there is not one available, there are several other methods of preparation to help you in answering exam questions. First, if the source material has “questions for review” at the end of each chapter (e.g., if using a textbook), you should try to answer these questions immediately after reading the material. In addition, once you have completed a section of material, you can review the material and try to determine what questions might be asked of you on an examination. You should be able to answer these questions once you have read the material.

If you have assembled a study group, you can prepare practice questions as part of your group efforts. There is no need to focus on the specifics of item construction. You can simply create basic test questions with a single correct answer and multiple response options. Most of the examination questions will follow this basic structure. If your study group has divided up the test content for analysis, you can ask individuals to develop practice questions for their area of focus.

This study guide will have a brief practice test included. You should certainly attempt to answer the questions. It might be prudent to attempt to answer the questions before you begin studying for the exam. You can then document your score. Then, in the final stages of examination preparation, you should take this brief practice test again to see if your performance has improved.

## **Study the material**

This may seem rather evident, but there are two steps to studying. First, you must read the material. Then, you must review the material at a later time. While we often call the entire process “studying”, this review phase is really at the heart of the study period. This may involve reviewing notes, highlighted portions of the material, creating and reviewing flashcards, conducting group study sessions or completely re-reading the source. Regardless, there should be at least one review of the material to gain understanding and help with recall when the actual test occurs. It may go without saying, but if you spend time taking notes, making flashcards or highlighting during your initial reading/study phase, you should then spend time reviewing this material before the exam. For example, if you choose to highlight important material from the text, you should spend some time the week before the exam reviewing the highlighted passages. This may involve reading the highlighted sections several times.

One common mistake that occurs on occasion results when candidates spend a great deal of time preparing notes or flash cards and then misallocate their preparation time and do not allow enough time to review this important material. You should look at the development of these materials as an investment. You must allow for time at the end of the study period to recoup the cost of your investment (i.e., your time) such that you spend time reviewing this important material.

## **Keeping Organized**

Once all of the suggested materials have been collected, you will have a lot of information to sift through. In order to keep track of all of these materials, organization will be key.

To help with organization, follow these guidelines. They will help you compile the information into meaningful groups.

1. Put all the materials in front of you and begin separating them by topic. For example, put all response procedure related materials in one pile and all leadership related materials in another pile. Group the materials in whatever way is most meaningful and helpful to you.
2. Find some method to hold these materials in their respective groups. This can be a large binder or folder.
3. On each folder create a table of contents. This will make it easier to find what you are looking for.
4. Use bookmarks, tabs, or sticky notes to mark specific information you wish to reference.
5. If you remove a piece of material make sure to replace it or update your table of contents to reflect the move.

## **Scheduling**

Now that you have set your goals and organized your materials, it is time to set a schedule for yourself. This schedule will keep you on track and help keep yourself accountable for your progress.

Here are some steps for creating a successful schedule:

- Make your schedule practical! Many people will set an unrealistic timeline and then become discouraged when they cannot make the deadlines.
- Allow yourself enough time to study each topic
- Prioritize. Start with the most challenging and important topics.
- Schedule short but frequent study times. Try to keep blocks of study time to 2 hours or less.
- If you are planning to study with a group make sure to set a schedule that everyone can adhere to.

## Individual Study

### Developing a Study Plan

A typical designated study period is approximately 90 days. It is in the best interests of the candidate to use the entire study period to prepare for the examination- this means beginning your preparations immediately! Typically, a candidate will use the initial portion of the study period to read the material and highlight, take notes or make flashcards. Thus, for a 90 day study period, a candidate may spend the first 60-70 days reading all of the source material. The final three to four weeks might be spent reviewing notes or other study material and re-reading important sections of the source material.

Typically, candidates can read 15-30 pages of textbook material or department policy in an hour. In contrast, candidates can usually read approximately 10-20 pages of highly technical material in an hour. Highlighting usually doesn't add any significant time to the reading period although taking notes and/or developing flashcards can add a significant amount of time. Taking detailed notes will probably slow an individual to approximately 10-20 pages per hour (textbook material). While this process may slow your progress through the material, good notes can be invaluable to the study process.

Given the guidelines above, you should estimate the overall time it will take to read all of the source materials for the exam and then plan your study process accordingly. For example, you may determine that you have approximately 400 pages of text/department policy to read and 200 pages of highly technical material. You might estimate that you can read 15 pages of text per hour and approximately 10 pages of the technical material per hour. Thus, you estimate that you will need to spend approximately 47 hours to simply read the source material. In addition, you have decided you will highlight relevant material and make flash cards on critical information. Thus, you estimate that the time to progress through all of the source material and create the flash cards will increase the reading/study period by approximately 150 percent. Therefore, you determine it will take approximately 117 hours to read, highlight and take notes on all of the source material (47 hours to simply read and another 70 hours to take detailed notes and create the flash cards). If you spend the first 12 weeks on reading the source material and preparing these materials, you will have to spend approximately 10 hours a week on your preparation. You might decide to devote two off-days per week to examination preparation, such that you nearly spend a full day reading and preparing materials for your study and review.

Finally, you should spend some time studying the material before the exam. It is a good idea to use the last few weeks before the exam to review the material thoroughly, study and memorize critical facts. During this time period, you may up your preparation to 2-3 days per week devoted to the examination.

The study plan outlined above represents the minimum of what might be required of you to obtain a “reasonable” score. In a competitive process, such a study plan for an “average test-taker” may not result in a score sufficient enough to be promoted in the promotional process. Thus, you may need to do more to prepare for this examination! Ultimately, the decision on how much time to use in preparing for the examination will rest with you based on your motivation and comfort level.

## **Goal Setting**

In preparing for the examination, you will be exposed to a large amount of study materials. Using goal setting, you can develop a process to successfully navigate these materials in an efficient and effective manner.

Goal setting is the process of taking a broad goal, such as passing the examination, into smaller, specific, and manageable goals. This method has been shown to increase motivation and retention of knowledge.

To use this tool:

1. Determine your overall goal.
2. Break this overall goal down into small and specific goals.
3. Write down all of your goals someplace you can easily find for your study period.
4. Rank the goals in order of need. Think of it like a pyramid. What things do you need to learn first in order to better understand subsequent information?
5. Set the time frame in which you plan to achieve each goal (i.e. 2 days or 1 week).
6. Determine how you will achieve each goal. What materials will you need? What is the best way to learn the material relevant to this goal?
7. Keep track of your progress on each goal.

## **SQ3R Study Method**

The acronym SQ3R stands for the five sequential techniques that have been used as a strategy to enhance the understanding and retention of reading material. This strategy includes the following steps:

- **Survey.** Start by gathering the information necessary to focus your understanding of the chapter. Read the chapter title, read the chapter introduction, section summaries, and conclusion, scan through the contents of the chapter (e.g., section headings, diagrams, and pictures). If studying policy, procedure or department orders, you can read the introductory paragraphs and spend time scanning through the policy to gain an understanding of the material before you begin to delve into the specific details of the material. Aim to gain an overall understanding of the structure of the material and how the main concepts are related.

- **Question.** Go through each section of the material and turn the headings into questions that you think will be answered in that section. Write your questions down on a piece of paper. In the next step when you begin reading the sections, you will write down your answers that go along with each question. The purpose of this step is to help you become actively engaged in the reading by having you seek the answers to the questions that you have formed.
- **Read.** Reach through each section, keeping the questions you have formed in mind. Read the section, seeking information to answer the questions that you have written down. Pay attention to determine if there are any other questions that need to be included.
- **Recall.** When you have completed reading through a section, stop and try to answer the questions you have composed without looking back at the reading material. If you cannot come up with the answers, go back to the section as many times as you need to until you can answer your questions from memory.
- **Review.** After you have completed reading through all of the sections using the aforementioned steps, you should continue going over the questions you have created and trying to answer them from memory. If you cannot answer them, you can look back to the material to refresh your memory and then continue to review. Review the material often in the weeks and days leading up to the exam.

## **Memorization**

There is certain material that must be memorized for an exam. While, for example, we can advocate reading and taking notes in your own words, it is important to understand that some material must be memorized directly from the source. I/O Solutions writes exam questions directly from the source material and often uses the wording as it appears in the source material. Thus, recalling the specific information from the passage can be critical in determining your success on the exam.

## One-On-One Studying

Studying with a partner is a great way to cover a lot of information. One of the most important steps in one-on-one studying is choosing the right study partner. When choosing a partner, try to select someone who shares similar study habits as you. Make sure that the partner also has a similar level of motivation and similar pace of learning as you. Finally, make sure you select a partner who is studying the same material as you.

### Study Techniques

- You can each cover a different topic and then spend time explaining them to one another.
- You and your partner can study the same material then create questions to quiz each other.
- A partner can be helpful when you are having a hard time understanding a subject; use their different perspective to help look at the information in a different way.

### Things to Keep In Mind

- If you decide to split up topics and explain them to one another, be sure to still read through the material that was assigned to your study partner.
- When quizzing each other, try to focus on the major topics from the source material, rather than focusing on highly specific information unless that is the nature of the material (e.g., learning definitions to terminology).
- It can be easy to get off-track with side conversations, try to stay focused on the material for the exam.

## **Group Study**

Studying with a group can be a very effective way to cover a lot of information. However, this effectiveness is dependent on the members of the group.

### **Characteristics of Effective Study Groups**

- The group should contain no more than 6 members
- There should be a group leader at every study session. It does not have to be the same person every time.
- All members should participate. Information is more easily remembered when it is discussed with others.
- Group members should differ in their area of expertise. This will allow for more effective information sharing.

### **Starting a Study Group: The first meeting**

- Gather the group members together for an initial meeting
- Have the group decide on a leader. This can be for every study session or it could rotate.
- Ask someone to scribe the information the group covers. This responsibility can also revolve.
- Set some ground rules (i.e. be courteous to others). You may find these rules will not need to be referenced once they are created but they are an effective tool in preventing future conflicts.
- Create a plan for the sessions. This includes setting up a schedule, topics to be covered, and group member responsibilities.
- Summarize the information that was covered in the meeting to ensure all members are on the same page.



## **Conducting the Study Group**

- Clearly define what will be studied prior to each group session
- Plan to hold the study group for about 2 hours, taking period breaks
- Start each meeting by briefly reviewing what was studied last meeting and resolving anything that was unclear
- Keep the group on-task by limiting other activities during the session (e.g., turn phones off, no checking email, limit side conversations)
- Conclude with a brief review of what was covered and a reminder of what will be covered in the next meeting

## General Test-taking Strategies

There are several strategies and tips to keep in mind when taking the written test that will ensure your test score is accurate and reflects your level of knowledge about the job.

1. **Listen carefully.** The exam administrator will provide you with complete instructions for taking the exam. Be sure that you pay close attention to all test instructions. It is extremely important that you completely understand the directions before the exam begins.
2. **Ask questions.** If there are instructions that you do not understand or if something is not clear, please feel free to ask the exam administrator any questions that you may have before the exam begins.
3. **Note start and end times.** Just before the test administrator begins the test, make a note of the time the test will actually begin and the time that the test will end.
4. **Keep track of time.** It is important that you keep track of your time so that you are able to pace yourself throughout the exam. You do not want to run out of time and have unanswered questions. It is important that you allot a few minutes of time to guess on unanswered questions at the end of the exam. A typical 100-item examination will have a 2 hour and 30 minute time limit. This means you must answer each question in approximately 1 minute and 30 seconds to ensure you complete the examination on time.
5. **Remain calm.** It is important that you remain calm throughout this exam so that you are able to work most effectively. You can't allow yourself to become nervous or confused by a few difficult or challenging questions. There are going to be times when you are not going to know the answer and neither will other individuals taking the exam.
6. **Read each question carefully.** Be sure that you understand what the question requires of you.
7. **Try to answer the question before you look at the answer options.** If you know the answer, compare it to the available choices and pick the choice closest in meaning to the answer you have in mind.
8. **Answer easy questions first.** It is important that you answer the easy questions first on this exam. By doing so, you will afford yourself more time to spend on the difficult questions if necessary. Seek out questions you can answer. If there are particular kinds of questions with which you feel most comfortable, answer those questions first. For example, if you are particularly good at questions in a specific content area, then find those items first and complete them.
9. **Don't waste time on questions you can't answer.** If you believe that you are not able to answer a question, then skip it. It is better to skip a difficult question than to spend a lot of time on it and not be able to complete other exam questions.

10. **Mark your exam booklet.** Mark in your exam booklet those questions that you have skipped so that you are able to come back to them later in the exam. Marking questions that you have skipped in your test booklet will help to ensure that you have answered all of the questions by the time the examination period has ended. That said, you will likely be required to place all final answers onto a separate answer sheet.
11. **Use a process of elimination.** If a situation presents itself in which you are unable to answer a question, use a process of elimination to narrow your options. First, eliminate any answers that are clearly wrong. Then determine how you feel about the remaining choices. If you believe that some answers are more correct than others, indicate that on your exam booklet. Later in the exam, you may have an opportunity to come back to these questions and answer them without having to read the entire question again.
12. **Guessing.** It is important that you try to get as many points as possible on the examination. Points are given for correct answers only. Because there is no penalty (i.e., points deducted) for guessing on this exam, you should try to answer every question. By leaving yourself enough time at the end of the test to fill in unanswered questions using your "best guess," you will increase the possibility of getting a few of them correct.
13. **Extra time.** If you finish the exam before the time period is over, review your answers and make any changes that are necessary. Also make sure that you have marked your answers on the answer sheet correctly.

## Using the Test Answer Sheet

This section describes the procedures used to fill in the answer sheet during the actual exam. All of the questions on the examination will be multiple choice. *You will mark your answers on a separate answer sheet that you will be given at the examination, and detailed instructions on how to use it will be outlined for you at that time.*

### Things to consider when marking the answer sheet:

- Make heavy black marks that fill the rectangles completely.
- Erase any answers you wish to change completely.
- Do not make any other marks on the answer sheet.
- You must use a #2 pencil (this will be provided to you). Pencil is required to complete the answer sheet because a computer will be reading these marks.
- Place all of your answers on the answer sheet. Only answers on the answer sheet will be scored. You may use your exam booklet as scratch paper but be certain to record your answers on the answer sheet.
- Use your *exam booklet* for scratch paper.
- Be sure that the number of the question you are working on corresponds with the number that you fill in on the answer sheet. For example, if you are working on question 37, make sure that you fill in your answer on line 37 of the answer sheet. Periodically check yourself to make sure that your answers are in the correct spaces.
- For multiple-choice items there will be four alternatives (a, b, c and d) listed on the answer sheet for each question. Please be sure that you mark your answer in the appropriate column. You may want to go back and check your answers periodically to be sure that you have placed your answer in the correct column.

The reason that we ask you to take such care in marking your answer sheet is because errors can affect the scoring of your written examination.

## Helpful Hints about the Exam

This section describes a few helpful hints to remember when preparing for the exam and in regard to answering questions on the examination.

- Exam questions are written directly from the source materials. Questions are often written “word-for-word” from the source to avoid confusion. Thus, the correct answer is also drawn directly from the source (not from subject-matter-expert input). In many cases, the distracters, or incorrect answers, are also drawn directly from the source. Thus, the information may “look familiar” but still be incorrect.
- Since questions are drawn directly from the source material, it is important to note that the correct answers (and hopefully your answers) will be taken directly from this source material. If there is a conflict between “how things are done in the department” and what the source indicates, the source is the deciding factor! In many cases, such items are removed during the review process. In some cases, these items remain in the examination to reinforce “how things should be done.”
- Furthermore, in the rare event that two sources conflict with one another, your answer (and the correct) should come from the source indicated for that particular item. Items are often presented by the source material that they were written from. Thus, you will be informed where the item was written from.
- We attempt to avoid questions on trivial information that is not directly relevant to the job. At a minimum, you should focus your preparation efforts elsewhere. That said, some items may be more difficult and test your knowledge of the details of a particular policy.

## Preparing for Test Day

Diligently studying for this exam will be the best method for ensuring your success; however, there are other considerations that can affect your performance on the day of the exam. Your attitude on the day of the exam, the test-taking strategies you use and your ability to avoid common test-taking errors will all affect the outcome of the exam. These issues are discussed in detail below.

### Preparation for the exam

You will increase your chances of obtaining your best score if you spend a lot of time preparing for the exam. This includes carefully reading and studying the materials listed in the *Examination Source Material list* as well as this *Orientation and Preparation Guide*. It is also important that you avoid becoming overly anxious about the exam and implement good test-taking strategies.

### Your physical well-being

Get a good night's sleep before the exam. Eat a nutritious breakfast that will provide you with energy for the day. Try to ensure that you are in the best possible condition both physically and mentally on the day of the exam.

### Arrive early

Make all necessary arrangements to ensure that you arrive early at the exam site. It would be wise to anticipate traffic delays in traveling to the exam site and to allocate extra travel time to ensure an early arrival even with delays. Give yourself ample time to settle in at the exam site.

### Confidence

The more confident you are in your abilities, the more likely you are to do well on the exam. Try to stay focused so that you don't end up misinterpreting questions or instructions. You want to take control of the exam by feeling confident in your skills. Try to relax but concentrate on the exam you are about to take.

### Attitude

This exam is an opportunity for you to demonstrate that you have a grasp of the job knowledge necessary to perform successfully, and a positive attitude can have an impact on increasing your exam score. There are a few ways to fine-tune your attitude about taking this exam: Look at this exam as a challenge but try not to get "stressed out" by thinking about it too much. By using this *Orientation and Preparation Guide* and practicing your strategies, you can be more prepared for the exam.

## Basic Rules Governing the Testing Process

1. Promptness is mandatory for admittance to the test on the date and time scheduled. Please ensure that you arrive at the site well before the examination to avoid being late. No candidate will be admitted after the start time.
2. Photo identification will be needed for admittance to the test.
3. You may bring the following supplies to the test: #2 pencils, erasers and a watch. A small pencil sharpener is also allowed. No other supplies will be permitted at the test site. Pencils will be supplied during the administration of the written exam.
4. Beepers/portable phones and any other electronic or communication devices must be turned in prior to testing or left in your vehicle. We strongly suggest that you leave electronic devices in your vehicle for the duration of testing. If you choose to use an unauthorized communication device, in violation of testing guidelines, your test will be collected and considered invalid.
5. You will not be allowed to take any other materials with you into the examination room—this includes paperwork of any kind, backpacks, portfolios, etc.
6. Once you are seated in the classroom, you will have access to restroom facilities, though you may have to be escorted by a proctor. Once testing begins, any time taken for this purpose will be counted as test time.
7. You will undergo the same standardized process as all other candidates with respect to the testing process (e.g., notification, instructions, etc.).
8. Due to the security measures that will be in place, only authorized candidates will be admitted to the test site.
9. All questions or concerns that arise during the testing process should be directed to the appropriate designated test administration staff person(s).

## **Appendix A: Paramedic Field Chief Source Material**

The following presents a list of the examination source materials or reading list for the examination. Examination questions will be drawn directly from these sources. Correct answers to test items are also identified directly from the above source material. You should consider this as the reading list to use in studying for the job knowledge examination.

**Local 2 Union Contract (2012 - 2017)**

**North American Emergency Response Guidebook (2016)**

**Illinois Rules of the Road (2016)**

**Region XI Chicago EMS System Policies and Procedures (2016)**

**Region XI Chicago Paramedic Standing Medical Orders (2011)**

**Quick Drill – Water Rescue Response (May 2004)**

### **Chicago Fire Department General Orders**

<b>Number</b>	<b>Date</b>	<b>Title</b>
87-008	2/1/1987	Substance Abuse: Drugs/Alcohol
91-001	12/14/1990	Relief and Roll Call
91-012	6/17/1991	EMS Fire Paramedic
91-016	11/8/1991	Utilization of Fire Department Form 2 & 2A
91-016 Addendum 1	8/2/2010	Utilization of Fire Department Form 2 & 2A
92-006	3/23/1992	Badge and Cap Device Policy
92-008	3/23/1992	Locker Privileges
92-009	3/23/1992	Changing of Platoons at or during Emergencies
92-023	11/9/1992	Infection/Exposure Control Program
92-023 Addendum 1	5/17/1993	Infection/Exposure Control Program
92-023 Addendum 2	12/23/1993	Infection/Exposure Control Program
93-005	6/2/1993	Ambulance Transport



## Chicago Fire Department General Orders

<b>Number</b>	<b>Date</b>	<b>Title</b>
95-005	2/9/1995	EMS Paramedic in Charge
95-007	6/8/1995	Funeral Bereavement Leave
96-001	3/20/1996	Assignment of Uniformed immediate Members
97-003	8/27/1997	Department Commissary/Clothing Replacement
98-006	6/11/1998	Use of Chicago Fire Department Helicopters
98-007	8/26/1998	Management of School Bus Accidents
99-002	4/16/1999	AWOL/Tardy
00-001	5/25/2000	Physical Violence
00-003	8/21/2000	Visitors To Fire Department Facilities
03-001	4/14/2003	Health Insurance Portability and Accountability Act (HIPAA)
03-004	10/1/2003	Incident Command
04-001	7/23/2004	Chicago Fire Department Random Drug/Alcohol Testing Program
04-002	9/21/2004	Incident Command
06-001	1/13/2006	Smoking Policy
06-005	5/8/2006	Mobile Reporting Unit (MRU) System Upgrade
06-008	6/15/2006	After Hours Operation of EMS Support and Logistics
06-009	6/20/2006	Response changes for a Potential Pandemic Flu or Infectious Disease Outbreak
06-010	7/6/2006	Timekeeping
06-010 Addendum 1	8/14/2006	Timekeeping
06-010 Addendum 2	11/5/2010	Timekeeping
06-013	10/2/2006	Drivers License Requirements

## Chicago Fire Department General Orders

<b>Number</b>	<b>Date</b>	<b>Title</b>
07-004	2/2/2007	Advanced Life Support (ALS) Response
07-005	4/4/2007	Response to Improvised Explosive Devices (IED)
07-005 Addendum I	6/27/2007	Response to Improvised Explosive Devices (IED)
07-010	9/17/2007	Utilization of Seat Safety Belts
07-015	12/12/2007	Emergency Medical Services Response Plan
08-002	1/31/2008	Radiation Detector Use and Response
08-003	4/2/2008	Information Infrastructure Access and Usage
08-004	6/9/2008	Notification of Extended Hospital Times by ambulance Companies
09-002	7/9/2009	Distribution of Personal Protective Equipment for Fire/EMS Companies During an Influenza Pandemic
10-002	5/18/2010	Basic Life Support Company Duties and Responsibilities
10-006	6/4/2010	Ambulance Commander
10-013	11/30/2010	Abandoned Newborn Infant Protection Act
11-001	2/11/2011	Subpoena Compliance
11-001 Addendum I	3/23/2011	Subpoena Compliance
11-002	5/3/2011	Military Leave
11-003	6/9/2011	Fire Department Emergency Recall Plan
11-005	11/23/2011	Assistant Deputy Chief Paramedic EMS duties & Notification Procedures
12-001	1/24/2012	Mass Distribution of Prophylactic Medications & or vaccinations
12-003	8/30/2012	EMS Quality Performance Review
12-004	8/30/2012	Paramedic Field Chief
12-008	11/29/2012	Department Radio Communications

## Chicago Fire Department General Orders

<b>Number</b>	<b>Date</b>	<b>Title</b>
12-008 A	11/24/2014	Department Radio Communications Amendment A
13-001	1/14/2013	Authorized Use of Fire Department Vehicles Assigned to a Facility or Division
13-003	2/8/2013	Media Affairs Protocol
13-004	2/8/2013	Electronic Mail (E-MAIL) Policy
13-006	4/1/2013	Discrimination/Harassment Investigation Policy & Procedure
13-007	4/4/13	Code of Professional Conduct of the C.F.D
13-009	4/10/2013	Pharmaceutical Controlled Substance Replacement Procedures
13-010	4/17/2013	Sexual Harassment Policy and Procedure
13-011	4/17/2013	Investigation/Disciplinary Procedures
13-015	7/31/2013	Department Awards
13-016	8/13/2013	Department Written Communications
13-018	8/23/2013	Advanced Life Support (ALS) Ambulance Emergency Medical Services (EMS) Inventory System
13-019	8/23/2013	Standard Operating Procedures
13-017	9/1/2013	Company Journals and Record Books
14-001	4/11/2014	Rendering Department Courtesies
14-002	4/11/2014	Out of Services / Limited Service / Special Duty Procedures
14-003	4/11/2014	Floor Watch
14-006	9/18/2014	Personnel Accountability System (PAS) Tags
15-001	1/7/2015	Transfer Policy
15-002	3/25/2015	Swiping Program for Platoon duty and 40-Hour Sworn Members
15-003	4/16/2015	Emergency Medical Technician EMT and Paramedic Requirements for Illinois Department of Public Health (IDPH) Licensed Members

### **Chicago Fire Department General Orders**

<b>Number</b>	<b>Date</b>	<b>Title</b>
15-003 Addendum I	3/30/2016	Emergency Medical Technician EMT and Paramedic Requirements for Illinois Department of Public Health (IDPH) Licensed Members
15-004	5/14/2015	Reporting Change of Address/or Telephone Number
15-008	9/4/2015	Company Helmet Shields
15-009	9/4/2015	Ballistic Safety Vest
16-001	3/4/2016	Department Uniform and Grooming Regulations
16-003	6/27/2016	Company Logo on Apparatus
16-006	8/17/2016	Department Medical Procedure
16-008	8/31/2016	Department Vehicle Accident Policy

### **Chicago Fire Department Administrative Orders**

<b>Number</b>	<b>Date</b>	<b>Title</b>
A-03-11	4/29/2011	Organization of Oxygen Treatment Bus 8-8-11
A-06-12	9/6/2012	Organization of Emergency Medical Services (EMS) Transport bus 8-8-12

### **Chicago Fire Department Special Directives**

<b>Number</b>	<b>Date</b>	<b>Title</b>
93-004	6/11/1993	Notification of Burn Victims by Fire
93-010	8/13/1993	Lost/Stolen/Damage Equipment
95-004	3/9/1995	Changes/Alteration to Apparatus or Equipment
95-011	12/8/1995	Receiving Hospital Diversion
97-001	8/14/1997	Signaling Traffic & Guiding Apparatus (Vehicles) Upon Leaving or Entering Quarters
98-001	5/15/1998	Department On-Scene Radio Communications

### **Chicago Fire Department Special Directives**

<b>Number</b>	<b>Date</b>	<b>Title</b>
99-001	5/18/1999	Response of EMS Second Field Officer
00-002	6/9/2000	Zero Tolerance for Violence in the Workplace Training Policy and Procedure
01-001	2/9/2001	Guidelines for Midway Airport and Staging Areas
04-002	9/16/2004	Ambulance Transport Billing
07-002	5/9/2007	Contact by Personnel with Head or Body Lice/Scabies
08-001	1/29/2008	Acceptance of Department Apparatus/Vehicles
08-002	2/7/2008	Pharmaceutical Cache and Chemical Antidotes Deployment
08-003	11/24/2008	Guidelines for Operations-O'Hare International Airport
09-002	2/4/2009	Public Safety Vest (PSV)
09-004	7/17/2009	Tuition Reimbursement Program
10-001	5/18/2010	Portable Data Terminal Computers
12-002	5/17/2012	Digital Radio Failure Contingency Plan

### **Chicago Fire Department Bureau of Operations Orders & Bureau of Fire Suppression and Rescue Orders**

<b>Number</b>	<b>Date</b>	<b>Title</b>
02-002	7/17/2002	Fire Response on Limited Access Roadways
02-003	7/26/2002	Responses to Refusal of Service or DOA Patients
04-007	10/21/2004	Apparatus and Medical Equipment Cleaning and Maintenance Standards
05-004	7/1/2005	Electrical Power Outage Plan
05-009	10/17/2005	Responding to Elderly "Seniors at Risk"
05-013	12/29/2005	EMS After Actions Report FD503C

**Chicago Fire Department Bureau of Operations Orders & Bureau of Fire Suppression  
and Rescue Orders**

<b>Number</b>	<b>Date</b>	<b>Title</b>
06-003	7/1/2006	EMS Response for High Rise Still and Box Alarm
07-010	8/27/2007	Water Rescue Throw Bags
08-002	3/14/2008	Monitoring and Mitigation of Hospitals on Diversion
08-003	4/25/2008	Stalled Chicago Transit Authority Train Response
10-003	4/20/2010	Emergency Oxygen Treatment of Service Animals and/or Household Pets
11-001	5/27/2011	Backup Telemetry Cell Phone
11-002	7/1/2011	Notification Procedures for Heat and Cold related Medical Emergencies and Firework Injuries
11-007	10/28/2011	LifePak 1000 Defibrillator
11-010	12/12/2011	West Rogers Park Emergency Medical Service Volunteer Program: Hatzalah
12-003	1/5/2012	CFD Nerve Agent Antidote: Duodote Auto-Injector
12-003 Addendum I	2/15/2012	CFD Nerve Agent Antidote: Duodote Auto-Injector
12-004	2/15/2012	Assistant Deputy Chief Paramedic EMS Duties and Notification Procedures Within the Bureau Of Operations
12-008	3/2/2012	Officer Development /Ride Along Program
12-009	3/2/2012	Ambulance Ride-Along Program
12-010	3/22/2012	Global Positioning Satellite (GPS) Units for EMS Vehicles
12-024	11/1/2012	Pedi-Mate Pediatric Restraint Device
13-003	2/5/2013	EMS Triage Bags
13-005	3/26/2013	Streamlight Knucklehead C4 LED Rechargeable Flashlights
13-006	5/1/2013	EMS ToxiRAE 3 Carbon Monoxide Monitor

**Chicago Fire Department Bureau of Operations Orders & Bureau of Fire Suppression  
and Rescue Orders**

<b>Number</b>	<b>Date</b>	<b>Title</b>
13-007	5/19/2013	Radio Communications for Incidents in Close Proximity
13-008	5/19/2013	Vacant Structure Marking System
13-012	8/7/2013	Change of Quarters Protocols
13-011	8/8/2013	Chief Officer Notification and Response to On-Scene Times Greater than One Hour
13-017	9/13/2013	UltraRadiac-Plus Personal Radiation Detector
14-011	9/18/2014	EMS Personnel Operating at Fires and Other Emergencies
14-013	9/18/2014	Lifepak 15 Monitor for ALS Ambulances
14-015	10/24/2014	Quat Plus TB Disinfectant for Cleaning and-or Disinfecting Apparatus and Equipment
14-017	11/20/2014	Standby Ambulance Dispatch to Working Fires and Special Operations Incidents 2014
14-018	12/8/2014	Receive-only APX Earpieces for the APX portable Radio
15-001	1/27/2015	Proper Personal Protective Equipment (PPE) for Patients with a Suspected High-Risk Infectious Disease
15-006	7/14/2015	Air Purifying Respirator (APR)
15-013	9/25/2015	Haz-Mat Decontaminable (HMD) Sked® Stretcher
16-003	1/4/2016	Patient Accountability Protocol
16-001	1/12/2016	Cold Weather/Sub-Zero Operations
16-006	3/21/2016	CFD Pre-Hospital Care Report (42.202) For Non-Transport Companies
16-008	7/4/2016	Triage and Traumatic Injury (TTI) Bag
16-012	9/2/2016	Furlough Schedule for 2017 for Uniformed Members of the Bureau of Operations, Division of EMS
16-015	10/27/2016	Narcan Kits

## Chicago Fire Department Bureau of EMS Orders & Memos

<b>Number</b>	<b>Date</b>	<b>Title</b>
87-001	4/28/1987	Paramedic Officer Priority During Treatment/Transport of Patients
93-003	3/22/1993	Implementation of Revised Chicago Fire Department Mobile Intensive Care Unit Report – March 1993 C.F.D. Form #41.101
93-008	8/20/1993	Multiple Victim Release Forms
95-003	8/28/1995	Use of Electronic Siren by Ambulance Companies
98-001	1/30/1998	Transport of Relatives/Friends with Patients

### Standard Operating Procedures

<b>Number</b>	<b>Date</b>	<b>Title</b>
101	11/1/2013	Structured Risk Management Assessment
102	1/1/2014	Mayday Procedures at Working Fires and Fire Training Exercises
103	1/1/2014	Emergency Alert Procedures
104	1/1/2014	Emergency Evacuation Procedures
105	1/1/2014	Personnel Accountability Report (PAR) Procedures
106	9/19/2014	Rapid Intervention Team (RIT) at Fires
107	11/14/2014	Emergency Incident Rehabilitation
110	4/1/2014	Side and Floor Designations at Fires and Fire Training Exercises
111	4/1/2014	Progress Reports
406	2/18/2016	Active Shooter Incidents
408	9/1/2016	Helicopter Emergency Medical Services (HEMS)
507.07	11/15/2013	Carbon Monoxide Investigations
508	1/9/2015	Water Rescue Incidents
601	1/7/2016	Multi-agency Incident Response Procedures – Rev. 1



## Standard Operating Procedures

Number	Date	Title
702	2/1/2014	Backing-Reversing Department Vehicles

## Manuals

Doffing PPE Checklist Final

Donning PPE Checklist Final

Electrical Power Outage Plan (manual)

Procedures for Changing Zones on Department Radios

Radio Manual Apx-7000

Radio Manual XTS-5000R

## **Appendix B: List of Job-Related Tasks for Paramedic Field Chief**

### **Administrative Duties**

- Reports to staff meetings to receive manpower, exchange relevant information, process paperwork and coordinate activities.
- Completes records and reports (e.g., after-action report, incident reports, shift activity reports, training reports, personnel records, supply requisitions, etc.).
- Reviews reports for accuracy.
- Writes accurate and detailed reports using the appropriate format (e.g., company actions at emergency scenes and accident and injury reports).
- Reviews and maintains company journal; enters staffing information, receipt of new memos, equipment needs, crew activities, etc.
- Completes equipment requisition reports for missing, lost or damaged equipment.
- Supervises maintenance and keeps maintenance records on apparatus, and coordinates repairs/maintenance of apparatus.
- Ensures all equipment and supplies are kept in good working order and keeps a maintenance log.
- Distributes departmental communication or information to company members.
- Maintains and ensures the company has a complete set of all Departmental Orders, Directives, and Memoranda, Region II EMS System Policy Manual, Standing Medical Orders, and all other departmental protocols.
- Checks credentials of all personnel during shift change (e.g., driver's license, paramedic license).
- Uses computer systems or applications to access, create, edit, print, send, and retrieve data files and/or other information.
- Monitors scheduling, daily roster, and distributes to company officers.
- Completes and ensures completion of subordinates' payroll records.
- Reviews trade requests/paybacks from subordinates.
- Reviews emails received in departmental email account.

- Coordinates with outside agencies regularly (e.g., Police Department, Department of Human Services, etc.).
- Responds to reports of lost/stolen and damaged equipment by conducting an investigation and gathering all appropriate documentation.

### **Community / Citizen Contacts**

- Speaks directly to a patient while on a call (e.g., while gathering personal information, conducting patient history, while diagnosing, etc.)
- Communicates with patient's relatives, friends or acquaintances while on a call.
- Gathers information from bystanders while on a call.
- Speaks to citizens over the phone.
- Answers questions and resolves complaints received from the public.
- Investigates complaints about departmental personnel and individual citizens regarding various issues.
- Attends community events (e.g. charity events, parades, or fairs).

### **Emergency Scene Activities**

- Responds to incidents when dispatched and appropriately documents confirms location of incident
- Determines best route to incident scene and hospital, considering weather conditions, general location of the emergency, and traffic patterns
- Implements the Incident Command System and assumes the role of EMS Command until relieved by a senior officer
- Serves as the EMS Command in managing a particular medical emergency incident
- Evaluates the situation upon arrival, provides accurate size up via radio or other communication, and ensures proper response of personnel and equipment (e.g., Level I Haz Mat, EMS Plan I, Pin-In response)
- Evaluates the situation upon arrival for a risk assessment to ensure scene safety, his or her safety, and other EMS/FS&R provider's safety, in order to preserve life and property
- Maintains radio contact / communications with incident commander, communications center, command hospital and/or other units (fire, EMS, and support) during emergency response, requesting assistance as needed

- Conducts size-up to determine critical factors, initiates appropriate triage, patient care and EMS response as warranted by the situation and patient assessment / history
- Establishes EMS communications during large scale, multiple ambulance, and/or high-rise incidents
- Responds to fire-scenes or large emergency incidents, establishes Rehab, and supervises Rehab activities of CFD personnel
- Coordinates with suppression Chief to arrive at situations with known or potential emergencies where evacuation may be necessary (e.g., power outage at nursing home).
- Maintains command radio communications during large scale incidents, multiple ambulance responses, and/or fire incidents to coordinate information between EMS, suppression, and hospitals via appropriate radio channels and communications.
- Coordinates the transport of patients to appropriate hospitals by processing multiple and sometimes conflicting information (e.g., patient medical status, hospital availability/specialty and medical capabilities, need to return to ambulance to service, etc.).
- Supervises duties of RIT ambulance through coordinating and communicating with appropriate RIT companies (RIT Truck, RIT BC, RIT PFC).
- Supervises or participates in the selection and use of appropriate medical equipment and supplies when necessary, and brings or provides equipment to personnel attending to patient.
- Supervises or participates in the selection and use of appropriate medical treatment when necessary.
- Supervises or participates in EMS activities throughout the incident to ensure proper strategies, methods, and procedures are being followed.
- Communicates with patients who are in normal or altered states of cognizance, informs them of EMS activities taking place regarding their care.
- Assists other first responders by securing additional appropriate equipment when needed.
- Facilitates the delivery of medical service to patients by intervening with civilians, police, suppression companies, and hospitals staff to address and resolve problems/conflicts.
- Ensures that information needed for medical reports is obtained.
- Advises the incident commander to secure emergency scenes or escalate the alarm.
- Calms distraught victims, relatives, and others, keeping them informed of EMS activities and medical progress.

- Monitors activities, safety and location of emergency personnel and equipment at incident scenes.
- Uses reference sources to look up precautions and health risks associated with the hazardous materials.
- Assists and advises the incident commander in establishing a perimeter, decontamination of patients, health monitoring of first responders, if a HazMat team is needed.
- Identifies potential hazards at motor vehicle accidents.
- Blocks traffic if needed to protect patients and EMS providers.
- Critiques the incident to determine strong and weak points for future reference and staff development.
- Monitors multiple radio channels (EMS, fireground, and command channels) for critical information and responds accordingly to developing incidents, changing strategy or reassignment.
- Intervenes and redirects EMS providers if Departmental Orders, Directives, and Memoranda, Region I I EMS System Policy Manual, and Standing Medical Orders are not followed.
- Coordinates operations with other company officers and law enforcement personnel.
- Requests updates and progress reports from EMS providers.
- Reassesses strategy and tactics after evaluating updates, progress reports, or patient status.
- Organizes and manages people and units at a mass casualty incident.
- Makes decisions quickly based on evolving and changing conditions.
- Stages additional resources and equipment in an appropriate manner.
- Ensures all objectives are addressed and determines why objectives are not met when relevant.
- Ensures that all equipment and personnel are accounted for before leaving the scene.

### **General Physical Tasks**

- Stands or squats for long durations in extreme weather or room temperature conditions (e.g., extreme heat or cold, rain, snow).

## **Medical Operations – En Route**

- Drives apparatus in a safe manner following all appropriate laws and department protocols.
- Engages in EMS actions / activities to provide appropriate medical treatment.
- Maintains all radio communication with the Office of Emergency Management and Communications in order to provide prompt and timely reporting of the company's availability, location, and operational status.

## **Quality Assurance / Training**

- Provides supervision and guidance to all EMS providers on-scene to ensure proper medical treatment, Departmental Orders, Directives, and Memoranda, Region I I EMS System Policy Manual, Standing Medical Orders, and all other departmental protocols are followed.
- Intervenes and assumes responsibility for patient care if proper medical treatment, Departmental Orders, Directives, and Memoranda, Region I I EMS System Policy Manual, Standing Medical Orders or any other departmental protocol is not followed.
- Serves as a resource to answer company member questions regarding all Chicago Fire Department literature – e.g., Departmental Orders, Directives, and Memoranda, Region I I EMS System Policy Manual, and Standing Medical Orders.
- Ensures that company members of the unit meet the standards of dress, appearance, performance, and conduct.
- Ensures the operational readiness, cleanliness and availability of equipment, apparatus and the station itself (e.g., personal equipment are placed on the assigned apparatus to be ready for an emergency).
- Participates in critiques following EMS emergencies.
- Identifies areas that need improvement among members/subordinates and determines how to improve company members' skill sets.
- Provides guidance and supervision to company members in safety and procedural training, and proper use of equipment.
- Develops drills/training to improve skills and job knowledge of paramedics on key topics relevant to company needs (identified deficiencies in area) or current environmental conditions (dealing with heat stroke in summer).
- Supervises drills, practices and simulations.
- Ensure company members are sufficiently familiar with their assigned response district, including streets, special occupancy buildings, road construction, hospital locations, etc.

- Instructs company members on any new laws, rules, medical procedures, and SMOs.
- Oversees the training of new paramedics during “probationary period” to include: job orientation, job task assignments, supervising their patient care techniques, familiarization to the apparatus and equipment, etc.
- Ensures that personnel attend appropriate training, “in-services” at the training academy as scheduled, required schooling outside of the department, and maintain their paramedic certification hours.
- Participates in training and company schools to update job knowledge and skills.
- Conducts training presentations when required on current medical related topics approved by the Chicago Fire Department.
- Complies with and completes training hours, educational requirements, or other certifications to the training academy.
- Meets with shift and other personnel to discuss problems, events, current information, and the handling of past emergencies to improve future performance.
- Monitors and remains alert for unusual patterns of calls (e.g., increased run volume in sector, increased types of calls) and communicates this information through the chain of command.
- Reviews run forms for evidence of compliance with medical and CFD protocols and forwards compiled statistics and patient review forms to Medical Administration Regulation Compliance (MARC).
- Documents candidates’ performance during first year on the job.

### **Station Activities**

- Checks the radio and accessories to ensure that radios can give and receive transmissions.
- Ensure that his/her and all subordinates’ personal protective equipment are placed on the assigned apparatus to be ready for an emergency or shift change.
- Ensure that all personnel have the appropriate personal protective equipment in a serviceable condition and state of readiness when applicable.
- Ensures that all medications are accounted for and have not expired.
- Ensure the operational readiness of portable/mobile radios, telemetry, and cellular phone.
- Inspects apparatus for visual damage and records/updates company journal and informs their immediate supervisor of any unreported vehicular damage.

- Accounts for all tools and equipment on the apparatus.
- Completes daily apparatus check to document that all equipment is accounted for and the apparatus is operational.
- Communicates relevant department information to coworkers on the oncoming shift.
- Enforces departmental standard operating guidelines, rules, regulations and orders, etc.
- Checks to see that the apparatus is full of fuel.
- Cleans all equipment upon return from an incident.
- Tags equipment that is in need of repair.

### **Supervisory / Management Duties**

- Conducts oneself as a role model for subordinates through professional behaviors (e.g., proper dress, speech, work attitudes, and job performance).
- Conducts official roll call by assembling on-going and off-going personnel for inspection and exchange of necessary transition information.
- At onset of shift, contacts supervisor to communicate status of personnel, and notifies Chief of any manpower deficiencies.
- Facilitates daily staff meeting to review information since last tour of duty, (e.g., review any new SMOs, changes to existing SMOs, lost equipment, dangerous buildings, hospital bypasses or other pertinent information).
- Assumes duties of supervisor in his/her absence.
- Works with staff to establish appropriate goals and objectives for individuals and units (e.g., discusses performance-related problems and establishes a plan for improvement).
- Encourages staff to reach individual and unit goals (e.g., provides relevant training, answers questions, and ensures availability of supplies/equipment).
- Monitors, evaluates, and documents outstanding performance and forwards information through the chain of command to ensure that the individual receives appropriate CFD commendation.
- Explains and enforces policies and procedures, disciplining staff in a fair and equal manner as necessary.
- Monitors all aspects of subordinate staff performance and provides guidance, counseling and direction as needed.



- Properly and effectively intervenes to settle an argument or some interpersonal problem among staff.
- Ensures crisis intervention is available for personnel as needed (e.g., personal problems, excessive stress, family crises) through maintaining open dialogues and taking appropriate actions as appropriate.
- Ensures that all personnel (e.g., new hires, transfers) assigned to his/her company and firehouse are familiar with the apparatus and job duties.
- Makes recommendations to have personnel detailed as necessary.
- Documents problem situations and recommends disciplinary action for subordinate personnel.
- Evaluates staff performance and conducts performance appraisals.
- Provides feedback and recommends changes to staff.
- Communicates with company officer to determine required daily activities.
- Coordinates the implementation of administrative procedures, personnel policies, labor contracts, and objectives assigned by supervisors, to ensure efficient operation of the company and to comply with changes.
- Ensures that assignments are delegated effectively (e.g., provides specific instructions and due dates to delegated assignments).
- Investigates all accidents involving assigned apparatus, interviewing EMS personnel and witnesses to determine the nature and cause of accident.
- Investigates, as directed, complaints regarding medical treatment and unprofessional behavior by interviewing complainants and EMS personnel.
- Conducts investigations, as dispatched or directed, of incidents with other department or entities (e.g., Suppression, Police, CTA, schools, hospitals) to determine if departmental and professional policies have been followed.
- Checks in on the well-being of sick and injured CFD members and reports on recovery progress through chain of command.

# **Appendix C: List of Essential Knowledge Areas for Paramedic Field Chief**

## **Medical Knowledge**

### **Preparation and Professional Issues**

- Knowledge of EMS responsibilities and well-being of the EMT-Paramedic.
- Knowledge of the medical and legal issues surrounding patient practice.
- Knowledge of the general principles of pathophysiology.
- Knowledge of pharmacology.
- Knowledge of vascular access and medication administration.
- Knowledge of therapeutic communications.
- Knowledge of signs and symptoms of abuse and or assault of patient.
- Knowledge of hazardous materials, domestic preparedness and homeland security.
- Knowledge of IDPH rules and regulations for maintaining EMT-B/P license.
- Knowledge of signs of cumulative stress in co-workers.

### **Airway Management and Ventilation**

- Knowledge of intubation indications, contradictions and placement and complications.
- Knowledge of needle cricothyrotomy.
- Knowledge of King Airways.
- Knowledge of capnography.

### **Patient Assessment**

- Knowledge of proper history taking and techniques of physical examination.
- Knowledge of proper scene size-up, how to take an initial assessment, GCS, and how to make detailed examination and transport decisions.
- Knowledge of best practices in communication and documentation related to patient assessment.

## **Trauma Emergencies**

- Knowledge of mechanisms of patient injury.
- Knowledge of hemorrhaging and shock.
- Knowledge of soft tissue trauma and burns.
- Knowledge of head and facial trauma.
- Knowledge of spinal trauma.
- Knowledge of thoracic trauma
- Knowledge of abdominal and pelvic trauma.
- Knowledge of musculoskeletal trauma.

## **Pulmonary and Cardiovascular Emergencies**

- Knowledge of respiratory emergencies.
- Knowledge of cardiovascular emergencies.

## **Medical Emergencies**

- Knowledge of neurology.
- Knowledge of endocrinology.
- Knowledge of allergies and anaphylaxis.
- Knowledge of gastroenterology
- Knowledge of renal and urogenital disorders.
- Knowledge of toxicology.
- Knowledge of hematologic disorders
- Knowledge of environmental conditions.
- Knowledge of infectious and communicable diseases.
- Knowledge of behavioral and psychiatric disorders.
- Knowledge of obstetrics.

## **Neonatology, Pediatrics and Geriatrics**

- Knowledge of neonatal assessment and resuscitation.
- Knowledge of pediatrics.
- Knowledge of geriatrics.

## **Internal CFD Knowledge**

### **Core Department Policies, Procedures, Directives, Memoranda, Orders, etc.**

- Knowledge of Region I I EMS System Policy Manual and Standing Medical Orders.
- Knowledge of all Departmental Orders, Directives, Standard Operating Procedures, Memoranda, Rules and Regulations, and practices.
- Knowledge of radio procedures as outlined in Department publications.
- Knowledge of CFD organizational/rank structure.

### **Duty-Specific Knowledge**

- Knowledge of Incident Command structure regarding specific responsibilities in carrying out the duties of an Paramedic Field Chief or Paramedic Field Chief and rank above.
- Knowledge of the roles and responsibilities of EMS Paramedic Field Chief.
- Knowledge of the roles and responsibilities of the Paramedic Field Chief.
- Knowledge of the roles and responsibilities of the Assistant Deputy Chief Paramedic.
- Knowledge of the current Labor Contract between the Chicago Fire Fighters Union, Local 2, and the City of Chicago.
- Knowledge of roles and responsibilities of a Fire Paramedic.
- Knowledge of the roles and responsibilities of Paramedic in Charge
- Knowledge of FS&R responsibilities at expressway incidents.
- Knowledge of responsibilities of first responding FS&R companies at EMS incidents.

## **Specialized CFD/EMS Knowledge**

- Knowledge of the Emergency Response Guide.
- Knowledge of Department-issued manuals which describe relevant information for unusual and large-scale incidents (e.g., extreme weather, power outage, CTA).
- Knowledge of the Mobile Reporting Unit.
- Knowledge of the CFD Defensive Driving Manual and driving techniques related to EMS apparatus.
- Knowledge of Illinois Rules of the Road.
- Knowledge of the Subway Manual.
- Knowledge of criteria for transport to STEMI, trauma, stroke, and OB centers, as opposed to closest ER.
- Knowledge of department locations of specialized equipment, and when it is needed.

## **Operational Knowledge**

- Knowledge of incident command including disaster response and crime scene size-up.
- Knowledge of medical equipment (e.g., Defibrillation/ AED), medical supplies (e.g., syringes, stints), medication, and patient transport equipment.
- Knowledge of apparatus (included non-medical appliances and tools) functions, limitations and maintenance.
- Knowledge of mathematics applied to pharmacology.
- Knowledge of department geography, hospital locations, and traffic patterns.
- Knowledge of supervisory principles and practices.
- Knowledge of hazardous materials operations as they relate to EMS.
- Knowledge of Chicago Police Department responsibilities at EMS events.
- Knowledge of pharmaceutical and medical equipment inventory procedures and paperwork.
- Knowledge of City geography.
- Knowledge of CFD MABAS equipment and protocols.
- Knowledge of EZ-IO use.

- Knowledge of LPI5 use, including all equipment and transcutaneous pacing.
- Knowledge of medication administration, including calculating/converting dosages.
- Knowledge of drug expiration and exchange procedures.
- Knowledge of current electronic patient care reporting program.

## Appendix D: Example Questions for the Job-knowledge Exam

You have also been provided with a copy of the 2012 Paramedic Field Chief Written Examination, including the answer key to the multiple-choice questions. Using the 2012 Exam to practice answering the multiple-choice items may be useful in preparing yourself for the written exam.

1. No ambulance will operate with less than \_\_\_\_\_ employees.
  - a. five
  - b. four
  - c. three
  - d. two
  
2. Patients who qualify for transport to a Primary Stroke Center (PSC) should be transported to the closest PSC. In the event the closest PSC is on ALS bypass, the “\_\_\_\_\_” rule should be followed.
  - a. T + 5 minute
  - b. T + 10 minute
  - c. T + 15 minute
  - d. T + 20 minute
  
3. For each water rescue incident, what will be the minimum ambulance response?
  - a. One ambulance.
  - b. Two ambulances.
  - c. Three ambulances.
  - d. An ambulance will be dispatched at the incident commander’s discretion only.
  
4. Which of the following Off-Duty and Other Duty action codes will be used for “Absent No Pay (non-discipline)”?
  - a. NP
  - b. ANP
  - c. AN
  - d. NPA
  
5. All of the following may be used to make high-profile notifications EXCEPT \_\_\_\_\_.
  - a. PDT
  - b. radio communications
  - c. telephone
  - d. City email

6. A CFD ambulance has received a request for a non-emergency transport of a civilian patient from a hospital to a nursing home. Which of the following shall apply in this situation?
  - a. This type of request shall always be declined, without exception.
  - b. This type of request shall be declined unless specifically approved by the Fire commissioner or his/her designee.
  - c. This type of request shall be accepted unless the unit is needed for a mass casualty incident.
  - d. This type of request shall always be accepted as long as the request initiates from the hospital.
  
7. When EMS Transport Bus 8-8-12 is requested to respond as a Division 9 Resource, under the MABAS Agreement, outside of the corporate City limits, the initial response shall include how many ALS ambulances?
  - a. One
  - b. Two
  - c. Three
  - d. Four
  
8. When personnel, through the performance of their duties, have come in contact with a confirmed or suspected case of a patient being infested with head, body or pubic lice and/or scabies, the officer in charge of the affected company will immediately notify \_\_\_\_\_.
  - a. FS&R deputy district chief
  - b. the Office of Emergency Management and Communications
  - c. his/her immediate supervisor
  - d. EMS assistant deputy chief paramedic (Infection Control Team)
  
9. Standard personal protective equipment (PPE) for High-Risk Infectious Disease shall consist of which of the following components?
  - a. A single layer of gloves.
  - b. Booties.
  - c. A face mask (either a surgical mask or N95 Respirator).
  - d. Full face shield visor.



10. A senior citizen falls in public and complains of hip pain. A concerned passerby summons a CFD ambulance on her behalf. She is concerned about her finances and wishes to refuse service. Which of the following shall apply in this situation?
- a. A competent senior may refuse service.
  - b. Both competent and incompetent seniors may refuse service, due to their age.
  - c. No senior citizen may refuse service, due to the concept of implied consent.
  - d. A competent senior may not refuse service based purely on financial concerns.

## Answers

1. D      \*\*UC, Article XVI, Section 16.4, D, d, 4, pages 128-129
2. A      \*\*EMSPP, Transport of Patients with Suspected Acute Stroke, III, page C.9
3. A      \*\*QD, Water Rescue Response, page 1
4. C      \*\*GO, 06-010, IV, A, 3, b, page 2
5. B      \*\*GO, 13-003, IV, C, 2, page 2
6. B      \*\*GO, 93-005, III, A, 2, page 1
7. A      \*\*AO, A-06-12, III, F, 2, page 2
8. C      \*\*SD, 07-002, II, A, page 1
9. C      \*\*RO, 15-001, II, B, page 2
10. A      \*\*RO, 05-009, IV, C, page 3