EMS Subspecialty Certification Review Course

2.3.2 Education
2.3 EMS Personnel

Version Date: 4/2017

Learning Objectives

Upon the completion of this program participants will be able to:

• Summarize the essential educational documents and aspects relating to the EMS Subspecialty
• Explain the role of the Medical Director’s Involvement based upon the various documents of the educational domain
• Speak to the difference between education and training
• Describe aspects of curriculum development
• Define the attributes of the Adult Learner

Which of the following statements regarding the National EMS Core Curriculum is TRUE?

A. It guides the process of EMS function and education
B. Defines the five levels of EMS
C. Allowed for the development of the National EMS Education and Practice Blueprint
D. Has been revised twice at the federal level
This follows the context and content from the NAEMSP text.
Medical Oversight of EMS
Chapter 28 Education
Pages 341 – 356

Our current EMS educational history starts in the 1970’s. Since then there have been a number of documents that guide the educational process. Two important documents are the National EMS Education and Practice Blueprint and the EMS Education Agenda for the Future: A Systems Approach. The multiple National Standard Curricula (NSC) documents. The five predominant documents guiding the current practice of EMS
1. National EMS Core Content
2. National EMS Scope of Practice Model
3. National EMS Education Standards
4. National EMS Education Program Accreditation
5. National EMS Certification

Introduction

• Medical Directors have significant roles and responsibilities in numerous aspects of EMS education

• It is important that Medical Directors are well versed with the various national educational documents (a sampling follows)
  - Prior National Standard Curricula
  - Current National EMS Educational Standards
  - EMS Educational Agenda for the Future: A Systems Approach

1. Point out the importance of the Medical Director in the Educational Domain of EMS
2. Roles and responsibilities in the approval of EMS curricula
3. History of EMS (current history)
4. Roles and responsibilities locally, regionally, statewide and nationally
5. Understanding the importance of the document and how to use them to assist in the development of EMS in their domain
EMS Education Agenda for the Future

Medical Director Involvement in Core Content

• A basis for all EMS Education
• Historically guided by the National EMS Education and Practice Blueprint
• A foundational document addressing the content of all levels of EMS
  – It becomes what we teach
  – States may develop their own content
• Research guides the content

Medical Director Involvement in EMS Scope of Practice Model

• The National EMS Scope of Practice Model defines the national levels of EMS providers:
  – EMR, EMT, AEMT and Paramedic
• Defining local scope of practice for EMS providers
  – States rights to define the levels
  – Knowledge that is expected at the four levels of EMS
  – Skills that can be performed at those levels
  – Attitudes that should be fostered
Medical Director Involvement with the National EMS Education Standards

• National Standard Curricula
  – History of EMS educational materials
• National EMS Educational Standard
  – Current documents guiding EMS education
• Medical Director – signs off on educational materials
• Assuring compliance with EMS educational standard in primary and continuing education

1. The 1990's was the last time National Standard Curricula (NSC) were developed
2. NSC were replaced with National EMS Education Standards
3. Role of the Medical Director on the sign off of students in EMS educational programming
4. Assisting in the oversight of primary and continuing education offerings for EMS personnel
Medical Director Involvement in National EMS Education Program Accreditation

- The role of the Medical Director in accreditation:
  - Ensure the program meets the clinical practice standards
  - Knowledge and skills
  - Accepted standards in instruction
  - Approval of curricula
  - Evaluation of students
  - Section III.B.2 Medical Director
    - Responsibilities
    - Qualifications

Medical Director Involvement in National EMS Certification

- Signing off on EMS providers for initial and continued certification
- Playing an expected role in the evaluation process of students in the EMS domain

1. Final sign off of approval for students in EMS educational programs
2. If called upon, serve as the Medical Director for the Examination
3. When appropriate, serve as an evaluator for the testing process
Medical Director Involvement in Other Domains

- Educator
  - Teach
- Education Manager
  - Provide guidance
- Preceptor
  - One on one mentorship
- Skill Instructor
  - Instruction of practical skills
- Skill Evaluator
  - Determining competence
- Instructor Evaluator
  - Assuring quality of those providing instruction

NAEMSP / ACEP Position Paper (1997)

Medical Director's Role in EMS Education

- Approve
  - Medical and academic qualifications of the faculty
  - Accuracy of the medical content
  - Accuracy and quality of the instruction by the faculty
- Review
  - Student performance and progress
  - Attest to each student's competence prior to graduation
- Significant Role
  - Faulty selection
  - Curriculum development
  - Assuring faculty are teaching established medical practices
Education versus Training

- Education
  - Think more theory based aspects...
- Training
  - Think more skills based aspects...
- Training is not bad, however, not necessarily desired in EMS education
- Seeking to enhance instruction by the education (and when appropriate) the training of EMS personnel

1. Education: the act of educating; teaching or training; the act or art of developing and cultivating the various physical, intellectual, aesthetic, and moral faculties; instruction and discipline; tuition; nurture; learning; erudition.
2. Training: teaching and forming by practice; the act of one who trains; the process of educating; education; drill; course of exercise and regimen.
3. When should EMS personnel be educated vs. when should EMS personnel be trained
4. The future direction of EMS education
   - Documents guiding the process
     1. EMS Agenda for the Future
     2. EMS Education Agenda for the Future
   - Future of telemedicine and robotic medicine

Curriculum Development

- Prepared Curricula
  - ACLS, ITLS (formerly BTLS) and PHTLS
- Developed Curricula (the five steps)
  - Needs Assessment
  - Formulation of Objectives
  - Course Development
  - Methods of Instruction
  - Program Delivery
1. Methods of Instruction
   1. "whole-part-whole"
   2. One of many methods
   3. General to specific
   4. By area of interest
   5. By logic
   6. By skill
   7. By frequency

2. Lesson plans
   1. "whole-part-whole"
   2. One of many methods
   3. General to specific
   4. By area of interest
   5. By logic
   6. By skill
   7. By frequency

3. Lesson plans

4. Evaluation methods to be employed

3. Program Delivery
   1. Scheduling
   2. Facilities
   3. Classroom arrangement
   4. Support materials
   5. Program evaluation
   6. Evaluation methods to be employed

4. Program Delivery
   1. Scheduling
   2. Facilities
   3. Classroom arrangement
   4. Support materials

The Adult as a Learner

Conditions that influence learning by adults

Exploring attributes

Adult motivation

Those who desire vs. those who are required

Disruptive students

Assisting with these students for corrective measures

Screening students

Assuring the “best” students are selected

1. Malcolm Knowles – history of education
2. Four basic assumptions of adult learners
   1. Move from childhood dependency toward self-autonomy
   2. Increase in the reservoir of experience
   3. Readiness to learn is greater
   4. Orientation towards learning has changed
3. Adult learners are better prepared to meet the expectations
4. Not every student in an EMS course of instruction has achieved the level of “adult learner”
5. Conditions that influence learning by adults
   1. Feel the need to learn
   2. Comfortable environment
   3. Personalize the goals
   4. Accept responsibility
   5. Participate in the learning
   6. Relate to other experiences
   7. Sense of progress
6. Adult Motivation
   1. There are those student who desire to be in class
   2. There are others who are “made” to be in the class
7. Disruptive Students
   1. Be prepared to intervene with students with problems
8. Screening Students
   1. Assist in the process of assure the “right” students are selected to enter the EMS domain
Initial Education vs. Continuing Education

- Initial Education
  - Preliminary content to students
    - Establishing the foundation of the instructional material

- Continuing Education
  - Two perspectives
    - Re-education
      - Covering material student have been exposed to in the past
      - Required for National Registry Recertification
    - Continuing education
      - The provision of "new" information
      - Enhancing the knowledge and skills of EMS providers

Remediation and Work Force Entry

- Remediation of EMS Providers
  - Predominantly used following an error event
  - Must be educational and constructive
    - Not designed to be a punitive event

- Work Force Entry
  - Determining the abilities for an EMS provider to meet the demands of the position
    - Should evaluate knowledge and skills
    - Keep educational records (primary and con ed) on all personnel

Which of the following statements is true regarding National EMS Certification?

A. All five levels of EMS are eligible for certification by the National Registry of EMT’s
B. Medical Directors have no role (as evaluators) in the testing process
C. Every state requires the national registry test for certification
D. Final verification of competency by the medical director is required prior to testing
Take-Home Points

What are the specific take home points for this lecture?

1. Numerous documents guide the educational process
2. Know your role as it relates to:
   1. National EMS Core Content
   2. National EMS Scope of Practice Model
   3. National EMS Education Standards
   4. National EMS Education Program Accreditation
   5. National EMS Certification
3. Take part in the additional domains
   1. Educator
   2. Education Manager
   3. Preceptor
   4. Skill Instructor
   5. Skill Evaluator
   6. Instructor Evaluator
4. Train and Educate – know the difference
5. Engage in curricula development
6. Know the attributes of adult learners