

Standardized Course Outline
EMS Education101
SECTION I

SUBJECT AREA & COURSE NUMBER: EMS 101

COURSE TITLE: Emergency Medical Services Education I

LECTURE HOURS PER WEEK: 3 **CREDIT HOURS:** 3

PREREQUISITES: Certification as an Emergency Medical Services Provider, minimum EMT-Basic.

Course Catalog Description:

The course will provide the principles, practices and procedures to assist the participant to become a quality instructor, thus ensuring the administration of quality patient care. It will also assist the instructor in the transition from clinician to educator. The course follows a logical progression beginning with the theory of the educational process, the methods of teaching, and finally; evaluative and administrative functions of the instructor.

Section II

A. Scope: The intent of this course is to meet the needs of EMS Instructors and students alike. There is a move towards teaching a higher level of mental processing. The students are not only expected to recognize signs and symptoms of an illness, but also to demonstrate critical thinking abilities. As each emergency contains different facets and challenges, so does the education of the practitioner. The quality of care that is expected at every scene can only be assured if the rescuer receives quality instruction during the training program. The instructor is ultimately responsible for creating a positive learning experience.

The participant will identify characteristics of the adult learner and what is meant by the term Learning. Major learning theories will be studied as presented by early scientists with correlation to today's adult students in the Emergency Medical Services arena. Methods of instruction such as lecture, group process, simulated laboratory and clinical teaching will be discussed and demonstrated during class presentations. Participants will develop curriculum, lesson plans, and course objectives. Student motivation, elements of reliability and validity will be presented in such a way as to develop effective teaching styles for all types of adult learners.

Finally the course will encompass administrative and evaluative processes as they pertain to the classroom and vocational setting. Issues such as classroom and student discipline,

evaluation tools, testing reliability and validity will be presented. Also, legal aspects of instruction, quality assurance and state regulatory process will be studied.

B. Required work: The students will be expected to participate in all classroom activities, group discussion, and homework assignments. In addition to in-class activities, the students will be required to satisfactorily participate in interactive laboratory sessions and possible off-campus student teaching.

C. Attendance and Participation: Students are expected to attend all classes and assigned off-campus teaching rotations.

D. Methods of Instruction:

- Assigned Reading
- Lecture/Discussions
- Multi-Media Teaching Aids
- Peer Review
- Small Group Discussion
- Laboratory Experience
- Student teaching experiences

E. Objectives, Outcomes and Assessment:

Program Goal : The goal of EMS-Instructor Course is to prepare students as competent EMS-Instructors through the acquisition of knowledge and skills necessary to provide pre-hospital emergency medical care theory to students enrolled in EMS courses.

LEARNING OBJECTIVES	LEARNING OUTCOMES	ASSESSMENT METHODS
To demonstrate an understanding of:	Student will:	As measured by:
1. The responsibility for full class participation	<ul style="list-style-type: none"> ∅ Attend class on a regular basis ∅ Participate in collaborative groups and peer activities 	<ul style="list-style-type: none"> ∅ Attendance records ∅ Class records ∅ Assignment records ∅ Grade records
2. Concepts of Educational theory	<ul style="list-style-type: none"> ∅ Apply study skills for the organization and learning of relevant facts and information 	<ul style="list-style-type: none"> ∅ Tests and exams on subject matter ∅ Participation in class discussions ∅ Group collaborative learning ∅ Group presentations

<p>3. Apply theories, principles and conditions for learning when discussing the adult response to education.</p>	<ul style="list-style-type: none"> ∅ Understand the concepts of the adult learner ∅ Correlate this knowledge base in the classroom/lab setting 	<ul style="list-style-type: none"> ∅ Tests and exams on subject matter ∅ Participation in class discussions ∅ Group collaborative learning ∅ Group presentations ∅ Simulated lab sessions
<p>4. Theories of learning and teaching in a classroom setting.</p>	<ul style="list-style-type: none"> ∅ Demonstrate competence with psychomotor skills required for effective teaching strategies and techniques 	<ul style="list-style-type: none"> ∅ Practical testing and exams on subject matter ∅ Participation in class discussions ∅ Group collaborative learning ∅ Simulated lab sessions
<p>5. Theories of learning and teaching in a clinical and laboratory setting</p>	<ul style="list-style-type: none"> ∅ Demonstrate competence with cognitive and psychomotor skills required for effective teaching strategies and techniques 	<ul style="list-style-type: none"> ∅ Tests and exams on subject matter ∅ Participation in class discussions ∅ Group collaborative learning ∅ Group presentations ∅ Comprehensive, summative program exam administered at the end of the program.
<p>6. technical proficiency in all skills necessary to fulfill the role as EMS – Instructor .</p>	<ul style="list-style-type: none"> ∅ Demonstrate competence with psychomotor skills required for effective teaching 	<ul style="list-style-type: none"> ∅ Group collaborative learning in laboratory settings ∅ Group presentations ∅ Student Teaching opportunities
<p>7. Methods of evaluation and student interventions.</p>	<ul style="list-style-type: none"> ∅ Understand the concepts counseling and student remediation 	<ul style="list-style-type: none"> ∅ Group collaborative learning in laboratory settings ∅ Group presentations ∅ Comprehensive portfolio project

8. areas of legal liability for instructors and training programs.	<ul style="list-style-type: none"> ∅ Understand the concepts counseling and student remediation ∅ Discuss legal issues as they pertain to education 	<ul style="list-style-type: none"> ∅ Group collaborative learning in laboratory settings ∅ Group presentations
8. The affective domain of personal behaviors consistent with professional and employer expectations for the EMS-Instructor	<ul style="list-style-type: none"> ∅ Demonstrate the qualities of the professional EMS Instructor in all aspects of student teaching. 	<ul style="list-style-type: none"> ∅ Employer surveys ∅ Summative evaluation of field performance

F. Texts and Materials (if required)

Parvensky, Catherine. “Teaching EMS: An Educator’s Guide to Improved EMS Instruction”. Missouri: Mosby Lifeline, 1995.

Department of Transportation EMT-Basic Curriculum
National Standard Curriculum

Department of Transportation EMS Instructor Training Program
National Standard Curriculum Student Guide

** Can be downloaded from internet site: <http://www.nhtsa.dot.gov>

G. Information Technology: (if required) The student will need access to internet and e-mail capabilities.