PSM 403 Emergency Medical Services Education

Course Description: This is an upper-level baccalaureate course for students interested in Emergency Medical Services (EMS) education. This course introduces the EMS professional to the education system as it relates to EMS education. Students explore issues in curriculum development, teaching, program direction, and development.

Prerequisites: None

Course Objectives:
Module 1: Context of EMS
1. Define the scope of adult education as a discipline.
2. Discuss the relationship between adult education, higher education, and EMS education.
3. Discuss significant documents that have shaped the course of EMS education.
4. Present an overview of the entry-level competencies for EMS educators.
5. Articulate the vision of the EMS Education Agenda for the Future.

Module 2: Philosophical Foundations of Education
1. Describe the value of studying education philosophy.
2. Describe the basic frameworks of progressive education and humanistic education.
3. Provide examples of learning activities consistent with the principles of progressive education and humanistic education.
4. Explain how elements of progressivism and humanism can be incorporated into competency-based National Standard EMS curricula.

Module 3: Ethics, Standards and Legal Considerations
1. List sources of information regarding national, state, and local regulations, policies, and procedures related to EMS education programs.
2. Defend the need for national, state and local guidelines for EMS education programs.
3. Discuss applicable federal, state and local laws that affect the EMS teaching profession and the educational institution.
4. Explain legal considerations regarding copyright and intellectual property issues.
5. Define liability, negligence and the standard of instruction.
6. Identify areas of legal liability and risk-management consideration for the student, instructor and education institution.
7. Explain the importance of confidentiality of student information.
8. Differentiate between ethics and morals. 9. Compare and contrast theories of morality as they relate to human development and conduct.
10. Discuss the ethical position statement of NAEMSE and the National Education Association Code of Ethics.
11. Provide examples of ethical and unethical instructor conduct.
12. Describe the importance of ethical role models in the classroom, lab and clinical settings of EMS education.
13. Describe ways in which ethics can be incorporated into course curricula.
14. Defend the need for instructors to adhere to principles of ethical and legal conduct in the practice of EMS education.
Module 4: Institutions, Settings and Types of Programs
1. Compare and contrast the characteristics of the different settings in which the EMS educator may practice.
2. Differentiate between primary, refresher and continuing education.
3. Discuss the purposes of traditional classroom, laboratory, clinical and virtual classroom education.

Module 5: Qualities, Competencies, Roles and Responsibilities of EMS Educators
1. Communicate the affective traits and professional competencies required of an EMS educator.
2. Detail the roles and responsibilities of EMS educators.
3. Differentiate between the roles and responsibilities of primary and secondary EMS instructors.
4. Explain the importance of continuing professional development in EMS education.
5. Identify mechanisms through which continuing professional development may be undertaken.
6. Describe an EMS educator’s relationship with students, assistant instructors, peers, the program director, and the medical director.
7. Access educational resources and research.

Module 6: The Traits and Needs of Learners
1. Discuss the terms learning style and learning preference.
2. Discuss different ways of categorizing learning styles.
3. Discuss teaching methods and learning activities that take advantage of students’ strengths for each learning style.
4. Propose ways of overcoming the weaknesses associated with the learning style.
5. Discuss the impact of personality type on learning styles and preferences.
6. Access resources for measuring students’ learning styles and preferences.
7. Discuss the impact of your own learning style on your teaching.
8. Detail the needs and characteristics of adult learners.
10. Integrate knowledge of theories of motivation into planning, teaching, evaluation and counseling activities.
11. Discuss how an individual’s cultural background influences his or her perceptions and expectations.
12. Demonstrate cultural awareness in professional activities.
13. Foster cultural awareness among students, faculty and preceptors.

Module 7: The Psychology of Learning
1. Define learning.
2. Discuss the concepts of progressivism and constructivism as they relate to learning.
3. Explain the roles of working memory and long-term memory in learning.
4. Relate the role of experience to learning.
5. Describe the importance of reflection on experience.
6. Explain the usefulness and limitations of models of the learning process.
7. Describe the three domains of learning.
8. Provide examples of activities within each domain of learning.
Module 8: Overview of the Educational Planning and Curriculum Development Processes
1. Define curriculum.
2. Discuss the components of a curriculum.
3. Define competency-based education.
4. Utilize a planning model for curriculum development.
5. Use the current EMS National Standard Curricula to plan programs.
6. Discuss how the use of the educational standards that will replace the current National Safety Council will impact the program-planning and curriculum-development processes.
7. Employ a systematic approach to program planning.

Module 9: Determining and Communicating Educational Needs
1. Explain the importance of conducting a needs analysis/assessment for an educational program.
2. Explain the importance of conducting job/occupational/practice analysis as the basis for determining professional competencies.
3. Explain the importance of using a task analysis when teaching psychomotor skills.
4. Conduct a needs analysis/assessment for an educational program.
5. Conduct a task analysis for a given EMS skill.
6. Explain the purpose of preparing a training proposal.
7. Prepare a training proposal.

Module 10: Developing Instructional Objectives
1. Differentiate between goals, competencies and objectives.
2. Depict the relationship between goals, competencies and objectives.
3. Explain the relationship between objectives, lesson plan content, teaching-learning activities, and evaluation.
4. Select the appropriate level and domain when writing objectives.
5. Develop a set of objectives for the achievement of a competency.
6. Analyze objectives to determine the behavior of interest.
7. Assess whether or not a suggested teaching-learning activity or test item reflects the behavior called for by an objective.
8. Discuss the importance of developing skills in writing and analyzing instructional objectives.

Module 11: Packaging the Program
1. Discuss considerations in assigning credit hours to classroom, laboratory and clinical courses.
2. Consider various formats for delivering EMS programs.
3. Discuss considerations in obtaining approval for continuing education units for EMS programs and courses.
4. Create a course and program syllabus.

Module 12: Program Evaluation
1. State the purposes of program evaluation.
2. List the recommended dimensions of program evaluation.
3. Differentiate between methods of evaluation and evaluation tools or instruments.
4. Distinguish formal from informal evaluations.
5. Suggest methods and tools for assessing various dimensions of an educational program.
6. Design a program evaluation plan.
Module 13: Educational Measurement
1. Differentiate between norm-referenced and criterion-referenced evaluation.
2. Distinguish between reliability and validity.
3. Define the term “cut score.”
4. Discuss considerations in calculating descriptive statistics for exams and assigning grades to student work.
5. Compare and contrast quantitative and qualitative methods of student evaluation.
6. Explain the importance of constructing a table of specifications for an examination.
7. Construct a table of specifications for an examination.
8. Provide examples of policies and methods to reduce evaluation-related student aggression.
9. Communicate important considerations in test administration.

Module 14: Student Evaluation and Remediation
1. Select types of evaluation items appropriate to the measurement of the objectives of interest.
2. Discuss the benefits and drawbacks of using particular types of assignments and evaluation items.
3. Write effective selection and supply items.
4. Evaluate written examination items against guidelines for effective item writing.
5. Differentiate between the method of evaluation and an evaluation instrument.
6. Discuss the concept of inter-rater reliability.
7. Critique instruments used for clinical, affective, psychomotor and integration exercise evaluation.

Module 15: Selection of Materials and Media
1. Apply criteria for distinguishing between high- and low-quality teaching and learning resources.
2. Discuss consideration in the selection of teaching materials and media and student reading material.
3. Describe the uses, benefits and potential drawbacks to the use of audiovisual materials in teaching.
4. Employ principles of effective use of educational materials and media.
5. Compare and contrast the advantages and disadvantage of different formats for audiovisual presentations.

Module 16: Lesson Planning
1. Describe the importance of using a lesson plan in teaching.
2. Discuss the essential components of a lesson plan.
3. Differentiate between a lesson plan and a lecture outline.
4. Construct an effective lesson plan for an EMS class.

Module 17: Methods of Instruction
1. Compare and contrast methods of instruction in terms of their uses, advantages and disadvantages.
2. Given a description of class learning needs, select an appropriate instructional method for accomplishing the intended learning outcomes.
3. Prepare notes for lectures and discussions.
4. Relate principles of effective communication to the teaching-learning transaction.
5. Deliver an effective presentation.
6. Utilize questions to facilitate discussion.
7. Discuss principles of using written papers, projects and assignments as student learning activities.
8. Discuss the appropriate use of games and case-based teaching.
9. Describe the essential features of computer-based instruction.
Module 18: Classroom Management
1. Describe the characteristics of a positive learning environment.
2. Identify dysfunctional student behaviors.
3. Given a description of a learning environment issue, formulate a plan for approaching the problem.
4. Role-model positive classroom behaviors.
5. Describe measures to maintain group order and productivity.
6. Discuss means for encouraging student participation.
7. Relate theories of motivation to student behavior.
8. Discuss means for handling specific dysfunctional student behavior.
9. Identify barriers to student motivation.
10. Discuss measures that can reduce or eliminate barriers to student motivation.

Module 19: Considerations in Laboratory and Clinical Teaching
1. Discuss considerations for the effective administration of laboratory and clinical activities.
2. Employ effective methods for teaching skills.
3. Describe considerations in developing scenarios for laboratory practice.
4. Discuss the purposes of clinical education.
5. Describe the tasks of the clinical coordinator.
6. Explain the need for clinical preceptor and lab instructor training.
7. Discuss characteristics of effective clinical and laboratory learning situations.
8. Explain the value of authenticity and fidelity in laboratory learning.

Module 20: Roles and Responsibilities of Key Institutions and Personnel
1. Discuss the general organizational structure related to EMS education in academic institutions, public safety agencies, and hospitals.
2. Discuss the roles and responsibilities of program and institutional administrative personnel.
3. List the types of agencies that might have oversight of EMS programs in your state.
4. Discuss the roles and responsibilities of faculty.
5. State the responsibilities and qualifications for the EMS educational program director and medical director.
6. Discuss the roles of admissions departments and the office of the registrar in the higher education system.
7. Model effective interactions with clerical and support staff.
8. Differentiate between the meanings of role and title.
9. Explain the purpose of faculty and organizations.

Module 21: Professional Development
1. Describe the importance of continuing professional development.
2. Discuss the importance of belonging to professional organizations.
3. Explain the value of attending professional conferences.
4. Explore avenues for undergraduate and/or graduate education.
5. Discuss the benefits of writing for publication.
6. Suggest avenues for professional networking.
7. List venues where EMS education jobs are commonly posted.
8. Distinguish between the formats of resumes and curricula vitae.
9. Discuss the use of professional portfolios.
11. List considerations in deciding whether or not to accept a job offer.
12. Value the importance of research, writing and presenting in professional development.
Outcomes: Upon completion of this course:

1. Discuss adult learning theory and the six principles of adult learning.
2. Be familiar with the national and state regulations, policies and procedures related to EMS educational programs.
3. Develop curriculum content based on the National EMS Standards.
4. Discuss the importance of selecting teaching materials, media formats, and other resources.
5. Devise a lesson plan, lecture outline, and PowerPoint for an EMS class.

Textbooks:
“Foundations for the Practice of EMS Education,” (2006); Alexander, Melissa; Prentice Hall, New Jersey
“Foundations of Education an EMS Approach,” (2006); National Association of EMS Educators (NAEMSE); Elsevier, Missouri

Supporting References:
www.naemse.org
National EMS Standards

Method of Instruction:
Lecture, class discussion, audiovisual, demonstration, illustration, practical application by students.

Assessment:
Students will be evaluated for mastery of learning objectives by methods of evaluation to be determined by the instructor.

Attendance Policy:
The faculty of Southern Illinois University Carbondale affirm the importance of prompt and regular attendance on the part of all undergraduate students. Quality instruction clearly depends upon active participation in the classroom or its equivalent learning environment. This concept is further expounded upon in the Southern Illinois University Carbondale Undergraduate Catalog. Students who are absent from more than one-third (1/3) of a course’s instructional hours will seriously jeopardize their grade for the course. Students who stop attending or never attend a class without officially dropping that class will be awarded a grade of WF for the class. The WF grade is designed for students who enroll in a course but don’t attend or quit attending and do not drop the course. When awarding the WF grade the last date of attendance or nonattendance must be reported along with the grade.
**Academic Dishonesty Policy:**
Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**ADA Statement for Students Requiring Special Accommodations:**
As per Section 504 of the Vocational Rehabilitation Act of 1973 and the American Disabilities Act (ADA) of 1990, if accommodations are needed, inform your instructor as soon as possible.

**Safety Instructions:**
Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. If you are located on a military installation, and depending on the type emergency a senior military member may take control; of the situation and direct you on the action to take. Please follow their instructions and do as asked. Similarly, if you are at a community college, their security personal may arrive and take control of a situation please follow their instructions as well.