

Lifting of the EMS Instructor Moratorium

Part One: The EMS Instructor Trainer Guideline

The professional development of the EMS Instructor base is essential for achieving quality in patient care. In order to meet the needs of today's EMS curricula, to ensure a focus on student-learning and competency outcome measures in the EMS classroom, a new approach to the development and training of new EMS Instructors is necessary. This program's goal is to ensure that initial EMS Instructor training programs effectively teach to the new education standards, facilitate the needed knowledge acquisition, and mentor new instructor candidates to effectively address the essentials of the 2009 National EMS Education Standards and the 2007 National Scopes of Practice Model.

Purpose:

To ensure that EMS Instructor training programs have the requisite knowledge and resources to provide instructor candidates the information and skills necessary to teach effectively in the EMS classroom, thus creating and sustaining a quality learning environment for EMS students.

Procedure:

In order to teach/host an EMS Instructor training program, the person or entity teaching the instructor training program must be designated as a **CT EMS Instructor Trainer**.

To become an EMS Instructor Trainer, at the time of application a candidate must:

1. Hold an unencumbered and active EMS Instructor certification
2. Have a minimum of five (5) years' experience coordinating and teaching EMS courses at the EMT or higher level
 - a. Minimum experience is defined as performing as the lead instructor for at least fifty (50) hours per year over the previous five (5) years, verifiable by submitted EMS Instructor certification renewal logs, AND
 - b. Have an average student pass rate of 80% or higher with national or state certification exam scores
3. Provide a resume outlining work experience and educational background/achievements
4. Provide documentation of additional areas of educational expertise or specialization in at least two (2) of the following respective areas/credentials. Said expertise may include the completion of specialized and/or advanced instructor training/certification such as:
 - a. NEMSEC
 - b. NAEMSE instructor courses 1 & 2
 - c. AHA Core Instructor program
 - d. Red Cross instructor certification
 - e. Higher education credentials in education methodology
 - f. Instructor certification in other EMS practitioner specialties
 - i. E.g., PEPP, PHTLS, AMLS, ACLS, PALS, APPLES, BLS
 - g. Other
 - i. Additional credentials may be submitted for consideration. The decision to accept alternative credentials is left to the discretion of OEMS in conjunction with Council of Regional Chairpersons (CORC).

Implementation:

EMS Instructor Trainer courses will be scheduled and delivered collaboratively between OEMS and CORC.

1. EMS Instructor Trainer course curriculum outline

- a. Minimal areas to be covered via combination of on-line modules and direct classroom instruction:
 - i. Review of national documents necessary to guide curriculum development
 - ii. Content area to be analyzed:
 1. Adult learning principles according to Bloom's revised taxonomy
 2. Review of 2002 National Standard Curriculum for EMS Instructor courses
 3. Review of advanced teaching methods needed to meet 2009 EMS Education Standards and 2007 Scopes of Practice
 4. Student-centered instructional methodology
 5. Development of outcome measures and competency metrics that define student achievement
 6. Cognitive teaching and testing methods
 7. Psychomotor teaching and testing methods
 8. Affective domain
 9. Clinical and field experiences and student competencies
 10. Measuring student learning
 11. Needs of the educational infrastructure
 12. Student teaching experience
 13. Analyzing outcome data
 14. The student teaching experience
 15. Other

2. Implementation Plan

- a. The first EMS Instructor Trainer course will be delivered June 16, 2017
 - i. Attendance will be capped at 25 participants divided equally among the five (5) regions
 1. Additional programs will be determined by needs assessment and requests from regional councils through CORC
 - ii. Existing EMS Instructors are allowed to continue teaching EMS courses, however EMS Instructor courses will be taught only by designated EMS Instructor Trainers.
- b. EMS Instructor moratorium will be lifted July 1, 2017

Part Two: The EMS Instructor Credentialing Process

Eligibility [State of Ct Reg: 19a-179-16(d) (1-3)]

Criteria for EMS Instructor candidates.

EMS Providers who wish to become EMS Instructors will meet the following criteria, and submit required to their respective EMS Regional Council:

1. Current unencumbered EMT certification or higher EMS provider certification/license
 - a. Must have credentials and experience consistent with the level of instruction they will teach
2. Have twenty-four (24) months of EMS experience within the last thirty-six (36) months of the date of application with an ambulance or rescue organization or in emergency medical care field as approved by OEMS
3. Completion of the EMT recertification exam with a minimum score of ninety (90)
4. Completion of an OEMS approved EMS Instructor course (or its equivalent) within 2 years of application
 - a. Equivalent education is defined as:
 - i. Successful completion of NAEMSE EMS Instructor courses 1 & 2
 - ii. Current NEMSEC (National Emergency Medical Services Educator Certification)
 - iii. Completion of Fire Service Instructor 3 within 2 years of application and completion of supplemental modules as indicated by the EMS I curriculum components
 - iv. Completion of Police Academy (POST) Instructor Program within 2 years of application and completion of supplemental modules as indicated by the EMS I curriculum components
 - v. Other
 1. In addition to the requirements stated above, the following may be considered:
 - a. Teaching credentials such as advanced degrees in Adult Learning theory or an out-of-state EMS Instructor certification may be eligible for CT certification providing:
 - i. The training meets or exceeded CT's requirements, and
 - ii. Credentials are verified by the university/college transcript or the certification standards are verified directly from the credentialing State EMS office.
5. Obtain approval from CT EMS Regional council or CT State agency
6. Submission of two letters of endorsement from current EMS Instructors

Topics for Supplemental Modules required for Fire Service Instructors, POST Instructors, and “other” candidates’ (as deemed necessary) required for endorsement:

1. Patient focused instruction based on Evidence Based Guidelines
2. Teaching and evaluation/testing of psychomotor skills
3. Adjusting to and handling of learning disabilities
4. Student remediation and contract setting
5. National EMS Publications their use and application
6. Test construction and test taking strategies (NREMT)
7. Rubric construction
8. Establishing and Analyzing outcome measures
9. Educational infrastructure
 - a. Student handbook/guidelines
 - b. Contracts and clinical/field agreements

Part Three: The EMS Instructor Training Program Curriculum

The Training Program

Minimal areas to be covered via on-line modules and direct classroom instruction:

1. Review of national documents necessary to guide curriculum development
2. Content area to be covered:
 - a. The 2002 National Standard Curriculum for EMS Instructors
 - b. Adult learning principles according to Bloom's revised taxonomy
 - c. Review of 2002 National Standard Curriculum for EMS Instructor courses
 - i. Review of advanced teaching methods needed to meet 2009 EMS Education Standards and 2007 Scopes of Practice
 - d. Student-centered instructional methodology
 - e. Development of outcome measures and competency metrics that define student achievement
 - f. Cognitive teaching and testing methods
 - g. Psychomotor teaching and testing methods
 - h. Affective domain
 - i. Clinical and field experiences and student competencies
 - j. Measuring student learning
 - k. Needs of the educational infrastructure
 - l. Student teaching experience
 - m. Analyzing outcome data
 - n. Other
3. Scheduling and Oversight of student teaching experience
 - a. Inclusion of twenty-five (25) hour student teaching internship required for initial course completion to occur after all classroom content completed.
 - i. Demonstration of competency in the following areas:
 1. Development and use of lesson plans
 2. Following, and understanding objectives (Affective, Cognitive, and Psychomotor)
 3. Teaching in the following areas:
 - a. small group sessions
 - b. direct classroom (large group) instruction
 - c. Student –centered teaching methodology
 4. Psychomotor instruction and evaluation
 5. Student remediation